

January 7, 2019

In November 2018, the Diversity Action Committee met to discuss specific plans for addressing the goals set by the Comparative Literature faculty.

These goals are:

- 1) Foster an inclusive and accessible departmental climate with respect to our students, both undergraduate and graduate, and well as our faculty (in research, teaching and mentorship);
- 2) Support diversity-related research as it is broadly conceived;
- 3) Recruit and retain demographically diverse and historically underrepresented undergraduate students, graduate students and faculty;
- 4) Create opportunities for the department to discuss diversity and inclusivity through various forums, including but not limited to town hall meetings, discussion sessions and surveys; and
- 5) Collaborate with faculty in other departments and units to expand course offerings and workshops serving diversity.

-With respect to items (1) and (3):

COLT has proposed a new 200-level course, COLT 213, which expands our Gen Ed/Core Ed inquiry and pedagogy into the area of U.S. Difference, Inequality, Agency. COLT 213 examines U.S. society and culture by comparing products of U.S. culture with products of “world” culture (i.e., societies and cultures outside the U.S.) in order to defamiliarize assumptions, norms and codes of U.S. culture and expression. This course is currently under review by the CAS Curriculum Committee and we expect to have it on the books for F 2019.

Our department, led by Katy Brundan, will participate in the SAIL program in 2019. Our department funds a small stipend for graduate student participants in SAIL.

The Director of Pedagogy and the Department Head continue to work with GEs and IORs to develop a portfolio of materials, resources and tools (guides to note-taking, representative scaffolded assignments, rubrics, etc.) to help create greater equity for all students in our undergraduate, Core Ed courses. Our objective is to welcome and support undergraduate students, regardless of prior preparation in long-format reading, close reading and academic writing.

The Director of Pedagogy continues to work with IORs to consider the images of authority and expertise represented on our syllabi. We seek to continue to expand the range of genders, worldviews and critical perspectives on all our documents and course materials.

-With respect to items (2) and (5):

The Comparative Literature Department is the home of a key international scholarly venue, the *Comparative Literature* journal (*CL*). Journal editor Michael Allan has proposed that we explore ways of engaging scholars, internally, nationally and internationally to reflect on key questions, problems and theoretical in diversity, inclusivity and equity research.

We are in the process of planning and executing exciting programming for 2019 -2020, in which the traditional representation of race, ability and ethnicity in scholarship and pedagogy of the culture(s) of the early modern European world are analyzed and critiqued. In February, 2019, Comparative Literature will host Steven Hutchinson (U Wisconsin, Madison), who will deliver a public lecture from his recent research on maps and mapping, "Imagining Africa in the Early Modern European World." For Fall 2019, we are planning a two-day symposium that examines ideas of race, nation and identity in the early modern world (symposium title forthcoming). This symposium will bring some of the most exciting emerging scholars in early modern studies to the UO campus and will be open to the public. We are applying for support from DEI, CAS, the OHC and various stakeholders across campus to support this event, and plan to include a special session devoted to graduate research, issues and concerns.

-With respect to item (4):

In the Fall 2018 meeting of the Diversity Action Committee, members of the committee discussed the fact that our constituents are most interested in workshops directed to supporting our international students during this nationwide period of increased pressure, travel difficulty and visa issues and challenges. The DAP has prepared one workshop on the H1B and J1 visas, and the faculty has discussed bringing an invited speaker to campus to discuss issues of interest and concern to international students. As requested by our graduate students, these events are directed to both faculty and students, who will work and receive training together during the sessions.