

COLL 199

The COLL 199 is a requirement that all students take a course of at least 3 credits dealing with justice and equity. The COLL 199 attribute may be applied to other COLL courses, including COLL 100s, 150s, and 200s. Students who take such courses will earn credit toward both requirements. This attribute can be affixed to any course that successfully addresses two pedagogical goals.

These goals are: 1) to deepen students' understanding of the value-laden processes of social inclusion and exclusion through institutional, cultural, and normative practices that are both historical and ongoing; 2) to provide students with a rigorous academic space in which to explore differences in perspective while foregrounding reasoned and respectful discussion as the means for achieving common ground.

To meet these pedagogical goals, COLL199 courses will: 1) examine social norms, institutional practices, and patterns of belonging and marginalization by exploring at least two key social categories including, but not limited to: race, gender identity, ethnicity, sexual orientation, socioeconomic status, language, religion and disability; 2) emphasize respectful dialogue among students as an integral component of the course; and 3) enable critical reflection by requiring students to make sustained connections between the course material and contemporary life in the United States.

A Statement Regarding the Adoption of the COLL 199 Attribute:

The Executive Branch of the Student Assembly at the College of William & Mary strongly supports the adoption of the COLL 199 attribute into the existing COLL Curriculum. This necessary institutional change takes seriously the experiences of marginalized students, incorporating them into the College's main goal - educating leaders across disciplines.

When the Task Force on Race Relations first convened in March 2015, the goal was not merely to present recommendations, it was to prompt action and change. Adopting the COLL 199 attribute indicates a cohesive effort to apply these recommendations to every student's experience. It also indicates to marginalized students that faculty and administration are ready to confront students' long-standing concerns. This communication is crucial to building trust and responsibly stewarding the conversation surrounding issues of marginalization on our campus.

This potential development, however, is just that; a step, not a final goal. Adopting the COLL 199 attribute is a crucial building block towards realizing our goals of genuine inclusivity, but it cannot mark a reprise from our campus-wide efforts.

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