Core Education – Difference, Power & Oppression (Foundations)

Course Description (50 to 80 words is ideal)

_CIM Help text: The primary purpose of the course description is to clarify course content. Visit Course Descriptions for more information about writing a good course description._

Core Ed Questions

Does this course fulfill a Core Ed category requirement? Yes/No

Date SOI Approved MM/DD/YY

_CIM Help text: The Statement of Intent (SOI) is a form submitted through CIM Misc that notifies the Bacc Core Committee of your college's intention to request Core Ed status on certain courses. You can find the SOI approval date by viewing the 'History' column on the right-hand side of the misc proposal._

If this course is part of Common Course Numbering, an additional question will be asked:

Does this course qualify for the exception to be more credits than allowable for the Core Ed category due to CCN regulations? Yes/No

Is this course currently in the existing Bacc Core? Yes/No

*** If your answer is Yes:

Would you like this course to continue in the existing Bacc Core? Yes/No

*** If your answer is Yes:

Provide a rationale for the request for your course to remain in its current Bacc Core category. A good rationale will describe the fundamental continuity between the existing category and the new category.

Open Educational Resources (OER)

For the non-OER/non-freely-available course resources, indicate whether or not an effort was made to find (an) OER/freely-available alternative(s).

Yes

No***

Not Applicable (course uses only OER and freely-available resources)

***If your answer is No, you will have to accept the following OER acknowledgement:

In order to maximize access to quality General Education, OSU strongly encourages all course designers and instructors to use OER in their courses. Where adequate OER are not available, course designers and instructors are encouraged to search for low-cost or no-cost options.

Faculty Training

Provide details on the required trainings completed by the faculty (re)designing this course.

Faculty Name
Training Completed
Date Completed
Difference, Power & Oppression (Foundations)

Category Specific Criteria Questions

Will the course exceed the enrollment cap of 50 students?

*If yes, answer the following:*

Justify how the course will address the large number of students. Note, larger lectures with recitations capped at 25 are acceptable.

*If no, go to the next question.*

Describe how the course provides opportunities for students to reflect thoughtfully on their own identities and positions in relation to systems of oppression.

Does the course focus primarily on Difference, Power and Oppression in the United States? Note, the course must focus primarily on Difference, Power, and Oppression in the United States, although global contexts and impacts of the United States are encouraged.

Yes/No

List the historical and contemporary (last 10 years) examples of Difference, Power and Oppression used in the course.

Provide examples the course uses to demonstrate the ways oppression and privilege occur differently along intersecting identities.

Describe how the course incorporates inclusive pedagogy activities and strategies. For example, low-risk and ungraded, classroom discussion, small group work, debates, idea mapping, readings from diverse voices, contract grading, and labor-based grading.

List the learning materials used in the course that are authored or created by people of protected status. These materials must illustrate the resilience of their communities and how these assets are used to dismantle systems of oppression.

Category Specific Learning Outcomes (CSLO) Questions

***Questions are repeated for each of the learning outcomes.***

CSLO #1: Explain how ascribed differences are socially constructed, change over time, and impact our and others’ lived experiences.

Each category student learning outcome must be integral to the course. Describe in detail how this course is designed to address this CSLO.

Briefly describe the class activities and assignments that address this CSLO.
Which assignment type will be used as the Essential Assignment for assessment of this CSLO?  
(select only 1)  
Collection  
Presentation  
Paper  
Project  
Reflection  
Examination  
Performance/Production

Provide a brief description of the Essential Assignment, and how it will measure the learning outcome. Note, if you are using a single Essential Assignment to assess multiple learning outcomes, be sure that the description here is focused on assessment of this CSLO.

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**CSLO #2: Articulate – using historical and contemporary examples – how ascribed differences, combined with inequitable distribution of power across cultural, economic, social, and/or political institutions, result in racism and intersect with other forms of systemic oppression.**

Each category student learning outcome must be integral to the course. Describe in detail how this course is designed to address this CSLO.

Briefly describe the class activities and assignments that address this CSLO.

Which assignment type will be used as the Essential Assignment for assessment of this CSLO?  
(select only 1)  
Collection  
Presentation  
Paper  
Project  
Reflection  
Examination  
Performance/Production

Provide a brief description of the Essential Assignment, and how it will measure the learning outcome. Note, if you are using a single Essential Assignment to assess multiple learning outcomes, be sure that the description here is focused on assessment of this CSLO.

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**CSLO #3: Describe how assets and resilience demonstrated by members of systematically marginalized communities and cultures play a role in dismantling racism and other systems of oppression.**

Each category student learning outcome must be integral to the course. Describe in detail how this course is designed to address this CSLO.

Briefly describe the class activities and assignments that address this CSLO.
Which assignment type will be used as the Essential Assignment for assessment of this CSLO?  
(select only 1)  
Collection  
Presentation  
Paper  
Project  
Reflection  
Examination  
Performance/Production  

Provide a brief description of the Essential Assignment, and how it will measure the learning outcome.  
Note, if you are using a single Essential Assignment to assess multiple learning outcomes, be sure that the description here is focused on assessment of this CSLO.  

Syllabus Requirements  
We collect syllabus information in this form for archiving and reporting purposes. You may copy and paste text from your syllabus into these fields. For more information visit Syllabus-Minimum Requirements.  

Student Learning Outcomes  
*CIM Help text: While Core Ed/Bacc Core courses have learning outcomes specific to their category, the student learning outcomes listed in this field should be course-specific and separate from the Core Ed/Bacc Core learning outcomes. Read more about student learning outcomes.*  

Course Content  
List weekly schedule including topics and assignments. If it is not possible to list the weekly schedule, include a concise outline of topics and activities covered in the course.  

How will student performance be evaluated?  
If the proposal includes multiple locations or modalities, and there are differences in the grading breakdown on the different syllabi, then this section must include information from all syllabi.  
*CIM Help text: Evaluation of Student Performance’ refers to the grading breakdown of your course. For example, “Participation: 10%; Assessment 1: 25%; Assessment 2: 15%; Quiz 1: 5%; Quiz 2: 5%; Midterm Exam: 20%; Final Exam: 20%” Grading is subject to Academic Regulations 17, 18 and 19.*  

Learning Resources  
*CIM Help text: Textbooks, lab manuals, etc, that may be required or optional.*  

Syllabus – Attach File(s)  
Core Ed/Bacc Core courses must include a syllabus for each location and each modality. Reference the specific syllabus template appropriate to the course, location, and modality. Templates can be found in the Syllabus-Minimum Requirements.  

Syllabi must be updated to include the required Core Ed elements as found on the templates. Those elements are:  
1. Include the verbatim fulfillment statement regarding the Core Ed/Bacc Core categories.
2. Include the 3 relevant category learning outcomes verbatim in an explicitly identified and labeled list which is located near the course fulfillment statement (see above).

3. Make a direct, clearly stated connection between each listed Core Education category learning outcome and specific attributes of the course content. The level of detail used should make it evident to students how different aspects of the course fulfill the specific category learning outcomes.

4. Include a clear description to students of how the Core Education category learning outcomes will be assessed within the course. Assessments need to be described in enough detail that the connection between assessment method and learning outcome is apparent. (simply stating “exam, quizzes, homework, class discussion” will not provide enough detail)

Supporting Documentation – Only possible by contacting cim.help@oregonstate.edu.

*CIM Help text: Most proposals do not need supporting documentation.*