**Cultural and Social Difference: Systems Course Proposal and Teaching Guidelines**

**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**

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.

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.

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.

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.

Click [here](https://www.csbsju.edu/integrations-curriculum/faculty-resources/resources/key-components/the-learning-goals) for a full list of scaffolded learning outcomes.

**Curriculum Guidelines**

* Cultural and Social Difference: Identity is a prerequisite
* 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
* 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 an engagement designation (e.g., ARTE, EXP, GLO)

**Learning Goals and Teaching Guidelines**

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. 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 the lens of gender, 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. The following Learning Outcomes are housed in CSD-Systems courses.
2. 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, including the varied ways in which the common good has been and might be pursued across time, place, and context. As such, the learning goal invites instructors and students across the disciplines to question, contest, negotiate, evaluate and apply conceptions of the common good.  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).  
   1. Common Good - Intermediate: 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.”
      1. Need to address language about “moral life and moral responsibilities.” Can we offer advice/examples regarding this language? In particular, can someone provide comments for comparison with language that was used in the Common Curriculum Ethics course goals?
3. Metacognition – Intermediate: 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. 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. 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](https://www.csbsju.edu/integrations-curriculum/faculty-resources) for updates.