

Liberal Studies Program

Learning Outcomes and Writing Expectations

SEMINAR ON RACE, POWER, AND RESISTANCE

(Formerly the Seminar on Multiculturalism in the U.S.)

Approved by LSC in May 2022, FC and Provost in June 2022

The Seminar on Race, Power, and Resistance seeks to foster social awareness by providing opportunities to identify and go beyond binary thinking and to connect individual experience with that of others. It seeks to make students aware of social conditions in the United States while making connections to global issues. By emphasizing seminar-style learning, this course seeks to cultivate critical thinking, deepen understanding of historical and contemporary inequality, and prioritize important values - including respect for differences, social justice, and recognition of our common humanity.

Learning Outcomes

Student will be able to:

1. Demonstrate knowledge of the historically contingent nature of constructions of race, racism, and anti-racism. The course will compare at least two different dimensions of people's lived experiences by examining how class, ethnicity, gender, age, language, sexual orientation, religion, and/or ability have shaped racialized experiences and anti-racist resistance.
2. Develop, through self-reflection and critical analysis, alternative perspectives on the historical roots of inequality and be able to explain the lasting effects of oppression on marginalized groups.
3. Critically analyze multiple sources of information and interpret evidence from a variety of points of views in order to demonstrate knowledge about racism and tools that have been used to combat it. Sources may include relevant databases and other reference work, primary and secondary sources, community knowledge, etc.
4. Demonstrate knowledge of racism and anti-racist movements or actions through seminar discussion and course assignments.
5. Apply seminar content theoretically or practically to address problems and issues related to racism and its intersection with other features of human experience.

Writing Expectations

Students should develop as critical writers and thinkers, building on skills acquired during their first year. Each course should be writing intensive, with students producing at least 20 pages of writing in total. Assignments should have clear objectives and may include both shorter and more sustained assignments (for example, journals, response papers, field reports, analytical essays, research papers, summaries of articles, creative writing assignments, etc.). Of these, one should be a substantial, thesis-driven piece of writing. In addition, writing intensive courses should include some discussion and attention to the process of writing, whether through revision, peer editing, modeling or other focused attention on the development of writing skills.