Cultural and Social Difference: Systems Course Proposal

Top of Form

**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. 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 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.

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.

**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:

Instructor:

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.

 **Common Good**

7. How will students learn 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?

8. How will students develop an understanding of complexities of moral life and moral responsibilities on an individual or civic level?

9. Describe an activity or assignment where students will demonstrate they have met the intermediate Common Good learning outcome. Please include a potential example prompt.

**Metacognition – Intermediate**

10.a. Students will reflect on the weaknesses and strengths of their intellectual abilities and dispositions, effectiveness of their problem-solving processes, and efficiencies of their learning strategies. How will students develop and reflect on their metacognitive abilities throughout the course?

10.b. Students will complete the Metacognition--Intermediate DEAL reflection to demonstrate they have met this objective. 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?):

Bottom of Form