



**SENATE COMMITTEE ON CURRICULAR AFFAIRS**  
**COURSE SUBMISSION AND CONSULTATION FORM**

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*Principal Faculty Member(s) Proposing Course*

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Name	User ID	College	Department
LAURA SPIELVOGEL	Its5125	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal:  Add  Change  Drop

**Current Bulletin Listing**

Abbreviation: **WMNST**

Number: **105**

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines?

**Course Designation**

**(WMNST 105N) Living in a Diverse World**

**Course Information**

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Diverse World

Discipline: General Education

Course Listing: Inter-Domain

**Special categories for Undergraduate (001-499) courses**

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**Foundations**

Writing/Speaking (GWS)

Quantification (GQ)

**Knowledge Domains**

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

**Additional Designations**

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

## First-Year Engagement Program

First-Year Seminar

### Miscellaneous

Common Course

### GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

## Bulletin Listing

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**Minimum Credits:** 3

**Maximum Credits:** 3

**Repeatable:** NO

**Department with Curricular Responsibility:** Women'S Studies (UPLA\_WMNST)

**Effective Semester:** After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.

**Travel Component:** NO

## Course Outline

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### A brief outline or overview of the course content:

This course uses a range of material (scholarly texts, film, and literature) to introduce students to the ways social identity categories—particularly those marked in terms of race, gender, sexuality, class and disability—shape society and everyday interaction both historically and today. Student engagement with assigned materials is combined with activities and discussions designed to generate reflection on the students' own social positionings, awareness of how others are positioned differently, and why these dynamics matter. Although the first half of the course is organized sequentially around race, gender, sexuality, class, ethnicity, and ability, the readings and discussions throughout the course, and particularly in the second half of the course will encourage an 'intersectional' perspective between socio-historical awareness and the mosaic of everyday life.

### A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

- Why Race, Class, and Gender Still Matter (1 week)
- Systems of Power are Invisible (1 week)
- Stereotyping and Microaggressions (1 week)
- Gender (1 week)
- Rejecting the Societal Bias Towards Heterosexuality and Cisgender (1 week)
- Race as a Social Construction (1 week)
- Wealth, Income, Class, and Status (1 week)
- Who is an American? Ethnic Identity and Groups (1 week)
- Disability (1 week)
- Intersectionality and the Structure of Institutions (1 week)
- The Typical American Family (1 week)
- Our Nation's Schools (1 week)
- Racism, Sexism and Ableism in the Media (1 week)
- Our Criminal Justice System is Criminally Unjust (1 week)
- An Intersectional Framework for Change: From the Local to the Global (1 week)

### Course Description:

This introductory survey course fulfills General Education Integrative Studies requirements in humanities and social sciences, and also meets the requirements for the United States Cultures Designation and Bachelor of Arts in Humanities and Social and Behavioral Sciences. This course uses literature, film and scholarly texts to inspire students to explore how conceptions of social difference, such as those linked to categories of gender, race, sexuality, class, ethnicity, and disability, shape society and everyday interactions historically and today. The course takes an intersectional perspective to explore how and why these categories vary over time and space, the effects of such variations for individuals and communities, and the connections between identity and the exercise of power. Geographically, the course emphasizes the relationship between social difference and power in the U.S. history and society, but takes a transnational perspective when possible by making comparisons to contexts beyond the United States. Furthermore, the class examines how individuals and communities most directly marginalized by these processes contest and re-imagine dominant categories and assumptions. Materials and discussions in the class trace broad social and historical trends as well as dive into the facets of everyday life. The class is designed to encourage reflection on the ethical

challenges that arise when we become aware of how privilege, power and difference are intertwined in our world and daily lives.

Students who successfully navigate this course will be able to:

1. Apply basic theories of identity, difference, social power and privilege to a wide range of textual and visual materials, and to their own interactions in the context of day-to-day life.
2. Critically engage at an introductory level histories of how race, gender, sexuality, class and disability have been constructed in the U.S. context.
3. Consider transnational dimensions of similar dynamics and contrast these with the U.S. context.
4. Identify and analyze the multiple ways individuals, communities and social movements have resisted and remade categories of identity and changed relations of power over time and space.
5. Recognize and explore the ethical dimensions of social, political and/or economic marginalization rooted in constructions of social identity.

**The name(s) of the faculty member(s) responsible for the development of the course:**

Name: LAURA SPIELVOGEL (Its5125)

Title: SR. LECT WOMEN'S STUDIES

Phone: +1 814 865 5254

Address: 0134 WILLARD BUILDING

Campus:

City:

Fax:

## Course Justification

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**Instructional, Educational, and Course Objectives:**

**This section should define what the student is expected to learn and what skills the student will develop.**

The educational objectives of this course contribute to the university's goal of enhancing human development, as reflected in one of the core competencies articulated in the general education requirements to "gain understanding of international interdependence and cultural diversity and develop consideration for values, lifestyles, and traditions that may differ from their own."

The course is designed to generate the learning outcomes listed below. Students who successfully navigate this course will be able to:

1. Apply basic theories of identity, difference, social power and privilege to a wide range of textual and visual materials, and to their own interactions in the context of day-to-day life.
2. Critically engage at an introductory level histories of how race, gender, sexuality, class and disability have been constructed in the U.S. context.
3. Consider transnational dimensions of similar dynamics and contrast these with the U.S. context.
4. Identify and analyze the multiple ways individuals, communities and social movements have resisted and remade categories of identity and changed relations of power over time and space.
5. Recognize and explore the ethical dimensions of social, political and/or economic marginalization rooted in constructions of social identity.

**Evaluation Methods:**

**Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.**

The students will be evaluated in relation to their participation in weekly discussions and debates (50%); weekly quizzes and polls (30%); and two essay papers (750 words each with graded checkpoints--20%).

**Relationship/Linkage of Course to Other Courses:**

**This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.**

This course is being added to the Women's, Gender, and Sexuality Studies Curriculum because intersectionality (the relationship between gender, race, sexuality, class, disability and other dimensions of social power) represents a critical and growing area of research among our faculty, and we would like to make this available to World Campus students. Ideally the course will be a gateway to online offerings in Women's, Gender, and Sexuality Studies, as well as related courses in departments such as African American Studies. The course is not required for the Women's, Gender, and Sexuality Studies major, but its regular offering as an option will attract many majors as well as other students interested in fulfilling general education requirements.

**Relationship of Course to Major, Option, Minor, or General Education:**

**This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.**

As well as its position as part of the Bachelor of Arts degree and as an Inter-Domain course in the Social and Behavioral Sciences and Humanities, this introductory course will bolster offerings connected to the general education requirement for courses on "U.S. cultures" offered by the World Campus. Finally, this course will be a required introductory course for a new online "Diversity Studies Certificate" and "Diversity Studies Minor" that we intend to offer through the College of Liberal Arts in Summer 2017.

**A description of any special facilities:**

**Frequency of Offering and Enrollment:**

We expect to offer this course at least twice a year, with an enrollment of up to 45 students. The course was offered for the first time in FA16 for WebUP students and it filled. We are offering two sections of WMNST 105 in SP17 with one intended for World

Campus students and one for WebUP students. The first section for WebUP students filled at 50 students with a waiting list so we opened a second section for World Campus students.

#### **Justification for Changing The Proposal:**

**Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.**

This course meets the criteria for designation in the B.A. fields in Social and Behavioral Sciences and Humanities and we would like the course to count towards this requirement.

### **Alignment with General Education Objectives**

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**EFFECTIVE COMMUNICATION** – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

**KEY LITERACIES** – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

**CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

**INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

**CREATIVE THINKING** – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

**GLOBAL LEARNING** – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

**SOCIAL RESPONSIBILITY AND ETHICAL REASONING** – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

**What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.**

a. Critical and Analytical Thinking

This course will guide and challenge students to develop their critical thinking and communication skills in the context of class discussion and written assignments. It is designed to ask students to identify, engage, and synthesize theoretical perspectives and apply them to a range of contexts as well as their own lives. While the content of the course revolves around the topic of how race, gender, class, sexuality and disability shape our world, equally important are the critical thinking and analysis skills that will be taught and evaluated in the process.

f. Global Learning

All the material and discussions in this course are designed to deepen intercultural and global understandings about how social differences are constructed and the effects of such constructions (social, political, economic effects) on individuals and communities. While the emphasis will be the U.S. context, readings and discussion will touch on cases from global sites—helping to increase international understandings as well as helping the students see the malleability of categories of difference over time and space.

g. Social Responsibility and Ethical Reasoning

Discussions and activities related to social behavior and ethics lie at the center of this course. The course is designed to promote reflection and analysis about categories of social identity that are often unconscious and unexamined, yet that have profound social, political and economic effects. It requires students to take theoretical approaches and tie them to everyday social interactions, increasing students scholarly and ethical awareness of these issues.

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**How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.**

The students will be evaluated in relation to their participation in weekly discussions and debates (50%); weekly quizzes and polls (30%); and two essays (20%).

a. Critical and Analytical Thinking: The weekly discussions and debates, as well as the two essays require that students identify, engage, and synthesize theoretical perspectives and apply them to a range of contexts as well as their own lives. Students will be asked to debate topics such as affirmative action and immigration or to write an essay on the benefits or disadvantages of the cochlear implant on a hearing impaired child's sense of community and independence. Students will be evaluated on their ability to

demonstrate critical thinking and analytical skills.

f. Global learning: A number of the assigned readings discuss how social differences are constructed and the effects of such constructions on individuals and communities in a global context. Some of the weekly quiz questions are drawn from the assigned global case studies.

g. Social Responsibility and Ethical Reasoning: Weekly discussion and debate assignments relate to social behavior and ethics to promote reflection and analysis about categories of social identity that are often unconscious and unexamined, yet that have profound social, political and economic effects. Discussion and debate prompts require students to take theoretical approaches and tie them to everyday social interactions, increasing students scholarly and ethical awareness of these issues.

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## General Education Domain Criteria

General Education Designation: Inter-Domain

### GH Criteria

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Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses

Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities

Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range

Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

#### What components of the course will help students achieve the domain criteria selected above?

The course uses a variety of topics and texts in the humanities and requires that students draw upon these literary and historical examples in their essay papers and discussion forum responses (GH Student Learning Criterion 2). Students are assigned four debate assignments over the course of the semester, in which they are asked to argue the ethical and moral dimensions of topics such as microaggressions and trigger warnings, racial identity and the history of passing, immigration, and affirmative action (Criteria 3 and 4). Because students are asked to take an intersectional and social justice approach in their examination of race, class, sex, gender, ethnicity, and disability to see how these identity markers play out in different institutional contexts, they are “becoming familiar with groups, individuals, ideas or events that have influenced the experiences and values of different communities” (Criterion 5).

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### GS Criteria

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Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas

Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences

Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings

Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems

Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

#### What components of the course will help students achieve the domain criteria selected above?

The course introduces students to social and behavioral scientific theoretical perspectives on race, gender, class, sexuality and disability from an interdisciplinary and intersectional perspective to “explore the major foundational theories and bodies of work” in critical feminist studies (GS Student Learning criterion 2). It also requires students to apply these theoretical debates to a range of empirical contexts—from how the global economy operates to day-to-day social interaction (criterion 4) and in ways that understand each issue or context as produced by multiple factors (criterion 3). Finally, this course helps students understand “the social, cultural, political and/or ethical implications of work” through critical inquiry and analysis (criterion 5).

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## Integrative Studies

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**Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.**

WMNST 105 uses a wide range of sources, including interdisciplinary scholarship, comedy, literature, graphic novels, and film, to explore how conceptions of social difference, such as those linked to categories of gender, race, sexuality, class, ethnicity, and disability, shape society and everyday interactions in the United States and cross-culturally. This course introduces students to both social and behavioral theoretical perspectives as well as interdisciplinary and qualitative approaches to expand students' “knowledge of the variety of human experiences” (GH goal 2) and “the interrelationships of the many factors that shape behavior” (GS goal 1). Students apply these theoretical and interdisciplinary debates to a range of historical and contemporary examples (GS goal 3) to “develop their competency in interpreting and critically evaluating diverse ways of life, traditions, and shared or individual values, including their own” (GH goal 6). An important theme of the course is to explore cultural diversity and inequality in an attempt to make the strange familiar and the familiar strange. All assignments and readings ask students to encounter a variety of concepts and traditions that attempt to bring cultural awareness and relativism to the diversity of the human existence (GH goal 5 and GS goal 4). This course meets the intentions of the Integrative Studies requirement because it analyzes

gender, race, class, ethnicity, disability and sexuality in historical and literary frameworks (GH) while using social science approaches to apply these concepts to contemporary U.S. and global society (GS).

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**Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.**

This course has already been approved for the general education GS domain, but is equally oriented towards topics, assignments and theories for the GH domain as well. In addition to assigning an anthology that examines inequality and diversity from a social scientific and intersectional perspective, the course requires students to read a novel and literary short stories and chapter excerpts, as well as to watch and critique a variety of comedic short clips and comics. For example, in one lesson on ethnicity, students tease apart the difference between race and ethnicity and examine who is considered an "American" and conversely, what makes someone "un-American". The short story assigned for this lesson uses the metaphor of food to illustrate the loneliness and homesickness an Indian woman feels when transplanted to a small town in Massachusetts. As evidenced by this example, the course asks students to apply social scientific concepts of race, ethnicity, and assimilation to an example drawn from literature. In another unit on race and class, students apply concepts of "color-blind privilege" to engage the semi-autobiographical novel by Sherman Alexie. Throughout the course, comedy is critically examined as a genre for leveling cultural critique or as a window to understanding unconscious stereotypes. Students watch clips or listen to audio shorts from Ellen Degeneres, David Sedaris, Chris Rock, and other comedians to understand how white, heterosexual male privilege is rooted in historically institutionalized systems of power.

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**Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.**

Dr. Laura Spielvogel is the creator of the online content for WMNST 105 and will be the primary instructor and contact person for the course and the Diversity Studies Certificate and Minor. She is trained as a cultural anthropologist but has published memoir, ethnographic fiction, and satire. She has fifteen years of teaching experience in classes such as "Anthropology through Fiction" and "Ethics of Ethnography". Because the class will be housed in the department of Women's, Gender, and Sexuality Studies, where most faculty draw equally upon humanistic and social scientific perspectives in their research and pedagogy, any number of faculty and graduate assistants will have the appropriate expertise to teach this online introductory class. Additionally, Dr. Spielvogel will offer training and workshops to other instructors as they teach the course.

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**Describe the assessments that will be used to determine students' ability to apply integrative thinking.**

Students are asked to write critical essay papers (20%), take quizzes and polls (30%), and engage in weekly forum debates and discussions (50%) that require them to draw upon lecture notes, assigned readings, video clips, and audio podcasts. As indicated throughout this proposal, the assigned materials draw from both a social scientific and behavioral studies approach and a humanities perspective. An example of an assessment that asks students to apply integrative thinking is an essay assignment that requires students to take a position on cochlear implants by integrating examples from qualitative research that defines Deafness as culture with medical and behavioral science research that treats deafness as a disorder or disability.

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## General Education Designation Requirements

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### Bachelor Of Arts Requirements:

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

This course meets the criteria for designation in the B.A. fields of Social and Behavioral Sciences and Humanities. This course uses literature, art, film in addition to social scientific and critical feminist scholarly texts to inspire students to explore how conceptions of social difference, such as those linked to categories of gender, race, sexuality, class, ethnicity, and disability, shape society and everyday interactions historically and today. This course meets the intentions of the B.A. requirement in both Humanities and Social and Behavioral Sciences because it analyzes gender, race, class, ethnicity, disability and sexuality in historical and literary frameworks (Humanities) while using social science approaches to apply these concepts to contemporary U.S. and global society (Social and Behavioral Sciences).

Students who successfully navigate this course will be able to:

1. Apply basic theories of identity, difference, social power and privilege to a wide range of textual and visual materials, and to their own interactions in the context of day-to-day life.
2. Critically engage at an introductory level histories of how race, gender, sexuality, class and disability have been constructed in the U.S. context.
3. Consider transnational dimensions of similar dynamics and contrast these with the U.S. context.
4. Identify and analyze the multiple ways individuals, communities and social movements have resisted and remade categories of identity and changed relations of power over time and space.
5. Recognize and explore the ethical dimensions of social, political and/or economic marginalization rooted in constructions of social identity.

### Intercultural Requirements:

The subject and content of this course make it ideal for an US Course designation, and it was approved as such in 2015. The course has been designed to expand student understanding of questions of social identity in the United States (particularly race, gender, class, sexuality, ethnicity, and disability) to engender an appreciation for diversity and cross-cultural difference in the United States. The class does not treat these identities in isolation, but in relation to one another and fosters better communication

and interaction across difference among the students. By including historical analysis for each topic (e.g. how race was constructed under slavery and today) students will develop a better understanding of different values and traditions in the United States.

### Campuses That Have Offered (WMNST 105) Over The Past 4 Years

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semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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Course Abbreviation and **Number:** WMNST 105N

**Credits:** 3

Prerequisites/Co-requisites/Concurrent  
Requirements/Recommended Preparation: None

Course Attributes/Designations: GenEd (GS and GH), BA, US, IL

General Education Learning Objectives:

a. Critical and Analytical Thinking

This course will guide and challenge students to develop their critical thinking and communication skills in the context of class discussion and written assignments. It is designed to ask students to identify, engage, and synthesize theoretical perspectives and apply them to a range of contexts as well as their own lives. While the content of the course revolves around the topic of how race, gender, class, sexuality and disability shape our world, equally important are the critical thinking and analysis skills that will be taught and evaluated in the process.

f. Global Learning

All the material and discussions in this course are designed to deepen intercultural and global understandings about how social differences are constructed and the effects of such constructions (social, political, economic effects) on individuals and communities. While the emphasis will be the U.S. context, readings and discussion will touch on cases from global sites—helping to increase international understandings as well as helping the students see the malleability of categories of difference over time and space.

g. Social Responsibility and Ethical Reasoning

Discussions and activities related to social behavior and ethics lie at the center of this course. The course is designed to promote reflection and analysis about categories of social identity that are often unconscious and unexamined, yet that have profound social, political and economic effects. It requires students to take theoretical approaches and tie them to everyday social interactions, increasing students scholarly and ethical awareness of these issues.

Course Description:

This course uses literature, film and scholarly texts to inspire students to explore how conceptions of social difference, such as those linked to categories of gender,

race, sexuality, class, ethnicity, and disability, shape society and everyday interactions historically and today. The course takes an intersectional perspective to explore how and why these categories vary over time and space, the effects of such variations for individuals and communities, and the connections between identity and the exercise of power. Geographically, the course emphasizes the relationship between social difference and power in the U.S. history and society, but takes a transnational perspective when possible by making comparisons to contexts beyond the United States. Furthermore, the class examines how individuals and communities most directly marginalized by these processes contest and re-imagine dominant categories and assumptions. Materials and discussions in the class trace broad social and historical trends as well as dive into the facets of everyday life. The class is designed to encourage reflection on the ethical challenges that arise when we become aware of how privilege, power and difference are intertwined in our world and daily lives.

## Course Learning Objectives:

The educational objectives of this course contribute to the university's goal of enhancing human development, as reflected in one of the core competencies articulated in the general education requirements to "gain understanding of international interdependence and cultural diversity and develop consideration for values, lifestyles, and traditions that may differ from their own."

The course is designed to generate the learning outcomes listed below. Students who successfully navigate this course will be able to:

1. Apply basic theories of identity, difference, social power and privilege to a wide range of textual and visual materials, and to their own interactions in the context of day-to-day life.
2. Critically engage at an introductory level histories of how race, gender, sexuality, class and disability have been constructed in the U.S. context.
3. Consider transnational dimensions of similar dynamics and contrast these with the U.S. context.
4. Identify and analyze the multiple ways individuals, communities and social movements have resisted and remade categories of identity and changed relations of power over time and space.
5. Recognize and explore the ethical dimensions of social, political and/or economic marginalization rooted in constructions of social identity.