

## Global Cultures, Race, and Equity Education Experience (EREG)

### Component Content/Methodology

The Global Cultures, Race, and Equity Education Experience contributes towards the Illinois state-mandated requirement that general education requirements include coursework that contributes to “improving human relations to include race, ethnicity, gender, and other issues related to improving human relations to address racism and sexual harassment” (see the Board of Higher Education Act at <https://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1080&ChapterID=18>).

Approved courses, activities, or projects designated as having a Global Cultures, Race, and Equity Education Experience component will introduce students to societal and cultural characteristics, issues, or levels of organization as exhibited by societies and cultures in countries other than in the United States, and must focus on diversity and include issues of inclusion, inequality, inequity, and social change.

All courses with a EREG designation are required to address social groups, cultural othering, and social stratification, and include a component that makes connections to contemporary aspects of group interactions, inequalities, and conflicts, including in relation to contemporary understandings and structures of race and racism.

While U.S. examples may be included to provide a comparative framework, the course content must be mainly focused beyond the United States and a substantial portion of the course must be a critical approach to exploring inequality, inclusion and social justice as it relates to the setting addressed. This can be demonstrated through a specific amount of time dedicated to these topics, or through an extended focus in terms of readings and assignments. Well-designed courses not only include content representative of diverse perspectives, but also content produced by diverse creators. SIUE Global Cultures, Race, and Equity Education Experience use instructional methods that intentionality introduce students to societal and cultural characteristics, issues, or levels of organization as exhibited by societies and cultures in countries other than in the United States.

A course may carry both the EREG designation and the ERGU designation. This is reserved for courses where the course content dictates that there is an extensive discussion issues of race and gender in both the Global and US Cultures. In these instances, departments proposing the course should provide an explanation explaining why both designations are necessary. In some cases, a course may carry both the ERGU designation and the EREG designation. This is reserved for topics that demand an extensive discussion of issues of race and gender in both the Global and US Cultures. In these instances, departments proposing the course should provide an explanation

explaining why both designations are necessary. For courses that carry both designations, students will be given credit for either EREG or ERGU, but not both.

### Experience Goals

- an understanding of social and cultural characteristics, diversity, and/or issues in areas outside of the United States, historically and/or contemporarily;
- an understanding of the structural determinants of social location and inequality in areas outside of the United States, historically and/or contemporarily;
- an ability to recognize parallels and differences in social development, social organization, conflict resolution, or societal characteristics between those experienced in the United States versus those in other countries or areas, including around the social locations of race and gender;
- a recognition of, and appreciation for, differences among cultures and societies;
- a critical understanding of inequalities, conflicts, and social change among groups
- an ability to gain information and knowledge about cultures and societies other than those experienced in the United States.