Cultural and Social Difference: Systems Course Proposal

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**Culture and Social Difference: Systems** **(Culture and Social Difference: Identity is a prerequisite)**

This is the second of the two-course series. This course can be on any topic that meets the learning outcomes. It can be taught in any department and can count toward majors. This course may not be used to satisfy a Way of Thinking.

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. 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 the 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 Goals

Gender – Intermediate

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

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.

**General Curriculum Information**

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

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

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.

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

Application Date:

Effective Term:

Department:

Instructor:

When you click submit, a copy of your submission will be automatically emailed to you. Please include your full email address here:

Please enter your department chair's email here:

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)

Number of credits:

Grading Type:

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:

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.

1. Please provide an introductory overview of the course by elaborating on course content, including topics covered, texts taught, and what specific cultural systems will be addressed.

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** **– Intermediate**

2.a. How will students learn to analyze how historical and/or contemporary constructions of gender shape and are shaped by cultural systems of power?

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

**Race and Ethnicity** **– Intermediate**

3.a. How will students learn to analyze how historical and/or contemporary constructions of race and/or ethnicity shape and are shaped by cultural systems of power?

3.b. Describe an activity or assignment where students will demonstrate they have met the intermediate Race and Ethnicity learning objective. Please include a potential example prompt.

**Intersectionality**

4. How will students learn to analyze how multiple factors (gender, age, class, sexuality, disability, religion, or nationality) intersect with one another (Gender and Race/Ethnicity Intermediate)?

5. How will student address questions of justice raised by forms of identity with regard to access and participation in communal life?

6. Describe an activity or assignment where students will demonstrate they have met the intersectionality component of both the Gender and Race and Ethnicity learning objectives. Please include a potential example prompt and a preliminary list of possible readings or material with which students will engage.

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

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