

Peer or Aspirant Institution	General Education Requirements	Number of Courses	Comments on Non-Western, Cultural Competency, Global Engagement, and/or Cultural Diveristy Courses
Union College	First Year Preceptorial (1); Sophomore Seminar (1); Social Sci (1), Arts & Humanities (2); Linguistic & Cultural Competency (2); Quantitative Reasoning (1); Lab Science (1); Science & Society (1); ID Cluster (3); Writing Across the Curriculum (5).	18	Linguistic & Cultural Competency: seq of two courses in a FL; 2 LCC courses; or 2 courses taken abroad that deal with a cultural tradition outside the US. For Union students to contribute most effectively to a diverse, global, and culturally complex society, they must be competent in foreign languages and/or become knowledgeable of foreign or unfamiliar cultures. Through study of a foreign language and/or cultural diversity, students should achieve at least one of the following outcomes: demonstrate basic literacy in and understanding of a foreign language; demonstrate understanding and appreciation of cultural diversity through study of non-U.S. cultural traditions, of “minority” cultural traditions within the U.S., or of cross-cultural comparison and cultural complexity; either or both of the preceding goals, on a term abroad. In addition, LCC courses will afford students insights into cultural difference and our common humanity through advanced foreign-language expertise and greater familiarity with other cultures.

Oberlin College	First Year Seminar (1); Distribution Requirement (3 courses in each of 3 divisions: Humanities, Social Sciences, Sciences); Cultural Diversity (3); Writing Proficiency (2); Quantitative Proficiency (1-2)	16,17	Cultural Diversity. The requirement is based on the belief that well-educated persons in today's interdependent world should study and analyze cultures other than their own. By observing distinctions in class, ethnicity, gender, language, race, religion, and sexual orientation, students can comprehend the differences that have historically set social groups apart from one another and develop a greater capacity for intellectual open-mindedness and tolerance. By establishing the areas of coursework described below, the faculty recognizes the different approaches to cultural diversity. Some courses provide appreciation of specific cultures and societies, whether non-Western or Western, through the study of language, history, or thought. Others stress cross-cultural approaches in understanding cultural differences. The cultural diversity requirement is not intended to promote the subordination of the Western tradition to other traditions. Rather, it is founded on the belief that breadth in a liberal arts education involves exposure not only to the three divisions of higher learning (the Humanities, Social Sciences, and Sciences), but also to cross-cultural and multicultural analysis. The faculty views the cultural diversity requirement as an expression of the College's longstanding commitment to a genuinely pluralistic community of scholars.
Bates College	First Year Seminar (1); two four-course Concentrations addressing a common theme (8); Writing-Attentive Courses (3); Scientific Reasoning (1); Laboratory Science (1); Quantitative Literacy (1)	15	

Colgate University	First Year Seminar (1); intermediate competence in a foreign language (2); Core: Legacies of the Ancient World, Challenges of Modernity; Sci Perspectives on the World; Communities and Identities (4); Global Engagements (1); two in each Area of Inquiry: Natural Science & Mathematics; Social Relations, Institutions, & Agents; Human Thought and Expression (6)	14	Courses in the Communities and Identities (CI) component provide students with a multi-layered understanding of identities, cultures, and human experiences in particular geographically distinct communities and regions of the world. Global Engagements (GE) courses provide students with an opportunity to analyze and debate the conditions and consequences of intercultural interaction, both in the United States and in the broader world, so that they will be prepared to confront responsibly the challenges of the 21st century.
Dickinson College	First Year Seminar (1); Writing Intensive Course (1); Quantitative Reasoning (1); Arts & Humanities (2); Social Sciences (2); Laboratory Science (2); Intermediate Competency in a Foreign Language (2); US Diversity (1); Comparative Civilizations (1); phys activity (not tallied here)	13	Cross-cultural Studies. The college requires three different types of coursework to familiarize students with the ways in which the diversity of human cultures has shaped our world. These courses seek to prepare students to be effective citizens in an interdependent world and to be aware of the breadth of voices, perspectives, experiences, values, and cultures that constitute the rich tapestry of US life and history. US Diversity. To prepare students to function effectively in civic life and to help them gain a broader understanding of the commonalities and differences among cultures and values in the context of the making of American society, the college requires one course with a focus on US diversity. US diversity is a comparative course that focuses on the history of cultures based on race/ethnicity, gender, class, religion and/or sexual orientation. Comparative Civilizations. To deepen students' understanding of the diversity in cultures by introducing them to traditions other than those that have shaped the modern West, the college requires one course with a focus on the comparative study of civilizations.

Middlebury College	First Year Seminar (1), College Writing Course (1); Distribution: Literature, The Arts, Philosophical & Religious Studies, Historical Studies, Physical & Life Sciences, Deductive Reasoning & Analytical Processes, Social Analysis, Foreign Language (7 of 8 required); Cultures and Civilizations (4)	13	Cultures and Civilizations Requirement. Middlebury College believes that students should have broad educational exposure to the variety of the world's cultures and civilizations. Because cultural differences are based upon, among other factors, geography as well as history, ethnicity as well as gender, issues pertaining to cultural difference are integral to most of the academic disciplines represented in the curriculum. Accordingly, Middlebury students are required to complete a cultures and civilizations requirement consisting of one course in each of the following four categories: a. AAL: courses that focus on some aspect of the cultures and civilizations of Africa, Asia, Latin America, the Middle East, and the Caribbean. b. CMP: courses that focus on the process of comparison between and among cultures and civilizations, or courses that focus on the identity and experience of separable groups within cultures and civilizations. c. EUR: courses that focus on some aspect of European cultures and civilizations. d. NOR: courses that focus on some aspect of the cultures and civilizations of northern America (United States and Canada)
Trinity College	First Year Seminar (1); Distribution: Arts, Humanities, Natural Sciences, Social Sciences, Numerical and Symbolic Reasoning (5); Intermediate Competence in Foreign Language (2); Writing Intensive Courses (2); Global Engagement (2)	12	Global engagement requirement —Students satisfy this requirement by passing with a letter grade of C- or better a full-credit “global engagement” course (or the equivalent in fractional-credit courses). Included in this category are 1) courses that cover international issues (i.e., issues extending beyond territorial boundaries of any given country in their reach or impact) or global issues (i.e., issues planetary in their scope); 2) courses that study a specific region, country, or cultural tradition outside the United States that engage the U.S. from a global perspective; 3) courses that engage broad topics such as global warming, ecological change, artistic expression, modernity, revolution, sports, nationalism, social movements, intellectual traditions, etc., from the perspective of their global impact or reach; and 4) courses a student takes while studying abroad.

Connecticut College	First Year Seminar; Intermediate Competency in a Foreign Language (2); Writing Across the Curriculum (1-2); Breadth: Physical & Biol Sciences (1), Mathematics & Formal Reasoning (1), Social Sciences (1), Critical Studies in Literature & the Arts (1), Creative Arts (1), Philosophical & Religious Studies (1), Historical Studies (1)	12	
Colby College	English Composition (1); Arts (1); Historical Studies (1); Literature (1); Quantitative Reasoning (1); Natural Sciences (2); Social Sciences (1); Diversity (2); Foreign Language (2?)	12	General Precepts: to become acquainted with other cultures by learning a foreign language and by living and studying in another country or by closely examining a culture other than one's own; to learn how people different from oneself have contributed to the richness and diversity of society, how prejudice limits such personal and cultural enrichment, and how each individual can confront intolerance.
Bard College	First Year Seminar (2); Breadth: Laboratory Science (1), Mathematics & Computing (1), History (1), Social Science (1), Humanities, Foreign Language, Literature & Culture (1), Literature in English (1), Practicing Art (1), Analysis of Arts (1). Rethinking Difference (1)	11	All students must fulfill a " Rethinking Difference " requirement. Courses with this designation focus on the study of difference in the context of larger social dynamics; they may consider the contexts of globalization, nationalism, and social justice, as well as differences of race, religion, ethnicity, class, gender, and/or sexuality.
Kenyon College	Distribution: Fine Arts (2), Natural Sciences (2), Social Sciences (2), Humanities (2). Equivalent of one full year of foreign language study (2); Quantitative Reasoning (1)	11	

Franklin & Marshall College	First Year Seminar (1); Foundation Courses (2); Natural Sciences (2); Non-Western (1); Intermediate competency in a Foreign Language (2); Arts (1), Humanities (1), Social Sciences (1)	11	Non-Western Cultures Requirement. The goal of the Non-Western Cultures requirement is to encourage students to develop an understanding of their membership in the world community. Students expand their critical perspectives of their own identities by gaining exposure to the ideas, arts, sciences and social and political institutions of peoples outside European and European-settler societies.
St. Lawrence University	First Year Program (1); First Year Seminar (1); Social Sciences (1); Art & Expression (1); Humanities (1); Mathematics or Foreign Language (1); Natural Science (2); Diversity (2)	10	Diversity Requirement. Students must take two courses from two different departments or programs approved as engaging participants in the critical study of sameness and difference, including diverse social and cultural practices and beliefs, either within or outside the United States.
Wesleyan University	3 courses in each of: Natural Sciences & Mathematics, Social and Behavioral Sciences, Humanities & the Arts	9	
Hamilton College	Proseminars (4 encouraged); Quantitative Work (1); Writing Intensive Courses (3)	8	
Bowdoin College	First Year Seminar (1); Natural Sciences (1); Exploring Social Difference (1); International Perspectives (1); Mathematical, Computational, or Statistical Reasoning (1); Visual & Performing Arts (1); Humanities (1)	7	Exploring Social Differences – These innovative courses explore differences between the built and natural worlds, social groups, and historical, political and economic forces . International Perspectives – Examinations of societies, historical issues, and cultural trends help Bowdoin students learn to navigate in a variety of cultural contexts.
Haverford College	First Yr Writing Requirement (1); Foreign Language Proficiency (2); Humanities, Social Science, and Natural Science (3); Quantitative Reasoning (1)	7	