**Essential Course Design Requirements for the**

**Indigenous Peoples Diversity Perspectives Designation (V 1.0)**

**College:**

**Academic Unit:**

**Course Prefix & Number:**

**Course Title:**

Course Proposal Forms for the General Studies Program are called “Essential Course Design Requirement” Forms. These forms were developed to be submitted with, and continually linked to, the Syllabus of Record. The form was designed to clearly describe to any future faculty member teaching a General Studies course exactly what learning outcomes, similar assignments and similar course materials must be present each time the course is prepared. This ensures the course will continue to retain its alignment with General Studies Requirements regardless of who, when, or how the class section is taught.

In addition, these forms are the best versions developed thus far from the Diversity Curriculum Committee. We expect that as we receive submission, we will examine and continue to adapt their usability over time.

Please note that to receive this designation you must adhere to the following content requirements. The first set of 3 requirements regard the Indigenous People content and the last two refer to the critical thinking requirements. For more specific information please review the [Indigenous Peoples Course Design Requirements](#IP_CourseDesign) PRIOR to starting.

**Indigenous Peoples Content Requirements**

**Content 1.**

Provide concrete evidence, as shown in the assignments, learning outcomes and course materials, and specific explanation(s) of how a clear majority of the course focuses on the voices, expertise and viewpoints of Indigenous Peoples [*those who share collective ancestral ties within a geographic region and who continue to maintain a distinct culture from the settler colonial group. This requirement addresses Indigenous Peoples of the world, including but not limited to North and South America, Australia, New Zealand, Europe, Asia and Africa and Indigenous Peoples’ sovereignty, self-determination, distinct political status, and socio-economic conditions, including United Nations instruments that address these topics*.

Please feel free to copy and paste learning outcomes, assignments/assessments and course materials from your syllabus.

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| **Learning Outcomes**:  *These must be present each time the course is taught*. | **Assignments/Assessments**  (Example assignments that align with the learning outcomes; these assignments may change based on the instructor, unless otherwise indicated by the academic unit’s submission) | **Course Materials** (e.g., readings, films, multimedia, speakers, field trips, etc.). ***Although course materials may change, they must come from the voices, expertise and viewpoints of Indigenous Peoples and their sovereignty, self-determination, distinct political status, and socio-economic conditions.*** | **Explanation**: Describe to the committee why and how a clear majority of the course focuses on the voices, expertise and viewpoints of Indigenous Peoples ***and their sovereignty, self-determination, distinct political status, and socio-economic conditions***. |
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Either provide your explanation in the table above, or provide your explanation here:

**Content 2.**

Provide concrete evidence, as shown in the assignments, learning outcomes and course materials, of how intersectionality is addressed in relation to Indigenous Peoples’ lives, experiences, etc. so that the course, in a substantial way, includes the voices, expertise and viewpoints of at least one [**additional element of social identity**](#Intersectionality_US) (e.g., gender, race and racism, sexuality, socioeconomic status, disability, nationality/ geography), and includes the voices/perspectives and experiential knowledge emerge from the following structural systems of oppression: racism, sexism, ableism, transphobia, homophobia, economic insecurity, xenophobia, colonialism, and/or religious exclusion/discrimination/violence.

Please feel free to copy and paste learning outcomes, assignments/assessments and course materials from your syllabus.

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| **Learning Outcomes:**  *These must be present each time the course is taught*. | **Assignments/Assessments**  (Example assignments that align with the learning outcomes; these assignments may change based on the instructor, unless otherwise indicated by the academic unit’s submission) | **Course Materials** (e.g., readings, films, multimedia, speakers, field trips, etc.). ***Although course materials may change, they must come from the voices, expertise and viewpoints of at least one*** [**additional element of social identity**](#Intersectionality_US) ***and examines structural systems of oppression.*** | **Explanation:** Describe to the committee why and how intersectionality is addressed in a substantial way by including the voices, expertise and viewpoints of at least one additional element of social identity |
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Either provide your explanation in the table above, or provide your explanation here:

**Content 3.** Additional content fulfilled by the course (select at least one and copy and paste it below):

* 1. Contributions of Indigenous Peoples to culture and history
  2. Terminology, vocabulary, and means of conceptualizing the social world by Indigenous Peoples
  3. Contributions of Indigenous Peoples to culture, science, the arts, history, philosophy and other aspects of human progress
  4. The continuous impacts of colonization influences and how they manifest within an Indigenous individual’s or group’s identity and socio-economic conditions
  5. The complexity of historical and cultural influences and how they manifest within an individual or group’s identity
  6. Anti-colonial or resistance movements
  7. Diasporas, migrations, and borderlands
  8. The impact of a nation’s laws and policies on Indigenous Peoples’ sovereignty, nationhood, self-determination, and socio-economic conditions

Identify at least one of the above additional content areas (a – e) fulfilled by the course and place it here:

Provide concrete evidence, as shown in the assignments, learning outcomes and course materials, of how your course fulfills the content identified in the section above.

Please feel free to copy and paste learning outcomes, assignments/assessments and course materials from your syllabus.

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| **Learning Outcomes:**  *These must be present each time the course is taught*. | **Assignments/Assessments**  (Example assignments that align with the learning outcomes; these assignments may change based on the instructor, unless otherwise indicated by the academic unit’s submission) | **Course Materials** (e.g., readings, films, multimedia, speakers, field trips, etc.). ***Although course materials may change, they must come from the voices, expertise and viewpoints of Indigenous Peoples and their sovereignty, self-determination, distinct political status, and socio-economic conditions.*** | **Explanation:** Describe to the committee why and how the course fulfills this additional content requirement. |
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Either provide your explanation in the table above, or provide your explanation here:

**Indigenous Peoples Critical Thinking Requirements**

**Critical Thinking 1.**

Provide concrete evidence, as shown in the assignments, learning outcomes and course materials, and specific explanation(s) of how the course achieves the following learning outcome: “Evaluates how influences of inequality, power and privilege affect Indigenous and non-Indigenous perspectives and ideologies.” If possible, please use this specific outcome. If you do not use this specific outcome, please describe how your modifications for your discipline still accomplish the learning outcome.

Please feel free to copy and paste learning outcomes, assignments/assessments and course materials from your syllabus.

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| **Learning Outcomes**:  *These must be present each time the course is taught*. | **Assignments/Assessments**  (Example assignments that align with the learning outcomes; these assignments may change based on the instructor, unless otherwise indicated by the academic unit’s submission) | **Course Materials** (e.g., readings, films, multimedia, speakers, field trips, etc.). ***Although course materials may change, they must come from the voices, expertise and viewpoints of Indigenous Peoples and their sovereignty, self-determination, distinct political status, and socio-economic conditions.*** | **Explanation**: Describe to the committee why and how the course achieves the following learning outcome: “Evaluates how influences of inequality, power and privilege affect Indigenous and non-Indigenous perspectives and ideologies.” |
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Either provide your explanation in the table above, or provide your explanation here:

**Critical Thinking 2.** Additional Critical Thinking Outcomes fulfilled by the course (select at least one and copy and paste it below):

1. Analyze one’s experience when viewing, engaging, or applying the course’s content
2. Examine how our actions influence and are influenced by cultural paradigms
3. Recognize and articulate the ways in which cultures reflect, influence, perpetuate, and resist other cultural ideologies
4. Withhold immediate judgment of a work to reflect on the possible breadth of meanings related to the work before making informed judgments
5. Develop an understanding of the complex identities, histories and cultures of self and others
6. Analyze the impact of a nation’s laws and policies on Indigenous Peoples’ sovereignty, nationhood, self-determination, and socio-economic conditions
7. Analyze how United Nations instruments and institutions protect Indigenous Peoples’ cultures, religions, languages, property rights, and human rights

Identify at least one of the above additional Critical Thinking Outcome (a – e) fulfilled by the course and place it here:

Provide concrete evidence, as shown in the assignments, learning outcomes and course materials, of how your course fulfills the Critical Thinking Outcome(s) identified in the section above.

Please feel free to copy and paste learning outcomes, assignments/assessments and course materials from your syllabus.

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| **Learning Outcomes:**  *These must be present each time the course is taught*. | **Assignments/Assessments**  (Example assignments that align with the learning outcomes; these assignments may change based on the instructor, unless otherwise indicated by the academic unit’s submission) | **Course Materials** (e.g., readings, films, multimedia, speakers, field trips, etc.). ***Although course materials may change, they must come from the voices, expertise and viewpoints of Indigenous Peoples and their sovereignty, self-determination, distinct political status, and socio-economic conditions.*** | **Explanation:** Describe to the committee why and how the course fulfills this additional critical thinking requirement. |
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Either provide your explanation in the table above, or provide your explanation here:

**Indigenous Peoples Course Design Requirements**

**Indigenous Peoples Content Requirements**

Indigenous Peoples are *those who share collective ancestral ties within a geographic region and who continue to maintain a distinct culture from the settler colonial group. This requirement addresses Indigenous Peoples of the world, including but not limited to North and South America, Australia, New Zealand, Europe, Asia and Africa and Indigenous Peoples’ sovereignty, self-determination, distinct political status, and socio-economic conditions, including United Nations instruments that address these topics*.

Courses must include the following content elements: (including assignments/ assessments, discussions, lecture, reading materials, etc.)

1. **Content 1. The majority (at least half) of course content focuses on Indigenous Peoples**, such as (the following are examples and not an exhaustive list):
   1. The voices, expertise and viewpoints of Indigenous Peoples, including their theoretical, historical, social, political, economic, cultural, geographic, religious, environmental, artistic and intellectual traditions and ways of knowing.
   2. An examination of the historical forces that have had, or continue to have, an impact on an Indigenous group or groups either pre- or post-contact with non-Indigenous peoples, including governance, self-determination, and sovereignty
   3. An examination of academic research methods based on the traditions and oral traditions of Indigenous peoples, Indigenous research methodologies, scholarship of Indigenous academics, or the traditional processes of knowledge acquisition of Indigenous peoples
   4. Elements of modernity which intersect in a significant way with the lives, traditions, and future of Indigenous peoples and persons such as politics, globalization, health, representations in the media, academia, innovations, technology
   5. Historical and contemporary governance, self-determination, and sovereignty, federal Indian policy and intergovernmental relations, and policy, politics and administration by Indigenous nations.
   6. An exploration of language teaching, perpetuation and revitalization efforts in Indigenous communities.
2. **Content 2. Intersectionality**: Additional substantial, in-depth content examines the intersectionality of voices, expertise and viewpoints, examining how at least one (at minimum) additional element of social identity, including race and racism, gender, sexuality, socio-economic class, disability, nationality/geography, indigeneity combine to impact an individual or group’s experience.
3. **Content 3. Additional Content List** - select at least one more from the following:
   1. Contributions of Indigenous Peoples to culture and history
   2. Terminology, vocabulary, and means of conceptualizing the social world by Indigenous Peoples
   3. Contributions of Indigenous Peoples to culture, science, the arts, history, philosophy and other aspects of human progress
   4. The continuous impacts of colonization influences and how they manifest within an Indigenous individual’s or group’s identity and socio-economic conditions
   5. The complexity of historical and cultural influences and how they manifest within an individual or group’s identity
   6. Anti-colonial or resistance movements
   7. Diasporas, migrations, and borderlands
   8. The impact of a nation’s laws and policies on Indigenous Peoples’ sovereignty, nationhood, self-determination, and socio-economic conditions

**Indigenous Peoples Critical Thinking Outcomes**

1. **Critical Thinking 1.** Evaluate how influences of inequality, power and privilege affect perspectives and ideologies
2. **Critical Thinking 2.** AND select at least one more from the following:
   1. Analyze one’s experience when viewing, engaging, or applying the course’s content
   2. Examine how our actions influence and are influenced by cultural paradigms
   3. Recognize and articulate the ways in which cultures reflect, influence, perpetuate, and resist other cultural ideologies
   4. Withhold immediate judgment of a work to reflect on the possible breadth of meanings related to the work before making informed judgments
   5. Develop an understanding of the complex identities, histories and cultures of self and others
   6. Analyze the impact of a nation’s laws and policies on Indigenous Peoples’ sovereignty, nationhood, self-determination, and socio-economic conditions
   7. Analyze how United Nations instruments and institutions protect Indigenous Peoples’ cultures, religions, languages, property rights, and human rights