

## Difference, Power, and Discrimination

### Baccalaureate Core Category Course Questions

The following questions are part of the process of submitting a proposal to the Bacc Core DPD category.

- Is this course a regularly numbered departmental offering (rather than a x99 or blanket numbered) and at least 3 credits? \*
- Is there a statement on the syllabus of the course's participation in the Baccalaureate Core category for Difference, Power, and Discrimination?\*
- Have the Baccalaureate Core Category Learning Outcomes for Difference, Power, and Discrimination been listed verbatim in the syllabus and been clearly identified as Baccalaureate Core Difference, Power, and Discrimination Outcomes (see <http://oregonstate.edu/ctl/baccalaureate-core> for specific outcome wording)?\*
- Describe how the course focuses primarily on the United States.\*
- In what way(s) does the course provide a multidisciplinary perspective on issues of difference, power, and discrimination?\*
- Describe the means by which students in this course will develop and demonstrate the ability to explain how difference is socially constructed.\*
- Describe the means by which students in this course will develop and demonstrate the ability to describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, results in discrimination, using both historic and contemporary examples.\*
- Describe the means by which students in this course will develop and demonstrate the ability to 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.\*
- Describe the interactive learning activities (e.g., ungraded, in-class writing exercise; peer-review of written material; web-based discussion group, et. al.) that students in this course will experience.\*
- Describe any other ways that students will develop and demonstrate critical thinking skills.\*
- A primary intention of assessment is the continuous improvement of student learning. Describe the assessment activities that instructors will/can use to measure achievement of the Difference, Power, and Discrimination Category Learning Outcomes within individual sections of this course. (Note: Different sections and/or delivery modes can feature unique approaches, but all sections must align activities with the Difference, Power, and Discrimination Category Learning Outcomes). Describe the process(es) that the unit (school or department) will use to ensure consistency in addressing all Difference, Power, and Discrimination Category Learning Outcomes in all course sections (for multiple section courses), at all locations (e.g. OSU-Cascades or Corvallis campus), and in all modes of delivery (e.g. Ecampus, Honors, INTO, EOP).\*

\*Denotes a required field