

ADDENDUM:

The ASWC suggests the following:

The Core Programs

Core 150

1. Requests to change the name of the course to reflect a curriculum of more diverse worldviews.
2. Recommends that lectures should be extended on the amount of time spent on non-Judeo Christian worldviews. Furthermore, these lectures should invite speakers of different faiths to present the various non-Christian worldviews (e.g., Buddhist Monk, Rabbi, Atheist, etc.), leaving time at the end of each lecture to ask the speaker questions.
3. Urges that discussion groups should require consistent training of discussion group leaders so that they are able to more knowledgeably answer questions and to facilitate productive discussion. Moreover, discussion groups should not be used as a study time, but rather as a time to reflect and respond to material that is being presented.
4. Suggests that papers and reading materials should reflect the broader curriculum. Essay prompts should not be limited to defending one of two sides of an argument, but should allow room for students who hold beliefs between or outside the two options to express their own opinions. Lastly, the adoption of the Core 250 model for papers should be applied to Core 150. This model constitutes the inclusion of half analysis and half summary of the text, to hold students accountable for readings, while encouraging unique personal reflections.

Core 250

1. Requests that topics presented in Core 250 should have a “...***practical application in human affairs***, whether evident in the humanities, the arts, or the sciences are explored.”¹ (e.g., the current Core curriculum does not adequately inform students about current world conflicts such as those in the Middle East.)
2. Emphasizes that it is not necessary for lectures to repeat curriculum that was already presented in Core 150. Instead, the time should be spent introducing additional thinkers (e.g., the majority of philosophers presented in the 2nd unit are repeated)

¹ Whitworth College. “Whitworth Core/Worldview Studies Courses.”

Available: <http://www.whitworth.edu/Academic/Department/Core/CourseDescriptions.htm> (Emphasis added)

3. Stresses that our understanding of diverse philosophies directly impacts our ability to think independently and react responsibly to current world issues (e.g., spending more time discussing Middle-Eastern philosophy would help students to better understand the current conflict in this area of the world)
4. Supports the need for more contemporary ideas to be presented in Core 250.

American Diversity Credit

1. Notes that the American Diversity Credit is a General Education requirement to graduate, and therefore, the classes should “include substantial work that reflects thoughtfully on diverse viewpoints within American society. These courses emphasize the role of diversity in an increasingly diverse America.”²
2. Requests a re-evaluation of classes that fit under the American Diversity credit to ensure they align with the objectives of the requirements outlined in the Course Catalog.
3. Expresses the belief that this will provide ample opportunity for students to fulfill the American Diversity credit without sacrificing the goals of the requirement as outlined in the Course Catalog.
4. Recognizes that new classes will have to be created in order to include important aspects of American Diversity that are not currently reflected, or are not offered frequently enough, in Whitworth curriculum. These classes include, but are not limited to:
 - African American Studies
 - Native American Studies
 - Hispanic American Studies
 - Alternative lifestyle studies (e.g., disabilities, elderly, deaf, socio-economic, homosexual, etc.)
 - Contemporary American Media
 - Internet and technology use in America
 - Leading in an Intercultural World
 - The Changing World of Race: Multi-ethnicity
 - Politics of the Civil Rights movement
 - Psychology of Prejudice
 - Affirmative Action
 - Psychology of Poverty
5. The following regularly offered classes meet the criteria for the American Diversity credit; however they do not currently fulfill this General Education

² Whitworth College Course Catalog (2005-2007), pp. 22

requirement.

- Race and Ethnicity
- Gender, Politics and Law
- Cities and Urban Life

GE 125

1. Appeals for additional training for freshman seminar teachers in order to “encourage our students to be involved in the community locally, domestically, and internationally.”³

2. Recommends adding the following components into the freshman seminar curriculum, “to address the unique needs of first-generation college students and those students from disadvantaged socio-economic backgrounds.”⁴ Those components include, but are not limited to:

- Personal healthcare and soul care
- Who are you?
- Public transportation day
- Quiet time- places around campus
- Racial differences- how do we work through on this campus
- Roommate issues
- Community Service
- Vocation vs. calling (Specific to a particular major)
- Dealing with change
- Student leaders will present an explanation of on-campus leadership positions and ways to get involved, as well as providing an upper-classmen insight to campus life
- Introduction to campus services
 - Off-campus study options
 - Disabilities
 - Counseling Services and Health Center Information
 - Food Services
 - Clubs
 - Majors
 - Intramurals
 - Dine with a Mind
 - E-mail
 - Blackboard

³ Whitworth College. “Whitworth- Strategic Plan 2005-2010-Key Results Area.” Available: <http://www.whitworth.edu/GeneralInformation/StrategicPlan/KeyResultAreas/InterculturalRelations.htm>

⁴ Whitworth College. “Whitworth- Strategic Plan 2005-2010-Key Results Area.” Available: <http://www.whitworth.edu/GeneralInformation/StrategicPlan/KeyResultAreas/InterculturalRelations.htm>

- Whitnet
- Career Services
- Service Learning

3. Realizes that the current curriculum is important and would be difficult to incorporate all of these ideas into one semester. Therefore, we recommend that adding another course to continue the work that freshman seminar has already started.

4. Proposes that this course be offered in the Spring Semester of freshman year, with the recommendation that the 2nd course in the 2-part series be required for transfer students, as well as freshmen.

5. Declares that we would be willing to partner in creating the curriculum, as well as helping to provide suggestions for activities and discussion topics and effective ways to lead discussion on sensitive topics.

Clubs on campus

1. Affirms that students should have the right and the freedom to organize for any cause, common interest, or belief structure does not discriminate or cause harm to the Whitworth community.

2. Declares that Whitworth College is "...committed to creating an environment that welcomes people from diverse backgrounds, is supportive of difference, and perhaps most importantly, acknowledges that we all have things to learn from each other."⁵

3. Acknowledges that *every student* contributes to the funding of clubs on campus and should have access to those funds through the creation of clubs.

⁵ Whitworth College. "Whitworth Commitment to Diversity." Available: <http://www.whitworth.edu/GeneralInformation/CommitmentToDiversity/Index.asp>

