Revised DCG Guidelines
Approved Fall 2000

Any approved DCG course will be centrally organized around the aims of one of the four pedagogical models below.

A. Multicultural Studies: Educational Objectives

* To comprehend the diversity of knowledge, experiences, values, world views, traditions and achievements represented by the cultures of the United States and/or beyond, and to understand some of the significant ways in which those cultures have interacted with one another
* To explore and evaluate concrete examples of the student's own cultural heritage in relation to others
* To develop in students the ability to read a culture critically through expressions and representations indigenous and exogenous to that culture

B. Identity Politics: Educational Objectives

* To study how various cultural groups have defined their visions of self and other, and of the relationships between self and other
* To evaluate the complexity and fluidity of social identities, particularly with respect to the intersections of class, ethnicity, disability, gender, nationality, and so on
* To understand how cultural differences and identities founded in such categories as age, race, sexuality and so on are produced and perpetuated through a variety of social, cultural, and disciplinary discourses (e.g. literature, popular culture, science, law, etc.)

C. Differential Power and Privilege: Educational Objectives

* To become aware of the causes and effects of structured inequalities and prejudicial exclusion rooted in race, class, gender, etc., and to elucidate broader questions of bias and discrimination as they relate to the exercise and distribution of material and cultural power and privilege
* To study culturally diverse perspectives on past and present injustice, and on processes leading to a more just and equitable society
* To expand the ability to think critically about vital problems and controversies in social, scientific, economic and cultural life stemming from differences of gender, race, disability, class, etc.

D. An Integrative Approach

* An integrative approach which substantively incorporates aims from two or more of the models.

Additionally, students will continue to be required to take two DCG courses but now at least one of the two courses used to satisfy the DCG requirement must be domestic, i.e. focused on the United States, and the second of the mandatory courses may take an approach that recognizes wider international or transnational forces.

Finally, departments will review the DCG guidelines with all faculty assigned to teach DCG courses, and individual instructors will highlight for students, in class and on the course syllabus, the principal aims of their courses with respect to DCG.