**Cultural and Social Difference I**

Cultural and Social Difference: Identity

This is the first of two courses focused on gender, race, and ethnicity. Faculty can choose their own topic, as long as it meets the learning outcomes. This course can be taught in any department and can count toward majors. This course must be completed in the first year and may not be used to satisfy a Way of Thinking.

In this course, students will learn why gender, race, or ethnicity, in isolation, is insufficient to conceptualize either individual or social identity. Students will learn to think critically about their own gendered, racial, and ethnic identities as well as identify the social and cultural factors that shape and contribute to each. Cultural and Social Difference: Identity must address gender, race, and ethnicity in the contemporary United States, though it can do this through the study of texts or data that are not primarily about the contemporary United States.

The ways in which gender, race, and ethnicity intersect must be given prominent attention in this class. An understanding of intersectionality requires recognizing that gender, racial, and ethnic identities are dynamic and that each is experienced differently, depending on how they combine in any one person. An exploration of intersectionality will also involve study of how these and other identities dynamically connect to systems of power. In other words, efforts to achieve justice in any one of these areas must take the others into account.

Requirement: one event related to gender and one event related to race and/or ethnicity must be incorporated into the syllabus. These could be Arts events but do not have to be.

Learning Outcomes

Collaboration 1

Students identify the different roles in the group, engage group members by acknowledging their contributions, articulate the importance of multiple and diverse perspectives in a group, and complete all individual tasks on time.

Gender 1

Students identify a diversity of gender identities. Students identify social and cultural factors that shape their own gender identities and how these factors influence their self- conception and worldview.

Race and Ethnicity 1

Students identify factors that shape their racial and ethnic identities and explain how these factors influence their self- conception and relationships to their communities.

Speak 1

Students organize a presentation with a central message that is partially supported by relevant material(s). Delivery techniques make the presentation understandable, although students may appear tentative or uncomfortable.

 (CSD: I Teaching Guidelines link)

**COURSE PROPOSAL QUESTIONS**

Application date:

In what term will the course first be taught:

**Basic Course Information**

Department:

Instructor:

Course Number:

Course title (as listed in the official catalog). If a topics course, please list the specific title this request applies to:

Abbreviated title for class schedule (30 characters or less including parenthesis & designation):

Number of credits:

If new course, grading type: (Drop down)

Prerequisites (if any):

MOST RECENT Official course description from the Academic Catalog. If this is a topics course, please list description for this specific topic:

Date Proposal Received: (Auto-filled)

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In the Integrations Curriculum a course can be designated as either:

1. A Way of Thinking, OR
2. CSD: Identity or CSD: Systems, OR
3. Writing Foundations, Writing Explorations, or Writing Integrations, OR
4. Theological Explorations (Theo 1) or Theological Integrations (Theo 2).

Any course carrying one of the above designations may also have one or two engagements, except for Theological Explorations (Theo 1) and Writing Foundations, which cannot carry engagements:

1. Artistic engagement (ARTE)
2. Benedictine engagement (BEN)
3. Experiential engagement (EXP)
4. Global engagement (GLO)

Any course, except Theological Explorations (Theo 1) and Writing Foundations, may also satisfy the Quantitative Reasoning skill requirement.

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Please note: the committee understands that some courses may still be in development. Prompts that ask for examples of assignments seek information about the spirit of what students will do, and instructors are not bound to the specific details (e.g. writing prompts) provided.

The Cultural and Social Difference: Identity course is the first of two courses focused on gender, race, and ethnicity. To help the Committee understand how your course meets this focus, please answer the following question. *Details on how the course meets the learning goals should be provided in the subsequent sections.*

1. How does your course align with the general course description for Cultural and Social Difference: Identity? The course content addressing gender, race, and ethnicity must be applied to the contemporary United States in an explicit, intentional, and ongoing way. As noted above, a course may do this through the study of texts or data that are not primarily about the contemporary United States. Please provide an introductory overview of the course, including course topics, readings, etc. that demonstrates this alignment.

As you are answering the following questions, please keep in mind that students will need to produce work that will be used to assess their proficiency in the related learning outcomes.

**Gender** **1**

1. Describe an activity(ies) or assignment(s) in which students will demonstrate that they have identified a diversity of gender identities.
2. Describe an activity or assignment in which students will demonstrate an understanding of the social and cultural factors that shape gender identity/ies.
3. Describe an activity or assignment in which students will demonstrate an understanding of how these factors influence their self-conception and worldview.

**Race and Ethnicity 1**

1. Describe an activity or assignment in which students will demonstrate that they have identified factors that shape racial and ethnic identities.
2. Describe an activity or assignment in which students will demonstrate their understanding of the ways that social and cultural factors shape their self-conception and relationships to their communities.

**Collaboration 1**

1. Describe an activity or assignment in which students will demonstrate that they have identified the different roles in the group, engaged group members by acknowledging their contributions, articulated the importance of multiple and diverse perspectives in a group, and completed all individual tasks on time.

**Speak 1**

1. Describe an activity or assignment in which students organize a presentation with a central message that is supported by relevant materials. (Remember that this is a beginning goal, so the central message may be only partially supported by relevant materials and the delivery techniques should make the presentation understandable, although students may appear tentative or uncomfortable.)

**Event Requirement**

The Cultural and Social Difference 1 course requires that one event related to gender and one event related to race and/or ethnicity must be incorporated into the syllabus. These could be arts events, but do not have to be.

How do you will you integrate these two events (minimum) into your syllabus?

**Portfolio Requirement**

Students will submit an artifact generated in this class to their portfolio. Please initial here to acknowledge this required element: [box for initials]