



## **US and ATUS History: Statement on inclusion and Diversity**

The UHIGH History Department has the responsibility as well as the opportunity to help all students develop critical thinking, reading, and communication skills; content knowledge; intellectual curiosity; self-confidence; and a sense of social and civic responsibility and agency that promotes informed, active citizenship, and thoughtful, ethical stewardship of our school, our neighborhoods, our nation, and our world. Toward that end, the members of our department pledge to:

1. Help all students acquire a deep, working understanding of the many ways in which the present continues to be profoundly shaped, at both the macro- and the micro-level, by the ideas, events, institutions, people, and practices of the recent and distant past.
2. Guide all students to productively engage with those of different backgrounds, opinions, assumptions, and life experiences, since rigorous historical inquiry is not possible without an appreciation for the broad range of human experience, both present and past. A deep understanding of and high regard for human diversity is foundational for the process of historical discovery.
3. Require students in every course to critically read and discuss primary and secondary source materials that introduce them to the variety of assumptions and opinions needed to understand the events and eras under review. History—human history--can be fascinating and inspiring, as well as messy, contentious, complex, painful, and sometimes tragic, so for the sake of accuracy and progress, we must not simplify narratives for easy comprehension, or to avoid discomfort.
4. Be thoughtful, intentional, and well-prepared to help one another and our students understand, parse, and critically reflect on concepts and constructs including power, justice, oppression, class, race, and gender, as historical and contemporary realities that continue to impact almost every aspect of daily life.
5. Ensure that every student in our courses feels safe, welcome, equally valued, and purposefully included in all classroom processes.
6. Foster among students a deep appreciation of their own and their peers' identities, family heritages and histories; and facilitate historical research and critical reflection on the ways in which those identities and histories have been impacted, for better and for worse, by larger social, political, and economic forces that have long benefited some at the expense of others.
7. Model and maintain a classroom ethos which actively resists racism and other biases; safeguards critical inquiry, free expression, and civil discourse; promotes a sincere regard and respect for the life experiences and perspectives of others; and prepares and empowers students to be effective agents for change when they see or experience moments of inequity and injustice.