

Outcome:		My Class:		
Cultural Competencies ( <a href="#">link to full rubric</a> )	Rubric Element	Specific Course Outcome	Student work used to assess achievement of the outcome (Assessment)	How will this course provide content to address student outcomes? (Student practice)
Full coverage: address <u>two</u> knowledge and two <u>skill</u> elements.	Knowledge: Demonstrates understanding of the social construction of difference within U.S. society			
Partial coverage: address <u>two</u> knowledge and one <u>skill</u> elements OR <u>one</u> knowledge and two <u>skill</u> elements	Knowledge: Demonstrates knowledge of social processes of social identity, prejudice, inequality, privilege, and oppression and how they relate to U.S. society	Students learn how social identity, prejudice, inequality, privilege and oppression have affected American society since 1877.	Students will demonstrate knowledge of these issues by:  1. Analyzing, discussing and writing about primary sources and scholarly essays on relevant topics (such as debating different strategies used by civil rights activists in different historical eras) in recitation.  2. Demonstrating a firm grasp of relevant material from lecture and readings on 2 midterms and a final.	The course devotes significant attention (through lecture, readings and recitation work) to the struggles by racial minorities, immigrants, women, workers and LGBTQ Americans to achieve justice since 1877. Many recitations require students to engage themes relating to race, gender, class, immigration or religious diversity in U.S. history.
	Knowledge: Demonstrates knowledge of the impact of discrimination and social inequalities within U.S. society	Students will learn to demonstrate knowledge of the impact of discrimination and social inequalities within U.S. society since 1877.	Students will demonstrate knowledge of and sensitivity to these issues by:  1. Analyzing, discussing and writing about relevant historical questions (such	Again, the course devotes significant attention (through both readings and class time) to the impact of discrimination and social inequalities on women, workers, and racial, ethnic, religious and sexual

		<p>as why women were under such pressure to be housewives in the 1950s) in recitation.</p> <p>2. Demonstrating a firm grasp of relevant material from all classes and readings on 2 midterms and a final.</p>	<p>minorities since 1877.</p>
<p><b>Skill: Illustrates problem-solving, or conflict resolution skills related to diversity</b></p>			
<p><b>Skill: Shows capacity for understanding of the experience of marginalized groups in U.S. society</b></p>	<p>Students will develop and demonstrate more capacity for understanding the experience of marginalized groups in U.S. society through their study of U.S. history since 1877.</p>	<p>Students demonstrate capacity for understanding the experience of marginalized groups (such as the Japanese Americans interned during WWII) through recitation exercises designed to make them think about how race, class, gender, religion or immigration status have affected Americans' experiences since 1877.</p>	<p>In addition to learning extensively about the experience of marginalized groups in lecture and their textbook, students are exposed to the voices of marginalized groups through a reader that pairs primary sources with scholarly essays on specific historical topics.</p>
<p><b>Skills: Is able to communicate and have difficult dialogues across diverse individuals and groups</b></p>	<p>Students learn to communicate and have difficult dialogues across diverse individuals and groups about uncomfortable</p>	<p>Students in a multi-ethnic, multi-racial classroom demonstrate the ability to engage in such dialogues through a variety of recitation discussions that require them to engage</p>	<p>Students prepare for these discussions by being exposed to the history of marginalized groups in America since 1877 through lecture, recitation discussions and readings in their reader and textbook.</p>

		questions relating to U.S. history since 1877.	difficult questions about the historical roots of racism, sexism and nativism.	
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