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| **Course Submitted****(Subject/Number/Title)**  |  |
| **Submitted by** **(Name/Department)** |  |
| **Department/Unit Oversight Note** | It is the responsibility of the department or unit (1) to keep a copy of this finalized worksheet together with the approved sample syllabus and/or syllabus template and (2) to pass along all relevant documents to additional instructors who will teach the course in the future.☐Check here if you, as an instructor within a department or unit, understand and have confirmed that your supervisor is aware of this Core request stated above. |

| **Identities in Context** | **Core Requirement** |
| --- | --- |
|  |  |
| **Core component title** | Varies |
| **Minimum credit hours** | attributed course |
| **Core-specific pre- and co-requisites / requirements** | None |
| **Core component summary** | Courses that satisfy the Identities in Context requirement provide students with the intellectual and interpersonal tools necessary for a rigorous examination of how diverse and intersecting identities shape how people move through and experience the world. Students will analyze how identities form through interaction with others and within social structures. They will explore key categories of identity analysis – such as nationality, ethnicity, religion, gender, race, class, ability, and sexual orientation – in order to reflect on their own biases and connect across differences. |
| **Notes** | Any course in the University Core, major, or other coursework is eligible to be approved as carrying this attribute **except for: Ignite Seminar; Cura Personalis 1, 2, and 3; Eloquentia Perfecta 1; Eloquentia Perfecta 2** |

**All courses approved to count for University Core requirements must include both course-level and Core-level student learning outcomes on their syllabi. Please follow this link for mandatory syllabus material to be incorporated into your syllabus:**

[**Mandatory Syllabus Material for University Core Courses/Experiences**](https://drive.google.com/file/d/1zTPlXYSTpOZ0eIxDg4nLQz-bu39WkJs3/view)

The Saint Louis University Core is an academic program intentionally structured to facilitate student achievement of both holistic and component-level student learning outcomes (SLOs). [SLU’s Course Syllabus Policy](https://www.slu.edu/provost/policies/academic-and-course/policy-course-syllabus.pdf) requires that learning outcomes appear on all syllabi. Below, you will find a table with the University Core and Core Component SLOs indicated. Please copy the boilerplate below and insert it into the syllabus you upload to CourseLeaf for review by the University Undergraduate Core Committee (UUCC).

\*\*Please note: If this course meets more than one Core Component Area requirement, please modify accordingly

**Identities in Context**

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU’s institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](https://www.slu.edu/core/faculty-resources/core-student-learning-outcomes.php) (SLOs).

| **Identities in Context** is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below: |
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| **University Core Student Learning Outcomes**The Core SLO(s) that this component is intentionally designed to advance are:  |
| SLO 5: Analyze how diverse identities influence their lives and the lives of others |

| Additionally, the Core Component-level Student Learning Outcomes are listed below: |
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| **Component-level Student Learning Outcomes**Students who complete this course will be able to: |
| * Examine interdependent / interrelational qualities of identity categories such as nationality, ethnicity, religion, gender, race, class, ability, and sexual orientation
 |
| * Analyze how interdependent / interrelational identities are constructed through and shaped by relations of power
 |
| * Assess how other people’s social identities and biases shape and are shaped by their interactions within a social context
 |
| * Articulate how one’s own notions of identity and otherness are contingent on the social contexts in which they develop and which they in turn shape
 |

| **Core Component Learning Outcomes** |  |
| --- | --- |
| ***Below, you will find listed the 4 course-level student learning outcomes associated with this Core component area.***  | ***In the space provided, please provide examples of readings, assignments, and/or activities that demonstrate how this course is designed to facilitate student achievement of these outcomes at the levels indicated in parentheses. NOTE: If you choose to describe oral presentations, be aware that if they do not have a written or recorded component they cannot serve as assessment artifacts.***  |
| * Students will be able to examine interdependent / interrelational qualities of identity categories such as nationality, ethnicity, religion, gender, race, class, ability, and sexual orientation

☐ Check here if submitting UUCC requested revisions | What interdependent / interrelational qualities of identity categories do will your students examine? Describe the categories and explain how they are interrelational.  |
| * Students will be able to analyze how interdependent / interrelational identities are constructed through and shaped by relations of power

☐ Check here if submitting UUCC requested revisions | What are two interdependent / interrelational identity categories shaped by relations of power that your students will examine? |
| * Students will be able to assess how other people’s social identities and biases shape and are shaped by their interactions within a social context

☐ Check here if submitting UUCC requested revisions  | How will your students reflect on the ways in which either their own or the social identities and biases of others are constructed—historically, culturally, socially, and/or linguistically—through social interactions within relations of power?  |
| * Students will be able to articulate how one’s own notions of identity and otherness are contingent on the social contexts in which they develop and which they in turn shape

☐ Check here if submitting UUCC requested revisions  | How will your students reflect on the ways in which their own social identities and biases are constructed–historically, culturally, socially, and/or linguistically–through social contexts that are linked to relations of power?  |

| **Core SLO(s) (**[**Click here for more information on Core SLO’s**](https://drive.google.com/file/d/15qtYvj1085Y8OHJ8GRkxzRW2w-H_t6FU/view)**)** |  |
| --- | --- |
| ***This course/experience is part of an integrated university-wide Core curriculum designed to facilitate student achievement of SLU’s nine University Core SLOs. Below, you will find listed the 1 University Core-level student learning outcome associated with this Core component area.***  | ***In the space provided, please provide examples of readings, assignments, and/or activities that demonstrate how this course is designed to facilitate student achievement of these outcomes at the levels indicated in parentheses. NOTE: If you choose to describe oral presentations, be aware that if they do not have a written or recorded component they cannot serve as assessment artifacts.***  |
| **SLO 5: Students will be able to analyze how diverse identities influence their lives and the lives of others (Introduce, Develop, Achieve)** ☐ Check here if submitting UUCC  requested revisions |  |