DIFFERENCE, POWER AND DISCRIMINATION

Student Learning Outcomes (must appear on syllabus and be assessed)

Students in Difference, Power and Discrimination courses shall:
1. Explain how difference is socially constructed
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

Criteria for course approval and continuation

Difference, Power and Discrimination courses shall:
1. Be at least 3 credits;
2. Emphasize elements of critical thinking;
3. Have as their central focus the study of the unequal distribution of power within the framework of particular disciplines and course content;
4. Focus primarily on the United States, although global contexts are encouraged;
5. Provide illustrations of ways in which structural, institutional, and ideological discrimination arise from socially defined meanings attributed to difference;
6. Provide historical and contemporary examples of difference, power, and discrimination across cultural, economic, social, and political institutions in the United States;
7. Provide illustrations of ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States;
8. Provide a multidisciplinary perspective on issues of difference, power, and discrimination;
9. Incorporate interactive learning activities (e.g., ungraded, in-class writing exercise; classroom discussion; peer-review of written material; web-based discussion group); and
10. Be regularly numbered departmental offerings rather than x99 or blanket number courses.

Rationale

The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. Such examination will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.
1. In this course I frequently engaged in critical thinking about difference, power, and discrimination.

   6-point scale: completely disagree, mostly disagree, slightly disagree, slightly agree, mostly agree, completely agree

2. This course incorporated interactive learning activities (e.g., ungraded, in-class writing exercises; classroom discussion; peer-review of written material; web-based discussion group);

   6-point scale: completely disagree, mostly disagree, slightly disagree, slightly agree, mostly agree, completely agree

3. As a result of this course, I have an understanding of ways in which the interactions of social categories (such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age) are related to difference, power, and discrimination.

   6-point scale: completely disagree, mostly disagree, slightly disagree, slightly agree, mostly agree, completely agree

Pre-Post DPD

4. With respect to my knowledge/understanding of how difference is socially constructed, BEFORE this course I would rate myself as:

   5 point scale: no knowledge, limited knowledge, developing knowledge, moderately high knowledge, high knowledge

5. With respect to my knowledge/understanding of how difference is socially constructed, AFTER this course I would rate myself as:

   5 point scale: no knowledge, limited knowledge, developing knowledge, moderately high knowledge, high knowledge

Pre-Post DPD (CSLO #3)

7. BEFORE this course, my ability to analyze situations related to unequal distribution of power and resources in U.S. society was:

   5 point scale: absent, limited, developing, moderate, strong

8. AFTER this course, this course, my ability to analyze situations related to unequal distribution of power and resources in U.S. society is:

   5 point scale: absent, limited, developing, moderate, strong