Cultural & Social Difference: Identity Course Proposal

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**Cultural & 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.

**General Curriculum Information**

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

1. A Way of Thinking, OR
2. CSD: Identity (CI) or CSD: Systems (CS), OR
3. Learning Foundations, Learning Explorations, or Learning Integrations, OR
4. Theological Explorations (THEO 1) or Theological Integrations (THEO 2).

Thematic Encounters or Thematic Focus\* designations must be attached to a course with a Way of Thinking designation.

Any course carrying one of the above designations may also have one engagement^, except for Theological Explorations (THEO 1), CSD: Identity, Learning Foundations, Learning Explorations, and Learning Integrations, which cannot carry engagements:

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

* Any course may satisfy the Quantitative Reasoning skill requirement
* Any course (except courses that fulfill Theological Explorations, Theological Integrations, Learning Foundations, or any course with a THEO course number) may also satisfy the Benedictine Raven.

\*Thematic Focus courses will be renumbered based on theme and course level to be consistent across the curriculum. They will still carry the Department prefix.

The renumbering will be as follows:

277/377 - Justice Theme  
278/378 - Movement Theme  
279/379 - Truth Theme

Each course under the Theme will have a different letter, for example:

HIST 276A  
HIST 276B, etc.

^Semester-length study abroad courses may carry both GLO and EXP.

Course number:

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

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

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

Please note:

A.      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.

B.      The committee includes faculty from a variety of disciplines. Please remember to briefly explain disciplinary terms, contexts, and/or texts to allow all the members of the committee to best understand how your responses address the question.

C.      As you are answering these questions, please keep in mind that students will need to produce work to assess their fulfillment of the related learning outcomes if applicable.

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. Please provide an introductory overview of the course, including course topics, readings, etc. Please also discuss how the course content addressing gender, race, and ethnicity will 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 note: The same activity or assignment may serve to demonstrate how students will meet more than one learning objective or the component parts of a learning objective.

**Gender - Beginner**

2. How will students learn about a diversity of gender identities and the social and cultural factors that shape gender identity/ies?

3. How will students explore how the social and cultural factors that shape gender identity/ies influence their self-conception and worldview?

4. Describe an activity or assignment where students will demonstrate they have met the beginner Gender learning objective. Please include a potential example prompt.

**Race and Ethnicity - Beginner**

5. How will students learn about factors that shape racial and ethnic identities?

6. How will students learn about how these factors influence their self-conception and relationships to their communities?

7. Describe an activity or assignment in which students will demonstrate they have met the beginner Race and Ethnicity learning objective.

**Collaboration - Beginner**

8. How will students learn to 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? Please also provide an example assignment that will meet this Collaboration learning goal.

9. Students will complete the Collaboration - Beginner DEAL reflection to demonstrate they have met this objective. Please initial here to acknowledge this required element.

**Speak - Beginner**

10. How will students learn to organize a presentation with a central message that is supported by relevant materials? Please also describe an activity or assignment where students will demonstrate they have met this objective. (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.

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

**Portfolio Requirement**

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| --- | --- | --- | --- |
|  | Students will submit an artifact generated in this class to their portfolio. Please initial here to acknowledge this required element |  |  |

(Optional) Additional information (is there anything else that you would like the GECC to know about this course or application?):

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