**Essential Course Design Requirements for the**

**Intersectional Identities 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 content and critical thinking requirements. For more specific information please review the [Intersectional Identities Course Design Requirements](#IP_CourseDesign) PRIOR to starting.

**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 course content** focuses on the voices/perspectives and expertise of **three or more intersections of identities/groups** that have experienced oppression historically and continue to navigate/negotiate/resist oppression in the present.  Their voices/perspectives and/or experiential knowledge emerge from the following structural systems of oppression: racism, sexism, ableism, transphobia, heterosexism, economic insecurity, classism. This includes theoretical, historical, social, global, political, economic, cultural, geographic, environmental, artistic, and/or intellectual traditions and knowledge. (Please be aware that syllabi should not separate out forms of discrimination and structural oppression and have one week on gender, one week on race, one week on transphobia, etc.)

Please 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 focus on voices/perspectives and/or experiential knowledge of three or more intersections of identities/groups/peoples that have experienced oppression historically and continue to navigate/ negotiate/ resist oppression in the present.*** | **Explanation**: Describe to the committee why and how a clear majority of the course focuses on the voices/perspectives and expertise of groups that have experienced oppression historically and continue to navigate/negotiate/resist oppression in the present and structural systems of oppression. |
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Either provide your explanation in the table above, or provide your explanation here:

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

1. Inclusion of theoretical approaches emerging from experiential contexts (includes all of the groups’ experiences identified in (a))
2. Issues of difference with respect to other under-represented groups
3. Contributions of under-represented groups to culture and history
4. Terminology, vocabulary, and means of conceptualizing the social world by other under- represented groups
5. The complexity of historical and cultural influences and how they manifest within an individual or group’s identity

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 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 focus on voices/perspectives and/or experiential knowledge of three or more intersections of identities/groups/peoples that have experienced oppression historically and continue to navigate/ negotiate/ resist oppression in the present.*** | **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:

**Intersectional Identities 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 perspectives and ideologies, particularly to use intersectionality to address structural oppression/inequality how systems of oppressions mutually constitute, maintain and reinforce each other.” 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 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 focus on voices/perspectives and/or experiential knowledge of three or more intersections of identities/groups/peoples that have experienced oppression historically and continue to navigate/ negotiate/ resist oppression in the present.*** | **Explanation**: Describe to the committee why and how the course achieves the following learning outcome: “Evaluates how influences of inequality, power and privilege affect 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

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 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 focus on voices/perspectives and/or experiential knowledge of three or more intersections of identities/groups/peoples that have experienced oppression historically and continue to navigate/ negotiate/ resist oppression in the present.*** | **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:

**Intersectional Identities Course Design Requirements**

**Intersectional Identities Content Requirements**

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 the voices/perspectives and expertise of **three or more intersections of identities/groups** that have experienced oppression historically and continue to navigate/negotiate/resist oppression in the present.  Their 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. This includes theoretical, historical, social, global, political, economic, cultural, geographic, environmental, artistic, and/or intellectual traditions and knowledge. (Please be aware that syllabi should not separate out forms of discrimination and structural oppression and have one week on gender, one week on race, one week on transphobia, etc.)
2. **Content 2. Additional Content List** - select at least one more from the following:
   1. Inclusion of theoretical approaches emerging from experiential contexts (includes all of the groups’ experiences identified in Content 1)
   2. Issues of difference with respect to other under-represented groups
   3. Contributions of under-represented groups to culture and history
   4. Terminology, vocabulary, and means of conceptualizing the social world of other under-represented groups
   5. The complexity of historical and cultural influences and how they manifest within an individual or group’s identity

**Intersectional Identities 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 U.S. culture reflects, influences, perpetuates, and resists 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