**Example Cultural Diversity Text for Syllabus**

**GER Statement: Learning Outcomes for this Course**

This course meets UWM General Education Requirements (GER) for Cultural Diversity, which addresses Race, Ethnicity, and Diversity in the United States.

**Definition:** Courses in this area focus on the experiences of African Americans, Native Americans, Asian Americans, and/or U.S. Latino/as. Courses should also include perspectives on how differences other than race and ethnicity (such as economic class, gender, gender identity/expression, nationality, religion, sexual orientation, etc.) complicate cultural identity categories. While focused on the United States, courses may also include diasporic and transnational frameworks for understanding key topics.

This course will address the following two Cultural Diversity learning outcomes:\*

1. Understand and analyze the perspectives, world views, methodologies, and philosophic constructs that the group(s) use(s) to describe, explain, and evaluate its/their life experiences over historical time (Cultural Diversity Criteria 2a)
2. Explain fundamental episodes in the history and social construction of concepts of “race” and “ethnicity” (Cultural Diversity Criteria 2c)

**UW Shared Learning Goal**

As part of the UW System Shared Learning Goals, this course is also expected to foster *effective communication skills* *including listening, speaking, reading, writing, and information literacy.†*

**GER Assessment:**

Here’s how your learning for these GER outcomes will be assessed:

* Learning for Criteria 2a will be evaluated as part of the grading process for the final project paper, where subscores from the grading rubric specific to Criteria 2a will be recorded to help me better gauge student learning.
* Your reflective journal will also be assessed for learning on Criteria 2c, using a rubric with performance levels Exceeds, Meets Expectations, Emerging, or No Evidence. This assessment will be *separate* from how the reflective journal is included in the final course grade (see page 3 of the syllabus).
* Effective communication will be assessed through the second portion of your final project paper grade, using the subscore for written communication on the project rubric. Additionally, oral communication will be assessed using your project presentation grade, as evaluated by a rubric that will assess your presentation skills and the quality of your analysis. Your overall presentation score is included in calculating your final course grade.

\*The full list of Cultural Diversity Outcomes is below. Each CD course should incorporate outcome (a) and at least one other of these:

Students will be able to:

(a) understand and analyze the perspectives, world views, methodologies, and philosophic constructs that the group(s) use(s) to describe, explain, and evaluate its/their life experiences over historical time; and

(b) investigate critically the social, intellectual, and political structures that support oppression based on race, ethnicity, and other human differences;

(c) explain fundamental episodes in the history and social construction of concepts of “race” and “ethnicity”;

(d) reflect critically on how the students’ own culture and experiences influence their knowledge of, and attitudes towards, people whose cultural and social identities differ from their own;

(e) articulate, within communities of color, the social, cultural, and political contributions of women, transgender people, and persons of varied sexual orientations;

(f) analyze the role of diversity in the successful functioning of a multiracial democratic society; or

(g) delineate how formations of race and ethnicity in the United States are part of a larger transnational history.

*†***UW System Shared Learning Goals**

Select **one** additional learning objective from the options below that will be assessed in your class. Note that Goal 1 is assumed to already be met by all GER courses, and many Cultural Diversity courses will likely also be able to assess aspects of Goal 4. Please choose your additional UWS Shared Goal from among goals 2-5.

1. **Knowledge of Human Cultures and the Natural World** including breadth of knowledge and the ability to think beyond one’s discipline, major, or area of concentration. This knowledge can be gained through the study of the arts, humanities, languages, sciences, and social sciences.
2. **Critical and Creative Thinking Skills** including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.
3. **Effective Communication Skills** including listening, speaking, reading, writing, and information literacy.
4. **Intercultural Knowledge and Competence** including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.
5. **Individual, Social, and Environmental Responsibility** including civic knowledge and engagement (both local and global), ethical reasoning, and action.