**Pluralism & Diversity**

**[INSERT NAME OF ACADEMIC UNIT]**

Proposal for Designating a Course for Pluralism & Diversity

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| **Course Title** |  |
| **Prefix & Five Digit Course Number** |  |
| **Contact Hours**  (per week) |  |
| **Credits** |  |
| **Description** |  |
| **Pluralism & Diversity Category (1, 2, 3, 4)** |  |
| **Start Term:** |  |

Instructions: In the left column below explain the course assignments and activities that will address the course **learning outcomes (LOs)** in the right. The LOs should be incorporated throughout the syllabus and examples from the syllabus can be included in the left column.

**Learning Outcomes for Proposed Pluralism & Diversity Course**

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| **Category 1: Migration, Diaspora, and Globalization**  Understanding how various political, economic, and/or cultural differences across the globe and how movements create, shift, and/or secure contested boundaries, borders and identities. | | |
|  | Explain how and why ***forms of migrancy, diaspora, and/or borders*** have transformed over time, impacting people and resources in a global context. | |
|  | Assess the ***impact of globalization***, imperialism, colonialism, neo-colonialism, and/or borders on the dispersal of ethnic, racial, gendered, “stateless,” linguistic, and/or religious groups over time in historical, social, cultural, economic, and/or political context. | |
|  | Demonstrate ***intercultural competence*** as part of constructive discourse. | |
| **Category 2: Residency, Citizenship, and Human Rights**  Understanding how rights are gained or lost via policies, legislation, social customs, and/or social, political, and/or cultural movements. | | |
|  | Explain the historical, social, cultural, economic, and/or political context for how rights and responsibilities are accorded to citizens, citizens-in-the-making, the undocumented, and/or marginalized populations. | |
|  | Identify how human rights abuses have contributed to the educational, cultural, social, economic, and/or political disenfranchisement of marginalized populations. | |
|  | Evaluate how forms of systemic violence and/or oppression related to class, gender, poverty, race, language, and/or sexuality intersect with residency status, citizenship, and human rights. | |
| **Category 3: Intersectionality and Social Justice**  Understanding the social constructions of race, class, gender, sexuality, language, and dis/abilities through concepts of justice, fairness, and equity | | |
|  | | Demonstrate an understanding of ***intersectionality*** among race, class, gender, sexuality, ethnicity, religion, language, dis/abilities, and/or other critical variables. |
|  | | Identify the ways that social, economic, cultural, political ***power and privilege***, and/or discrimination play out across a range of human experiences. |
|  | | Explain how encounters and engagements with power and privilege perpetuate and/or combat ***systemic oppression and inequality***. |
| **Category 4: Knowledge Construction, Environments, and Technologies**  Understanding how power and knowledge are produced in society and how change/innovation can accelerate and alter established epistemological frameworks. | | |
|  | | Demonstrate an understanding of how the ***production of knowledge*** (epistemologies) is mediated by ecological, cultural, technological, institutional, historical, economic, and/or socio-political environments. |
|  | | Identify the ***concepts, arguments, theories, and/or methodologies*** in one or more disciplines that explore how knowledge and power are produced, maintained, and/or altered. |
|  | | Explain how these concepts, arguments, theories and/or methodologies impact ***equity and justice***. |

Sample Syllabus: