

Modern and Classical Languages and Literatures
M.A. – FLCL (French and Francophone Studies, Hispanic Studies, Multilingual Studies)
Inclusion and Diversity Requirement Proposal

The Graduate Studies Committee proposes that students enrolled in the M.A.-FLCL degree complete the Inclusion and Diversity requirement through completion of a diversity and inclusion module in FL 5174: Ethics, Professional Practice, and Policy in Foreign Languages and Cultures. While students enrolled in our 5000-level FL, FR, and SPAN courses routinely cover issues of race, gender, sexuality, national origin, and disability in their analysis of literary, filmic, and cultural texts, we believe that a dedicated study of issues pertaining to Diversity and Inclusion will allow for careful and mindful introspection on the import of the topic as foreign language professionals.

FL 5174 currently fulfills the Graduate School's Ethics requirement, and introduces students to a variety of issues and topics related to the field of Foreign Language study, research, and policy. Given that many of the topics covered in the course overlap with issues of diversity and inclusion—such as L1 and L2 instruction in bilingual schools and their impact on immigrant communities—we believe the course will provide ample real-world case studies for students to reflect on the far-reaching impact of diversity and inclusion both at the University and beyond.

The proposed module will take place over two weeks of instruction (2 3-hour blocks, or 4 75-minute blocks), to be divided into the following format:

- Week 1 –
 - The University's Principles of Community (valuing human diversity and inclusion and creating a climate of civility, sensitivity, and mutual respect). The Principles of Community are covered in intake orientation sessions, and will be reinforced through a discussion of the core tenets of the University's mission towards community.
 - Impact of personal actions and words (understanding difference, bias, and micro-aggressions). Several faculty in MCLL are trained in diversity issues (SafeZone, Undocually, etc.) or are active members of Faculty/Staff Caucuses. Faculty will be invited to give a presentation on micro-aggressions, unconscious and conscious bias, and issues of language as it pertains to inclusion.
- Week 2 –
 - Avenues of redress and shared responsibility as active bystanders (recognizing and disrupting academic bullying). Academic bullying and avenues of redress (Graduate Studies Director, Department Chair, Graduate School Ombudsman) are covered in intake orientation sessions, and will be reinforced through active discussion and hypothetical case studies.
 - Process of individual introspection to create inclusive environments (awareness of words and language, especially micro-aggressions). Students will write a capstone reflection on the Diversity and Inclusion module and reflect on how

issues covered in the sessions have impacted or will impact their performance and foreign language professionals.

Given the global nature of FL 5174 and the issues already covered such as foreign language policy, students will be exposed to and reflect on inclusion and diversity in a global context, historical perspectives on diversity, and transnational debates in the field of diversity and inclusion research.