**Diversity Justice Course Requirement Aims and Outcomes**

The Diversity-Justice requirement is one way in which Loyola University Maryland carries out its mission to prepare students to learn, lead, and serve in a diverse and changing world by introducing students to groups and histories that have been historically underrepresented in the Loyola curriculum. Loyola University Maryland's core values and learning aims call upon the curriculum to prepare students to be aware of human differences and their consequences at the individual, social, cultural, and global levels and to pursue justice by making action-oriented responses to the needs of the world.

In the past, courses were Diversity Designated in one of three categories: those with a global focus, examining differences across nations and world cultures, especially those outside the Western intellectual tradition; those with a domestic focus, examining experiences of distinct minority groups in the United States; and those with a justice focus, examining justice-oriented movements or intellectual traditions that address diversity and systems of injustice. Diversity-Justice courses are no longer assigned to one of these three categories and are no longer required to have a focus in just one of these areas (although, they still can). Thus, Diversity-Justice courses can now have learning aims from all three of these categories. Even though this means it is no longer necessary to separately categorize the learning aims, these categories are provided below in parentheses for the sake of consistency.

**Course Goals**: Courses will provide students with a meaningful understanding of the distinctive histories and perspectives of non-Western societies and cultures (Global Focus), non- dominant cultures and minority groups in the U.S (Domestic Focus), or justice-oriented movements and intellectual traditions that address systems of injustice (Justice Focus).

**Course Learning Aims**: Students will develop competency in discerning: the ways in which non- Western societies and cultures embody and are shaped by specific histories, beliefs, practices, and ideologies (Global Focus); the ways in which factors such as power, place, and privilege shape the lives of historically disenfranchised groups (Domestic Focus); the origins of, explanations for, and movements against experiences of injustice (Justice Focus).

**Course Learning Outcomes**:

 **Perspectives**: Students will demonstrate a meaningful understanding of the history, perspectives, and values of: at least one non-Western society or culture (Global Focus); non-dominant culture or minority group in the United States (Domestic Focus); or justice- oriented movement or intellectual tradition (Justice Focus).

 **Context**: Students will demonstrate a meaningful understanding of: how at least one non-Western society or culture (Global Focus) or one non-dominant culture or minority group (Domestic Focus) shapes and is shaped by local, regional, national or global contexts; how at least one movement or intellectual tradition addresses injustices experienced by a marginalized group (Justice Focus).

 **System:** Students will demonstrate a meaningful understanding of: the status/place of at least one non-Western society or culture in a global context (Global Focus); structural sources of injustice (Justice Focus), disenfranchisement, and privilege in a domestic context (Domestic Focus).

 **Analysis:** Students will demonstrate a meaningful understanding of ways to analyze and conceptualize differences (Global, Domestic, and Justice Focuses).