

Cultural and Social Difference: Identity Teaching Guidelines

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Course Overview

This is the first of two courses focused on gender, race, and ethnicity.

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. Culture 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.

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.

Click [here](#) for a full list of scaffolded learning outcome

Curriculum Guidelines/Requirements for Cultural and Social Difference: Identity

- Students must complete the CSD: Identity course in their first year
- CSD: Identity courses must be 4 credits
- CSD: Identity courses will be capped at 30 students
- 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
- CSD: Identity courses cannot contain prerequisites.
- The vast majority of CSD: I classes will be offered at the 100-level. The exception would be large-credit programs with licensure where they intend a 200-level CSD: I class to only serve their majors and students are expected to take that class in their first year.
- CSD: Identity courses cannot be designated as
 - A Way of Thinking,
 - Writing Foundations, Writing Explorations, or Writing Integrations,
 - Theological Explorations (Theo 1) or Theological Integrations (Theo 2).
- CSD: Identity cannot carry an engagement designation (e.g., Raven, ARTE, EXP, GLO) (pending Senate approval)
- Requirements:
 - The CSD: I 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.
 - Students will submit an artifact generated in this class to their portfolio.

Teaching Guidelines

1. The focus of CSD: Identity courses should be on gender, race, and ethnicity as social and cultural constructs and how they intersect. As per the course description in the Integrations Curriculum, an understanding of intersectionality should entail each of the following components:
 - a. A recognition that gender, racial, and ethnic identities are dynamic and that each is experienced differently, depending on how they combine in any one person.
 - b. A 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.
2. CSD: Identity courses must apply the course content addressing gender, race, and ethnicity to the contemporary United States in an explicit, intentional, and ongoing way, though they can do so through the study of texts or data that are not primarily about the contemporary United States.

- a. The requirement for the contemporary U.S. context emerged out of our students' repeated desire to have courses that intentionally examine the ways in which gender, race, and ethnicity structure and impact our current lives and how these differences are made to matter in society. Because it is easy to deflect an interrogation of our own situation by removing it from our own context(s), the separate gender, race, and ethnicity learning outcomes ask students to connect how these factors shape their own self-conception and worldview/relationship to their communities.
- b. A course can address gender, race, and ethnicity in the contemporary United States through the study of texts or data that are not primarily about the contemporary United States.
 - i. For example, an instructor might offer a CSD: I course on antebellum slave narratives, gender and the law in U.S. history, or the early U.S. Latinx experience that asks students to connect the course content to current events, movements, and/or personal experiences, etc., which illuminate the continuing significance of gender, race, and ethnicity as social and cultural constructs in the United States.
 - ii. An instructor might offer a CSD:I course focusing on constructions of gender, race and ethnicity in other countries that asks students to connect the course content with issues related to contemporary United States society and the student's own experience. Examples of possible topics or areas of study include but are not limited to: Apartheid in South Africa, The Haitian Revolution, experiences in multicultural nations (such as Canada, Bolivia, Brazil and Nigeria), colonialism and neocolonialism.
- c. Instructors must accomplish the connection to the contemporary United States in an explicit, intentional, and ongoing way. This connection may be established through a variety of approaches, from formal assignments such as essays or group projects to in-class discussion or short student reflections.
 - i. For example, a discussion in-class on Jim Crow era laws might also ask students to discuss how/if these laws continue to inform contemporary U.S. society and in what ways, or
 - ii. A writing prompt asking students how Charlotte Perkins Gilman's story "The Yellow Wallpaper" is a critique of the representation of female hysteria might also ask students where they see a similar gendered representation in contemporary U.S. culture and society.

3. The gender and race and ethnicity learning outcomes are an invitation for student self-exploration about how larger social and cultural factors shape a range of possible gender, racial, and ethnic identities including their own rather than a requirement that students disclose their personal identities for a grade.
4. The Gender 1 and Race and Ethnicity 1 goals ask students to examine how these social and cultural factors influence their outlook in different ways.
 - a. Gender 1 asks student students to examine the social and cultural factors that shape their own gender identities and how the factors influence their self conception and worldview. Here, worldview refers to a conceptual framework or lens through which students see the world.
 - i. For example, students might be assigned to reflect on how gender is reinforced through the marketing of consumer products, such as personal hygiene or clothing, and what these differences tell us about gender norms and expectations in the contemporary U.S.
 - ii. Students might also be asked to reflect on the role of gender expectations through familial influence, media, or peer effects in a person's choice of field of study or vocational choice.
 - b. Race and Ethnicity 1 asks students to examine the factors that shape their own racial and ethnic identities and how these factors influence their self-conception and relationships to their communities. Here, relationships to their communities refers to social practice and interactions with others.
 - i. For example, students might be assigned to reflect on how race and ethnicity are visually represented in a contemporary U.S. movie and how that compares to visual representations in their own communities.
 - ii. Students might consider how race and ethnicity are considered and weighed in political discourse and affiliation.
5. The Collaborate 1 learning outcomes are connected in this course so that students will have an opportunity to practice recognizing the importance of multiple perspectives as a key factor in being members of communities.
 - a. Students may be asked to demonstrate and evaluate collaboration in the context of group discussion. For example, students may participate in "fishbowl" type discussions where a sub-group of students are asked to address a particular course-related question or reading while others evaluate the quality of contributions and listening that demonstrate active listening and appreciative engagement.
 - b. Students could also be asked to engage in out-of-class small group discussions. Students could then provide discussion of the contributions of peers to the

conversation and consider the diverse ideas addressed and presented in the conversation.

6. The Speak 1 learning outcome provides an opportune moment for students to demonstrate their critical understanding of the positions related to the main course goals.
 - a. One possible activity would be for students to provide in-class or individual presentations related to a course topic where they explain a researched individual or group position related to a question or theme in the course.
 - b. Another approach that could be considered would be for students to create and audio or visual recording of a presentation/discussion (e.g., a Podcast or Video) which explains a researched individual or group position on a question or theme in the course.

Please also see the Teaching Resources compiled on the Integrations Curriculum website under “Teaching CSD”: <https://www.csbsju.edu/integrations-curriculum/faculty-resources/teaching-resources>