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| **General Information** |
| *Proposal Date* |  | *Effective Term* |  |
| *Department* |  |
| *Course Designator and Number* |  |
| *Title of Course* |  | *Credit Hours* |  |
| *Please refer to Office of University Registrar for guidelines and policy requirements* [*https://www.registrar.vt.edu/faculty/teaching/instructional-minutes.html*](https://www.registrar.vt.edu/faculty/teaching/instructional-minutes.html) |
| *Course Transcript Title (ADP)* (30 Character Maximum) |  |
| *Instructor and/or Departmental Contact* |  |
| *Contact Phone* |  | *Contact E-Mail* |  |
| **Core Concepts** |
| **Indicate core concept for which the course has already been approved.** |
|  | Discourse |  | Critique and Practice in Design and the Arts |
|  |  |  |  |
|  | Reasoning in the Natural Sciences |  | Critical Thinking in the Humanities |
|  |  |  |  |
|  | Reasoning in the Social Sciences |  |  Quantitative and Computational Thinking |
|  |
| *NOTE: A course can only be approved for a maximum of two core concepts. Therefore, if this course was approved previously for two core concepts (e.g. Critical Thinking in the Humanities and Reasoning in the Social Sciences) then only one of those should be selected above.* |
|  **Core Concept to be Added** |
|  |  |  |  |
| X |  Critical Analysis of Equity and Identity in the United States |

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| **Integrative Learning Concepts** |

**Indicate integrative concept(s) for which the course has been approved**.

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| --- | --- | --- | --- |
|  | Ethical Reasoning |  | Intercultural and Global Awareness |

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| **Approval Signatures** |
| *Department Representative* |  | *Date* |  |
| *College Curriculum Committee Rep* |  | *Date* |  |
| *College Dean* |  | *Date* |  |

# Part I: Course Information

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| Catalog Description |
| *NOTE: The catalog description should be updated to align with the course learning objectives, syllabus, and Identity and Equity student learning outcomes.* |

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| Learning Objectives |
| *NOTE: The learning objectives should be updated to align with the catalog description, syllabus, and Identity and Equity student learning outcomes.* |

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| Texts and Special Teaching Aids |
| Please identify specific examples and whether these are required or suggested. |

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| Topic Syllabus |
| *NOTE: This syllabus should be updated to align with the learning objectives, catalog description, and Identity and Equity student learning outcomes.* |

## Part II. Critical Analysis of Equity and Identity in the United States

**Critical Analysis of Equity and Identity in the United States** explores the ways social identities related to race, ethnicity, gender, gender identity, gender expression, class, disability status, sexual orientation, religion, veteran status, economic status, age, and other socially salient categories and statuses, influence the human condition and experience, with focus on the United States in particular or in comparative perspective.  It recognizes that people in society have had different experiences and opportunities related to social categories, and challenges students to consider their ethical responsibilities to others in that context and in the context of Ut Prosim, to enhance their capacities to be engaged citizens and visionary leaders in an increasingly diverse society. Students will gain self-awareness of how they are situated relative to those around them based on social identities and foundational knowledge of the interactive dynamics of social identities, power and inequity.

**Credit hours:** This concept is worth 3 credits that can be double-counted with another core concept.

Please choose a minimum of three of the student learning outcomes by putting an X in the box next to the outcome. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

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|  | **1. Analyze how social identities, statuses, space, place, traditions, and histories of inequity and power shape human experience in the United States (particularly or in comparative perspective).** |
| Guiding prompts: How might students have the opportunity in the course to analyze how these elements intersect? How might an instructor evaluate student acquisition of this ability? |

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|  | **2. Analyze social equity and diversity in the United States (particularly or in comparative perspective) through multiple perspectives on power and identity.** |
| Guiding prompts: How might students have the opportunity in the course to analyze social equity and diversity in the US? How might an instructor evaluate student acquisition of this competency? |

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|  | **3. Demonstrate how creative works analyze and/or reimagine diversity in human experiences in the United States (particularly or in comparative perspective).** |
| Guiding prompts: What are some examples of ‘creative works’ that students might explore in this course and how do they help students reimagine diversity in human experience in the US? How might an instructor evaluate student acquisition of this ability? |

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|  | **4. Demonstrate how aesthetic and cultural expressions mediate identities, statuses, space, place, formal traditions, and/or historical contexts in the United States (particularly or in comparative perspective).** |
| Guiding prompts: How might students in the course demonstrate how aesthetic and cultural expressions mediate these elements? How might the instructor evaluate competence in this competency? |

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|  | **5. Analyze the interactive relationships between place, space, identity formation, and sense of community in the United States (particularly or in comparative perspective).** |
| Guiding prompts: How might students in the course analyze this interactive relationship? How might the instructor evaluate student acquisition of this capacity? |