

## **Cultural and Social Difference: Systems Teaching Guidelines**

Date: Created and approved by the General Education Curriculum Committee (GECC), February, 2021.

### **Course Overview**

This is the second of the two-course series focused on gender, race, and ethnicity.

In this course, students will demonstrate an understanding of how constructions of race, gender, and ethnicity shape cultural rules and biases and how these constructions vary across time, cultures, and societies. In addition, students will critically analyze the ways in which these forms of identity raise questions of justice with regard to access and participation in communal life. This class may address gender, race, and ethnicity in any context, including the contemporary United States, other nations or cultures, and/or various points in history.

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**

#### **Gender - Intermediate**

Students analyze how historical and/or contemporary constructions of gender shape and are shaped by cultural systems of power. Students analyze how factors such as race, ethnicity, age, class, sexuality, disability, religion, or nationality intersect with gender.

#### **Race and Ethnicity - Intermediate**

Students demonstrate how historical and/or contemporary constructions of race and/or ethnicity shape and are shaped by cultural systems of power. Students analyze how factors such as gender, age, class, sexuality, disability, religion, or nationality intersect with race and/or ethnicity.

#### **Common Good - Intermediate**

Students identify different ideas of what the common good is, including the varied ways in which the common good has been and might be pursued across time, place, and context. Their analyses demonstrate their understanding of the complexities of moral life and moral responsibilities on an individual and civic level.

#### **Metacognition - Intermediate**

Students reflect on the weaknesses and strengths of their intellectual abilities and dispositions, effectiveness of their problem solving processes, and efficiencies of their learning strategies.

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

### **Curriculum Guidelines for Cultural and Social Difference: Systems**

- Cultural and Social Difference: Systems courses can be taught in any department and can count toward majors
- Faculty can choose their own topic, as long as it meets the learning outcomes
- Requirements:
  - Cultural and Social Difference: Identity is a prerequisite
  - Cultural and Social Difference: Systems courses can be 200 or 300 level courses
  - Cultural and Social Difference: Systems courses must be 4 credits
  - Cultural and Social Difference: Systems courses cannot be designated as
    - A Way of Thinking, OR
    - Learning Foundations, Learning Explorations, or Learning Integrations, OR
    - Theological Explorations (Theo 1) or Theological Integrations (Theo 2)
- Cultural and Social Difference: Systems can carry engagements (e.g., ARTE, EXP, GLO)
- Cultural and Social Difference: Systems may carry the Benedictine Raven

### **Learning Goals and Teaching Guidelines**

#### **Gender and Race/Ethnicity Intermediate Learning Outcomes**

1. The Gender and Race/Ethnicity learning outcomes are housed under the Institutional Learning Goal of Embracing Difference. This goal encourages students to observe life from multiple perspectives. In the CSD: I course, students were asked to develop an understanding of intersectionality that 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. By taking courses like CSD: Systems, our students will demonstrate identity awareness, including power and privilege, and practice inclusivity and cultural agility.
  - a) These skills include an ability to learn from, respect, and work with people whose identity and perspective are different from their own. Students will engage the world through an intersectional lens, with an appreciation of human differences. The CSB/SJU learning experience will provide students with opportunities to reflect on their own cultural identity, engage diverse points of view, and learn to respect cultures/values different from their own.
2. Intersectionality: 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. Students will learn to analyze how multiple factors (gender, race, ethnicity, age, class, sexuality, disability, religion, nationality, etc.) intersect with one another and how these and other identities dynamically connect to systems of power. Students will learn to address questions of justice raised by forms of identity with regard to access and participation in communal life. The following are a few examples from approved CSD:S courses:

- a) Examining the racial dynamics within the woman suffrage movement
  - b) The intersection of race, gender, and class at work within historical and contemporary labor movements
  - c) Reading works by theorists like bell hooks, Angela Davis, and others who can speak to the intersectional experience of black womanhood
  - d) Analyzing how “comfort women” in Japan were dehumanized based on nationality
  - e) How cultural and structural gender norms of “masculinity” and “femininity” impact the rights of LGBTQ+ Americans
  - f) How through the act of lynching, white men attacked the masculinity and regulated the behavior not only of African American men, but also policed the bounds of white women’s sexuality
3. Gender – Intermediate: Students analyze how historical and/or contemporary constructions of gender shape and are shaped by cultural systems of power. The following are a few examples from approved CSD:S courses:
- a) Analyzing gender systems through the role of white enslaving women and men over enslaved men and women
  - b) Discussions on how social structures such as the global capitalist economy, workplace norms, and cultural expectations for political leaders, and mass media impose ideas of masculinity onto people worldwide
  - c) The ideas of gender reinforced through Confederate memorialization
  - d) How broad cultural ideas about appropriate femininity created the behavioral rules for women in prison
  - e) The media’s influence on perceptions of “gender-appropriate” sports
  - f) How the structural and cultural barriers to participating in public discourse is situated in gender
  - g) Studying ancient texts from ancient Israel, Greece, and Rome for how they illustrate cultures of masculinity and femininity
4. Race and Ethnicity – Intermediate: Students demonstrate how historical and/or contemporary constructions of race and/or ethnicity shape and are shaped by cultural systems of power.
- a) How popular culture (film, media, etc.) set up a system in which whiteness is seen as natural and a default while all other groups are seen as “people of color”
  - b) How the history of the corrections system is inextricably linked to the history of race
  - c) How racialized slavery was key to the founding of the U.S. and development of a capitalist society and how that led to the Civil War
  - d) How constructions of ethnic categories were used by British administrators in the slave trade and the ways in which colonial systems of power hardened ethnic boundaries
  - e) How slavery and white supremacy have impacted sport through the ages
  - f) How laws in the U.S. invented categories of race and social positioning

### **The Common Good – Intermediate Learning Outcome**

This learning outcome encourages students to identify different ideas of what the common good is, including the varied ways in which the common good has been and might be pursued across time, place, and context. Their analyses demonstrate their understanding of the complexities of moral life and moral responsibilities on an individual and civic level.

1. While the language of the common good in the Integrations Curriculum emerges from our mission as Benedictine and Catholic institutions, this goal encourages vigorous academic debate about different ideas of what the common good is. As such, the learning goal invites instructors and students across the disciplines to question, contest, negotiate, evaluate and apply conceptions of the common good. In this course, instructors may explore the ways that competing conceptions of the common good are influenced by the fact that gender and race and ethnicity, “shape and are shaped by cultural systems of power.”
2. At the same time as the language for the learning goal recognizes that there are many different ways to think about the common good, it also emphasizes an element of “commonness” or sociality insofar as it requires students to consider how an individual’s decisions affects others in their communities (broadly or narrowly conceived). The Institutional Learning goals of “Engage Globally,” “Think Deeply,” and “Embrace Difference” are especially embedded in this goal. Students should engage in discussion, analysis, and reflection in CSD:S courses.
3. In this course, students will demonstrate their understanding of the complexities of moral life and moral responsibilities on an individual and civic level. Perspectives on what constitutes “moral life” and “moral responsibilities” will vary by discipline and context. The following are ideas/examples from approved CSD:S courses:
  - a) Analyzing how and why particular racial groups took a narrow view of the common good and shored up cultural systems of power to benefit one group over others
  - b) Asking questions about equity and justice within economic systems (like the debate about paying college athletes)
  - c) Analyzing Galileo’s conflicting sense of responsibilities to the Church and to science
  - d) Using the topic of gay marriage to help students identify different ideas of what the common good is and the varied ways the “good” of marriage has been applied and contested in queer theory and activism
  - e) Confronting questions of what responsibilities people have to their communities in the context of historical injustices like forced assimilation
  - f) How the concept of the common good has been used to oppress some groups but also has been a driver for resistance to oppression and inequality

### **Metacognition – Intermediate Learning Outcome**

The purpose of the metacognition learning goal is to encourage students to be more reflective about their learning process and strategies. The intermediate metacognition goal, which is

assessed in Cultural and Social Difference: Systems course, asks students to move from identification of, to reflection on their own learning and problem-solving processes, including an assessment of their strengths and weaknesses.

- a) For instance, after receiving feedback on an assignment, project, performance, presentation, etc., an instructor might ask students to complete a written reflection on how to enhance their academic performance that takes into account study skills, critical analysis, and personal best practices.
- b) Instructors of CSD:S courses are asked to encourage students to think critically about how they can use their voice for change by considering the needs of their communities
- c) Assessment of the Metacognition- Intermediate learning outcome will be achieved via a DEAL reflection placed in the student's Integrated Portfolio. We encourage instructors who apply for a CSD-S designation to look at the faculty development resources/workshops that have been provided. We also encourage faculty to attend future workshops related to these learning goals. Please check the [Integrations Curriculum Faculty Resources page](#) for updates.

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>