

Request for a Course to Count as one of Pitzer's Educational Objectives

In order for a course to be considered as fulfilling one of Pitzer's Educational Objectives, complete this form and – *along with a copy of the course syllabus* – submit it to the Office of the Registrar at (registrar@pitzer.edu) who will bring it to Curriculum Committee for approval.

For non-Pitzer Instructors at the Claremont Colleges: Before submitting this request form, please be advised that approved courses will be added to Pitzer's comprehensive list of approved courses fulfilling the given Educational Objective(s). If you do not want your course added to such a list, please make that known.

Date:

Student Name:

Course Field Group/Department:

Course Name: (i.e. PSYC 101)

Campus Where Course is Offered:

Professor's Name:

Professor's email address:

Professor's signature or approval by email:

Syllabus attached?

Please Circle Which Educational Objective (s) This Course Should Fulfill:

Social Responsibility Praxis

Social Justice Theory

Intercultural Understanding: Local

Intercultural Understanding: Global

For Social Justice Theory, please check all that apply:

_____ Course topics are about the theory, history, current events, and/or social movements surrounding social (in)justice issues pertinent to at least one of the following: race, ethnicity, class, sexual orientation, gender identity, immigration status, nationality, ability status, environmental justice, religion and/or social stratification. For example, the course might explore the history and current status of social justice movements, such as Civil Rights, Women's Movements, Immigration Reform, Sexuality and Labor

_____ Course topics enable students to acquire knowledge and sensitivity to the ethical and political implications of at least one of the following: social problems, oppressive systems, interpersonal and structural discrimination, unequal distribution and access to power and resources (including natural resources), and the interdependence and intersection of systems of oppression.

_____ Course readings and discussions should challenge hegemonic structures and practices that further social injustice and oppression, and promote strategies to redress systemic barriers to equality and inclusiveness.

_____ Course has assignments that can be used to assess the provided Social Justice Theory student learning outcomes.

_____ Student learning outcomes related to this Educational Objective are stated on syllabus

Please provide any additional information here as to why this course should be counted as fulfilling the above Educational Objective:

For Social Responsibility Praxis, the first 4 criteria must be met. Please check all that apply:

_____Community engagement comes in the form of service, research, community-based education, or another form of collaboration, conducted by faculty members in a way that is appropriate to their pedagogy, methodology and personal approach, and operating from a framework that honors reciprocal, respectful, ethical partnership with the community members, agencies or institutions with whom the faculty member and students are collaborating.

_____Community engagement fieldwork includes at least 40 hours in a single semester, and is complemented by classroom discussions, lectures, and assignments (which correlate with stated Social Responsibility Praxis student learning outcomes) to engage critical reflections and rigorous analysis that address the theories of social justice that are specific to the disciplinary and community context.

_____The agenda for the community engagement is made in collaboration between college partners (students, faculty, and/or staff) and the primary community partner contacts, attempting always to recognize and build on existing assets of the community.

_____Community engagement actions address the structural, political, social, economic, and/or environmental conditions (and any other root causes) that have resulted in the need for community engagement, and explore the benefits and potential pitfalls of community-campus partnerships.

_____Student learning outcomes related to this Educational Objective are stated on syllabus

Please provide any additional information here as to why this course should be counted as fulfilling the above Educational Objective:

For Intercultural Understanding - Local, at least 4-5 of the following criteria should be met. Please check all that apply:

_____ Course examines diverse cultural perspectives in the United States, whether at present or in the past, by analyzing the production of art, literature, or philosophy or other activities in the humanities or through frameworks in the social sciences.

_____ Course exposes students to marginalized communities (via art work, literature, other readings, films, and/or internship/social responsibility sites) and ask students to reflect their upon understandings of specific issues via assignments, such as journal entries and/or reflective essays.

_____ Course directly discusses the role of individual privilege and unequal power relations as it relates to the denied privileges of socially disadvantaged groups (e.g. role of social and cultural capital), whether at present or in U.S. history.

_____ Course investigates the impact of and counter the ideas of ethnocentrism and Eurocentrism as these terms relate to how marginalized populations are characterized and caricatured.

_____ Course encourages the development of cultural empathy, respect, and understanding for host/community/local perspectives within class discussion and oral/written assignments about social stratification, socio-structural barriers, and social inequality as systems of oppression.

_____ Course asks students to investigate the intersections between racialized, gendered, and classed identities as they relate to how intersecting axes of oppression, heterosexism, racism, classism, and/or ableism, affect marginalized communities in the U.S. and abroad.

_____ Course pushes students to recognize how historical structures, individual agency, and the relations between the two are exhibited within the social circumstances of marginalized communities in the U.S.

_____ Course teaches students how to use social theory to analyze and describe why social hierarchy persists and the ways in which it impacts the life chances of marginalized populations.

_____ Student learning outcomes related to this Educational Objective are stated on syllabus

Please provide any additional information here as to why this course should be counted as fulfilling the above Educational Objective:

For Intercultural Understanding - Global, please check all that apply:

_____ Course examines a culture or cultures outside of the U.S. (to include historical cultures and civilizations)

_____ Course provides a comparative perspective between the U.S. and other culture(s), with at least half of the course focused on non-US cases

_____ Student learning outcomes related to this Educational Objective are stated on syllabus

Please provide any additional information here as to why this course should be counted as fulfilling the above Educational Objective: