

IUPUI Form for Creation of a New Undergraduate Minor

Date: Dec. 11, 2019

School: School of Liberal Arts

Department: various SLA departments and programs

Are there additional academic units involved in this minor? Yes No

If yes, list the academic units with contact people:

If yes, list any other units that will have approval co-responsibility:

Minor Name, Description, and Implementation

Proposed name of minor: Diversity and Inclusion Pathway Minor

*Projected semester and year of implementation: Fall 2020

**This does not guarantee that the minor will be approved by the semester requested. It must still go through the appropriate approval process.*

Brief description (in 100 words or less):

The Pathway Minor is a 15-credit program of study intended to add *depth* to the learning experience within the *general education core* by integrating knowledge and praxis around themes of relevance to the students' college and professional experiences from the perspectives of the humanities and the social sciences.

The Diversity and Inclusion Pathway Minor is an interdisciplinary program of study allowing students to develop an understanding of the components of diversity, inclusion, power, and privilege, which include intersectional identities impacted by race, ethnicity, culture, gender, sexuality, religion, language, social class, aging, and disability. This minor not only aids students in understanding the scholarship of diversity and inclusion but prioritizes applied knowledge through engaged learning experiences involving how diversity and inclusion can be examined and fostered within various personal and professional environments and interactions. This minor supports any major/profession that involves encounters, interactions, and work with diverse populations.

Future Employment Prospects

List possible careers for students with this minor:

Attached to this proposal is a listing of the projected employment growth in select occupations, according to the U.S. Bureau of Labor Statistics (Attachment 1). We selected occupations where people need to be able to manage, treat, serve, instruct, represent and work with people across differences of race, ethnicity, culture, gender, sexuality, religion, language, social class, aging, and disability. Relevant career paths include:

- Business management
- Supervision
- Human resources
- Health professions
- Public health
- Social work
- Community and social service organizations
- Pre-school, primary, secondary, and higher education
- Government agencies
- Law and courts
- Clergy and religious organizations

This Diversity and Inclusion Pathway Minor will complement careers that students pursue out of many of IUPUI's Schools, including Kelley Business, Education, Health and Human Sciences, Nursing, Philanthropic Studies, Public and Environmental Affairs, Public Health, Science and Social Work.

Impact on future graduate or professional training or employment:

This Pathway Minor introduces students to foundational concepts, theories and histories for understanding various ways that people experience diversity from minoritized positions and participate in social patterns of marginalization, implicit bias, and privilege. The minor emphasizes practicing attention to one's position and perspectives through developing supportive classroom cultures and through engaged learning experiences that apply concepts and theories to a variety of high impact practices.

Offering more than a theoretical understanding of diversity and inclusion by putting skills and knowledge into practice, this Pathway Minor will help prepare students to engage the opportunities and challenges of working with diverse colleagues and clientele. The goal is training students to understand how they themselves can contribute to and support workspaces and client services that include and serve everyone.

Employers cite as top priorities the ability to work on diverse teams and in diverse communities. This Pathway Minor will introduce students early in their career to practical skills and knowledge for making these contributions. We anticipate that some students will continue their development by choosing more advanced minors in the areas of diversity and inclusion while completing their primary majors and training in other Schools.

Graduate and professional programs that will value this minor include:

- Social Work MSW
- Education MA
- Business MBA
- Law JD
- Public Affairs MPA
- Medicine MD
- Nursing RN, MNP
- Physician Assistant MPA

Restrictions

Is the minor open to all majors for a baccalaureate degree? Yes No

If the minor is not open to all programs, please explain the limitation:

Rationale

Rationale for minor:

(include the program's goals and objectives)

The Diversity and Inclusion Pathway Minor is grounded in the School of Liberal Arts' need to respond to the changing demographics of our students, as well as to provide the knowledge and tools necessary for our students to succeed in the diverse personal and professional world of the twenty-first century. According to the National Center for Education Statistics (NCES) 2019 report, traditional student populations are projected to shrink or stay the same through 2027, with black and brown student populations, and other populations of nontraditional, underserved students, providing important growth areas for both the School of Liberal Arts and IUPUI. In response to these changing educational demographics, both students *and* faculty within the school need to develop and engage in programming that can provide the knowledge and tools necessary to intentionally address changing trends surrounding issues of diversity and inclusion as we all work to create a more just and equitable society. One of the fundamental components of achieving this is not only through the development of student instruction/curricula, but also through the creation of a faculty community of practice made up of those faculty members who will teach within the minor. The faculty community of practice is intended to provide faculty with collaborative opportunities for support and curriculum and teaching development, as we continue to develop/optimize curricular guidelines, instruction, learning outcomes, assessment, and evaluation. Thus, the Diversity and Inclusion Pathway Minor allows the School of Liberal Arts to achieve the following goals and objectives:

1. Address the lack of a cohesive, coordinated, intentional, and thoughtful program that provides students with the opportunity to engage in an interdisciplinary plan of study that allows them to focus on the scholarship and practice of diversity and inclusion as we work to achieve a more just and equitable society;

2. Provide engaged learning experiences across the curriculum that pointedly and intentionally aid students in thinking critically and reflectively about how they interact with those whose intersectional identities are very different than their own;
3. Provide students with the knowledge and tools they need to work successfully across diversely populated professional environments; and
4. Provide faculty with a community of practice that enables them to become more informed, engaged, and conversant in how to teach, encourage, support, and equip our students to succeed in a diverse world in which inclusive, equitable practices are necessary to our everyday interactions with those around us.

Additionally, it is projected that the Diversity and Inclusion Pathway Minor will become a significant draw for students majoring in other schools who understand the necessity of becoming knowledgeable and comfortable in their interactions with diverse populations. Professional fields in which a working and practical knowledge of how to respect and collaborate with those who have differing intersectional identities than one's own include education, business, industry, social work, community and service organizations, government, law, and all of the health-related fields, such as medicine, nursing, dentistry, rehabilitation, and health administration. Providing students with the ability to be conscious and reflective in regard to their own implicit biases and potential microaggressions can be extremely important to the success of our students, for example, in health-related fields where their care decisions can mean life or death for those they serve.

Explain how the minor upholds IUPUI's mission and vision:

IUPUI's mission states, "By offering a distinctive range of bachelor's, master's, professional, and Ph.D. degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity." With this Diversity and Inclusion Pathway Minor, the School of Liberal Arts will enhance "educational, cultural, and economic development" through an "innovative collaboration" across disciplines within the school to create an intentional, cohesive, and coordinated minor that brings together various courses that address issues of diversity and inclusion in both scholarly and practical ways.

The Diversity and Inclusion Pathway Minor also supports Dean Rebein's 2019 Leadership Goals and one of the School of Liberal Arts' "Core Values" by expressing our continued commitment to diversity as we work to further not only the development of student knowledge, understanding, and application of diversity and inclusive practices, but also that of our faculty as we teach, serve, support, and work to retain greater numbers of nontraditional and underrepresented students over the next decade and beyond. Creating such programming situates our school to welcome nontraditional students into an environment in which they can feel supported, accepted, and valued.

Describe how the minor enhances what the department or unit currently offers:

Currently, the School of Liberal Arts does not offer a major or minor program that specifically addresses issues of diversity and inclusion. While there are courses in various departments and

programs within the school that address diversity and inclusion as it relates to specific disciplines, there is no plan of study through which a student can obtain a cohesive, thoughtful, and intentional interdisciplinary understanding of the theories and scholarship of diversity and inclusion, culminating in an opportunity to actually *practice* what they have learned.

Prerequisites and Required Courses

Total credits required for minor: 15

Are prerequisites required for minor? Yes No

If yes, list required prerequisites (with minimum grades required):

Note: See Attachment 2 for the Pathways Minor in Liberal Arts Structural Framework

Required courses for the minor (with minimum grades required): minimum grade of C

Students will complete 15 credit hours of approved Pathways courses, including 6 credit hours of:

- two foundational courses: ENG-W131 or ENG-W140 and COMM-R110 in which students in the Pathway Minor program will be required to complete modules and signature assignments designed to introduce them to Pathway Minor themes

Elective courses for the minor (with minimum grades required): minimum grade of C

Students will also complete elective courses including:

- 9 additional credit hours of approved courses from the following categories (see approved courses below):
 - 1) introductory Thematic Concentration,
 - 2) intermediate Thematic Concentration and
 - 3) advanced Engaged Learning Experience.

Approved Courses for Diversity and Inclusion Pathway Minor

Thematic Concentration: Gen Ed Courses with Introductory Learning Outcomes

AFR0	A140	African American Experience
ANTH	A104	Intro to Cultural Anthropology
COMM	C282	Experiencing Intergroup Dialogue on Social Identity
COMM	C299	Communicating Queer Identity
NAIS	N101	Intro to Native American and Indigenous Studies
WGSS	W105	Introduction to Women's, Gender, and Sexuality Studies

Thematic Concentration: Upper-level course with Intermediate Learning Outcomes

AFRO/ENG	A326/L378	Race, Beauty and Culture
ANTH	E353	Global Migration
ANTH	E457	Ethnic Identity
ENG	L364	Native American Literature
NAIS	C209	Native American Culture and Communication
NAIS/REL	N398/R398	American Indian Women in Religion
POLS	Y324	Gender and Politics
REL	R328	Afro-Diaspora Religions
WGSS	R350	American Feminist Rhetoric

Engaged Experience: Advanced Courses with advanced Learning Outcomes

ANTH	E404	Fieldwork in Ethnography (Community Collaborative Research) Writing Center Theory & Practice Practicum (Knowledge in Practice)
ENG	W397	
*ENG/AFRO	L245/A303	Intro to Caribbean Literature (Study Abroad)
REL/AFRO	R314/A311	Religion and Racism (Community Engaged Research)
SOC	R461	Race and Ethnic Relations (Service Learning)

*The Africana Studies Program will obtain a permanent course number for AFRO-A303 Intro to Caribbean Literature. Students taking this course will be encouraged to enroll under this 300-level number. Students who take this course as ENG-L245 should request an exception from an advisor since this is currently the only one where the high impact practice is study abroad.

Other requirements and options:

- Students must take a minimum of 3 credit hours of Thematic Concentration courses at the 300-level or above.
- Students may opt to complete two courses from the intermediate Thematic Concentration list in lieu of the introductory Thematic Concentration course.
- Students are required to take 3 credits from the approved list of Engaged Experience courses, which will be 300- or 400-level and feature a high impact practice (internship, service learning, research intensive, collaborative project, study abroad, e-portfolio, etc.).
- Students who opt not to apply foundational courses to fulfill their 15 credits towards their minor must still complete a Pathways module.

Substitute courses

Students may petition, either before or after taking a course, to count a course toward the minor. Students will petition the members of the Diversity and Inclusion Faculty Community. They will include:

- course number, title, instructor and term of instruction
- a copy of the syllabus
- statement of how the course meets specific Learning Outcomes of the minor
- completed assignments (if course is finished) that best demonstrate Learning Outcomes

Prior to teaching a course, faculty in the School of Liberal Arts may petition to have a course be counted toward the minor. The faculty member will petition the members of the Diversity and Inclusion Faculty Community. They will include:

- course number, title and term of instruction
- a copy of the syllabus
- statement of how the course meets specific Learning Outcomes of the minor
- statement regarding commitment to participate in the faculty community of practice

Are all new courses needed for the program already approved? If not, have the new courses completed the remonstrance process?

Yes

Learning Outcomes, Experiences, and Assessment

List expected student learning outcomes for the minor:

- 1. Introductory Level Thematic Outcomes (for SLA-S200 and equivalent courses):**
 - a. A basic applied vocabulary for understanding diversity and inclusion, including:
 - i. inequality and oppression and the real effects and consequences they have on individuals, groups, and communities.
 - ii. diversity—its goals, benefits, and significance.
 - iii. inclusion—what it means or how to achieve it.
 - b. A basic understanding of how these concepts and structures affect the students’ personal and professional relationships and contacts.
 - c. An understanding of the fundamental theories and practices related to diversity, equity, and inclusion in general, and as generally applied. These can include such concepts as microaggressions, implicit bias, positionality, intersectionality, intercultural competence, and so on.
 - d. An understanding of how various historically oppressed populations have been and continue to be targeted because of their race, gender, class, ability, religious practices, sexual orientation, and/or age.
 - e. Beginning development of interpersonal communication tools and frameworks that will allow students to begin to understand, listen to, and respect the views of those who occupy very different intersectional identities and positionalities as they express differing experiences and what they mean (as opposed to becoming defensive and/or invalidating the lived experiences of individuals who are dealing with racism, sexism, homophobia, and so on).

- 2. Intermediate 300-Level Thematic Outcomes (general applied to the specific):**

- a. An understanding of how to apply diversity and inclusion concepts, theories, and principles in specific disciplinary or professional fields/areas through addressing specific diversity, equity, and inclusion issues or populations (class, gender, sex, race, ability, age, and so on.). (See sample assignments provided in Attachment 3)
- b. Beginning development of the ability to critically examine one's own behavior in regard to diversity, equity, and inclusion concepts.
- c. Reflective ability to develop one's own diversity and inclusion standards and values, which can be used to govern behavior, choices, and reasoning processes in various situations and interactions.
- d. Advanced ability to listen to, empathize with, and learn from the experiences of individuals who occupy differing intersectional identities and positionalities that are intensely impacted by issues of race, gender, sexual orientation, religious bias, ability, age discrimination, and oppression.
- e. Beginning development of the ability to build and/or nurture relationships with individuals who are positioned differently from one's self and an understanding of why this is important in a diverse personal and professional environment.

3. Advanced Level Thematic Outcomes (application to engaged learning):

- a. Apply the ability to critically examine one's own behavior in regard to diversity, equity, and inclusion concepts; listen to, empathize with, and learn from the experiences of individuals who occupy differing intersectional identities and positionalities intensely impacted by issues of race, gender, sexual orientation, ability, age discrimination, and oppression; and build and/or nurture relationships with individuals who are positioned differently from one's self and why this is important in a diverse personal and professional environment. (See sample assignments provided in Attachment 3)
- b. Complete (and present) an engaged learning experience or project using a high-impact practice that reinforces the student's ability to act on personal diversity and inclusion standards and nurtures and promotes respect, inclusion, and cultural competence in interacting with diverse populations. (See sample assignments provided in Attachment 3)

How will learning be assessed?

Within the faculty community of practice (which is made up of all faculty teaching within the minor), we will review syllabi, assignments, and classroom instruction/evaluations for their alignment with learning outcomes.

Sample assignments for Advanced Courses are provided in Attachment 3.

How will the effectiveness of the program as a whole be assessed and continuously improved?

The faculty community of practice will create and adopt standards for assessment and evaluation. The faculty community of practice will also meet regularly to oversee the minor with the goal of improving our ability to effectively deliver courses that meet the established learning outcomes.

Do any of the required courses carry RISE credit (optional)? If so, list them.

Faculty and Resources

Do all of the courses required for the minor apply to other baccalaureate degrees with the department? If not, justify resource requirements.

Yes; the committee that designed this Diversity and Inclusion Pathway Minor approved courses from a variety of departments and programs with faculty who specifically proposed their syllabi and committed to participating in the Diversity and Inclusion faculty community of practice. These courses already contribute to departments' and programs' baccalaureate degrees.

Explain if the unit has existing resources (e.g., financial, learning, library, equipment) to offer the minor (or will resources be reallocated).

This Pathways Minor will be staffed and supported with existing resources. The only new resource is the time of the faculty members participating in the training and dialogue of the Diversity and Inclusion Faculty Community of Practice. We view this work as school-level service, equivalent to serving on the Faculty Assembly Committee. We will encourage departments and programs to value participation in this community of practice as both service and professional development in teaching.

Potential Negative Impact

Does the curriculum have the potential to negatively impact enrollment in the courses or degrees in other departments or academic units?

Other IUPUI units (School of Social Work and School of Education, in particular) focus on diversity, too. This Pathway Minor is distinctive in its focus on Liberal Arts disciplines.

Is there any duplication of existing courses or programs in other schools? If so, please describe.

Marta Anton, Interim Associate Dean for Academic Programs, will ask for letters of support from Social Work and Education before requesting campus-level approval.

Additional Comments and Information

Additional comments or information:

Contact Information

Contact person for this minor: Dr. Ronda Henry Anthony and Dr. David Craig

Contact person's email: ronhenry@iupui.edu and davcraig@iupui.edu

Contact person's phone number: Ronda Henry Anthony: 317-278-0885

David Craig: 317-274-3689

Attachment 1

Table 1.2 Employment by detailed occupation, 2016 and projected 2026
(Numbers in thousands)

2016 National Employment Matrix title and code	Employment				Change, 2016-26		Occupational openings, 2016-26 annual average
	Number		Percent distribution		Number	Percent	
	2016	2026	2016	2026			
Top executives	2,627.5	2,824.5	1.7	1.7	197.0	7.5	235.0
Public relations and fundraising	333.1	363.7	0.2	0.2	30.6	19.2	35.1
Human resources, benefits and training managers	186.4	203.1	0.1	0.1	16.7	24.4	17.1
Education administrators	531.6	580.4	0.3	0.3	48.8	9.2	45.8
Medical and health services managers	352.2	424.3	0.2	0.3	72.1	20.5	36.7
Social and community service managers	147.3	173.8	0.1	0.1	26.5	18.0	16.3
Human resources, benefits and training managers	1,140.3	1,210.2	0.8	0.8	70.0	23.4	119.2
Medical scientists	126.1	142.7	0.1	0.1	16.6	13.2	12.7
Social scientists and related workers	303.8	336.7	0.2	0.2	32.9	10.8	26.5
Community and social service occupations	2,570.7	2,942.6	1.6	1.8	371.9	14.5	330.7
Religious workers: Clergy and education	444.2	478.7	0.3	0.3	34.4	7.7	56.3
Lawyers, judges, and related workers	858.2	926.9	0.5	0.6	68.7	8.0	44.0
Postsecondary teachers, social science, humanities, health, art, etc.	911.5	1,056.9	0.6	0.6	145.3	70.3	88.2
Preschool, primary, secondary, and special education school teachers	4,264.8	4,598.7	2.7	2.7	333.8	7.8	358.7
Other teachers and instructors	1,416.2	1,568.2	0.9	0.9	152.0	10.7	176.0
Librarians, curators, and archivists	268.4	293.9	0.2	0.2	25.6	9.5	32.6
Actors, producers, and directors	198.5	222.4	0.1	0.1	23.8	12.0	21.4
Healthcare practitioners and technical occupations	8,751.5	10,088.1	5.6	6.0	1,336.6	15.3	625.1
Supervisors and protective service workers	1,910.6	1,961.7	1.2	1.2	51.2	12.4	138.5
Totals	27,342.9	30,397.5	17.4	18.2	3,054.5	11.1	2,415.9

Source: Employment Projections program, U.S. Bureau of Labor Statistics

**Pathway Minors in Liberal Arts
Structural Framework**

LEARNING OBJECTIVES	PLUS	ASSESSMENT	COURSE MAPPING
Foundational curriculum (6 credits)			
Note: Transfer credits accepted Question: How can these courses be modified to include broad themes in Liberal Arts? (Target 2 or more competencies/disciplines? list of readings?)			
	Communicator		ENG W131
	Communicator		COMM R110
LEARNING OBJECTIVES	PLUS	ASSESSMENT	COURSE MAPPING
Thematic Concentration (6 credits)			
Notes: <ul style="list-style-type: none"> • One course from general education list (100-level and up) • Second course 300-level and up (not general education; could be 'integrator') • Ideally two different departments 			
	Problem Solver/Innovator		(from gen ed list; 100-level and up)
	Problem Solver/Innovator		(300-400-level)
LEARNING OBJECTIVES	PLUS	ASSESSMENT	COURSE MAPPING
Engaged Experience (3 credits)			
Notes: <ul style="list-style-type: none"> • 300-400-level • High Impact Practice (internship, service learning, research intensive, collaborative project, study abroad, e-portfolio, etc.) 			
	Innovator/Community Contributor		

Attachment 3: Sample Advanced Assignments

Sample Diversity and Inclusion Pathway Minor Advanced Assignments

ANTH-E404 Fieldwork in Ethnography

Advanced Level Learning Outcome A

Students are required to take and pass the CITI Human Subjects Test to participate in the class. They then engage in conducting open-ended interviews and participant observation in community settings. From the 2016 syllabus:

This course is intended to provide a basic guide to the use of ethnographic fieldwork methods, including participant-observation, semi-structured interviewing, and use of mapping among others and to the notion of collaborative fieldwork. As is always the case in ethnographic research, the process is iterative; that is, everything we learn will lead us to our next steps. Therefore, in some respects, we will build the syllabus together—especially for the last 2 weeks—as we go along.

We will be working in partnership with the [Mapleton-Fall Creek Community Development Corporation](#) (MFCDC). (The hyperlink will take you to the organization's website). This year, our work will focus on efforts to improve the health and wellbeing of the community and our research has been funded by a grant from CHEP – Community Health Engagement Program – which has funded projects on health all over the state. You can read more about CHEP [here](#). Our plans for the class have been developed collaboratively with the staff of CDC and we will take our direction from them, in terms of the kind of information they would like us to gather to assist them in their work.

Advanced Level Learning Outcome B

FINAL PROJECTS

The format for the final projects will be discussed and we will reach a consensus on the best way to present our work. Remember, we have two audiences for these projects: an academic audience and the neighborhood audience. Different topics may call for different modes of presentation. Most of your class research will be carried out as either a member of a team or of a group. I will be very aware of who is doing what and we will grade accordingly. In other words, it will be possible for members of one group to receive very different grades!

Your research will play an important role in informing the work of the Mapleton-Fall Creek Development Corporation, as they work toward implementing the health goals specified in their neighborhood Quality of Life document. In addition, over the summer, we will also be using your research to put together a calendar that will be distributed to the neighborhood with all of your research summarized in a format that will be useful and accessible to neighborhood residents.

PRESENTATIONS TO THE COMMUNITY

Attachment 3: Sample Advanced Assignments

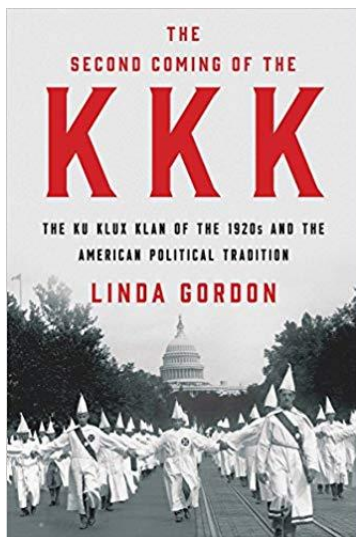
Rather than having each group present to the community as a powerpoint or lecture, each group is going to have a “station” at a community reception, where you will present your work in formats that you select. Each group will create a poster; in addition, you could create a short powerpoint or video and have it running on a tablet or some other kind of format that we will brainstorm about.

REL/AFRO-R314/A311 Religion and Racism

Intermediate Learning Outcome A

The Second Coming of the KKK

The goal of this unit is to understand the role of white Protestant supremacy in fueling anti-Black racism, anti-Catholicism, and anti-Semitism in the United States and especially in Indiana, which had the largest KKK membership of any state in the 1920s.



Understand how to apply diversity and inclusion concepts, theories, and principles in specific disciplinary or professional fields/areas through addressing specific diversity, equity, and inclusion issues or populations (class, gender, sex, race, ability, age, and so on.).

This unit examines the roots of racial and religious prejudice in the United States by revealing the ways that white supremacy, xenophobia, anti-Semitism, anti-Black racism, and Protestant hegemony came together in the 1920s to inspire the second rise of the KKK. Though the first iteration of the Klan was a Southern phenomenon, its second during the 1920s was most popular north of the Mason-Dixon Line. In states such as Indiana and Oregon, the KKK engaged the white Protestant majority in secret rituals and huge religious assemblies. It counted millions

of Americans as card-carrying members, and millions more consumed its sly propaganda, which stoked fear of the Other across America.

Even though the Klan is a small, marginal group in the contemporary United States, many of its anti-Black, anti-Jewish, and anti-foreigner ideas are regnant in the country again. Linda Gordon’s book is a provocation, specifically written to make us question whether and to what extent our shared political life in the contemporary United States is guided by Klan ideals.

After reading and discussing the book, you will write a reflective paper that compares and contrasts religious and racial prejudice in the 1920s to religious and racial prejudices in the communities of which you are part. How do your communities contribute to and/or challenge white Protestant hegemony and anti-Black racism, xenophobia, and anti-Semitism?

Attachment 3: Sample Advanced Assignments

By focusing on the communities of which you are part, you will have the opportunity to accomplish thematic learning outcome B:

Begin to develop the ability to critically examine one's own behavior in regards to diversity, equity, and inclusion concepts.

Before you begin writing your paper, you should make a list of your communities. Don't just think of physical spaces such as the city of Indianapolis, your workplace, your domicile, or your favorite restaurant or religious congregation, but also of your social networks, your state, your nation, or sports team (go STL Cardinals!). In some cases, your membership in these communities is voluntary. In other cases, it may be coerced. Whatever the case, think of the communities that are important to your life.

Be sure to compose a thesis paragraph in which you include a thesis statement about how the religious and racial prejudices of the 1920s are similar and/or different from those sustained or challenged by the communities of which you are part. Then, explain how you will prove your thesis, briefly outlining the evidence that you will use. Much of this may be personal observation, but it must be specific and detailed. You are welcome to use pseudonyms in order to protect people's privacy and avoid any defamation. You should include citations of Gordon's book, however, as you comparing the 1920s to today.

Your paper should be 1,750 – 2,000 words long.

Advanced Learning Outcome B

Racial Diversity/Justice in Indianapolis Religious Congregations

The goal of this unit to provide you with an on-the-ground, real-life opportunity to learn from and reflect on local religious communities that are attempting to challenge racial or religious prejudice in their own congregations and/or U.S. society at large.

You will choose which local religious congregation or association you will research. But you should choose one where you will meet people who are in some way different from yourself.

You will be responsible for visiting this congregation, *but the instructor will help you choose the right congregation, make connections between you and the congregation, and give you pointers on how to conduct yourself appropriately at the site.* In addition, each semester, the instructor will make available certain sites where more than one student can conduct their research.

Here are some examples:

Religious Congregation 1

St. Luke's United Methodist Church, 86th and Meridian

More than 80% of people in the United States attend a church that is dominated by one racial group or another. Many American churches hope to change that, and have committed significant financial resources to doing so. One local example is the historically white

Attachment 3: Sample Advanced Assignments

church, St. Luke's UMC, which has engaged in systematic racial reconciliation dialogues, has offered Sunday school classes on racial justice, and perhaps most importantly, has hired pastors who preach and performers who sing and play music in the Black Church tradition. Are they succeeding? Make plans to visit on three or so Sundays; be ready to speak with both clergy and lay leaders (which the instructor will help to set up); and do some research in scholarly literature on whether they are following "best practices" for racially diverse congregations.

Then, write up your findings in a detailed thesis that argues whether or not the congregation is succeeding in meeting its own goals.

Religious Congregation 2

Masjid Al-Mu'mineen, Millersville Road and Keystone

Muslims--along with Seventh Day Adventists and Jehovah's Witnesses--are the most racially diverse religious community in the United States. No one racial group is in the majority, and there are roughly equal numbers of whites, African Americans, and Asians, with a growing Latinx minority. Such diversity is easily seen at Masjid Al-Mu'mineen, an urban Muslim congregation on the Eastside that focuses on social services and especially a successful prison re-entry program. You will speak with veteran prison chaplain Imam Ismail Abdul-Aleem, members of the congregation, and visit either on three Friday afternoons for congregational prayers or during a weekend program to discover whether how this congregation has become racially diverse. You will also review scholarly literature on race in American Islam as you compose a thesis about whether and how this racially diverse congregation challenges and/or sustains religious and racial prejudices not only at the mosque but also in Indianapolis more generally.

Your final paper should be at least 2,000-2,500 words long.