

Studies in American Diversity

I. Description of Purpose and Content

As an embodiment of LMU's mission and the university's commitment to diversity, courses in this area will provide students a foundation of critical knowledge and understanding for reflective contemplation that informs, forms, and transforms them as women and men for others. Courses in this area primarily focus on 1) investigating the complex historical, political, economic and social context and connections contributing to society's understanding and valuing of diversity; 2) comparing and contrasting the voices and perspectives of different underrepresented groups; 3) analyzing the ways that systems of power and privilege can marginalize and oppress communities and groups in the U.S. and around the world; 4) challenging students to engage in reflective and responsible action in a diverse and interconnected world; and 5) recognizing diversity as a strength and valuing differing perspectives.

II. Learning Outcomes

Students who complete this course will:

- Identify and distinguish how systems of power and privilege affect marginalized and oppressed communities
- Become familiar with theories, narratives, and methodologies covered in the course materials and implement them to achieve a more nuanced understanding of the complexities in our diverse contemporary society
- Compare the experiences of people from varied racial and ethnic groups within the U.S. and the world and the experiences of people from at least two of the following categories of difference: gender, sexuality, class, faith and religion, and differing abilities
- Critically assess difference and similarity in and among racial and ethnic minority groups and at least two of the following categories of difference: gender, sexuality, class, faith and religion, and differing abilities
- Understand, respect, and value the histories and contributions of marginalized groups

III. Defining Characteristics

Courses in this area must:

- Address the complexity of race and ethnicity in the U.S. context.
 - A combination of racial *and* ethnic diversity is required
 - The course must take a comparative approach to racial *and* ethnic groups' experiences, with attention to similarities, differences, and intersections among groups
 - Global comparative approaches are welcome, but the U.S. experience has to be foregrounded in the course
- Integrate at least two additional markers of diversity from the following: gender, sexuality, class, faith and religion, and differing abilities
 - Integration of each marker must include assigned reading and class discussion and be reflected in at least one graded, substantive assignment