

**St. Olaf College OLE Core General Education Curriculum
Power and Race Requirement**

Description:

Students gain knowledge of how race and ethnicity can contribute to inequality in contemporary U.S. society, and how these forms of inequality interact with other social characteristics and institutions such as gender, religion, sexual orientation, social class, the environment (among others). Students acquire familiarity with cultural differences and their contributions to a diverse society. Courses must discuss the U.S. but need not focus on it exclusively.

Intended Learning Outcomes:

Students will:

1. Explain how inequalities in US power dynamics are produced and sustained by ideas about race and ethnicity.
2. Examine cultural differences and evaluate how these cultural differences are shaped by power, privilege, and inequality.
3. Analyze race and ethnicity using concepts and tools of inquiry.
4. Reflect critically on how racism, ethnocentrism, power, privilege, and inequality shape their own individual experiences and the experiences of others.

Course guidelines:

1. Explain how inequalities in US power dynamics are produced and sustained by ideas about race and ethnicity.

Courses will vary in emphasis, structure, and approach, but all must provide explicit, deep, and sustained attention to race and ethnicity in the United States, and to the interaction of race and ethnicity with other forms of structured inequality and oppression. The knowledge gained should aid students in constructing a shared language for understanding and critically engaging issues related to race, ethnicity, and power. Race and ethnicity should be considered alongside other forms of identity and dynamics of power and inequality, including gender, religion, sexual orientation, social class, and the environment. This list is provided to highlight some important areas of concern and is not exhaustive. Consideration should be given to the ways that ideologies and power structures produce and racialize identities, while obscuring and even erasing others. Concern for contemporary U.S. society should be included, however, courses need not confine themselves to the U.S. exclusively.

2. Examine cultural differences and evaluate how these cultural differences are shaped by power, privilege, and inequality.

Courses can address the complex and contested language of culture in ways that are appropriate for the subject matter and goals of each particular class. A nuanced approach to cultural difference should give attention to the dynamic interactions among cultural identity, power, and inequality. "Privilege" is understood here as the advantages and benefits enjoyed by

members of a group that come at the expense of others. Students should demonstrate an ability to recognize and respond to different approaches to understanding cultures, as insiders or outsiders, while developing a sense of respect and humility.

3. Analyze race and ethnicity using concepts and tools of inquiry.

Both disciplinary and interdisciplinary methods and tools of inquiry are appropriate. Faculty are encouraged to describe the most appropriate way to engage students in robust inquiry and critical analysis. Students should be able to compare and explain the relative merits of different methods and tools of inquiry utilized in the course.

4. Reflect critically on how racism, ethnocentrism, power, privilege, and inequality shape their own individual experiences and the experiences of others.

All courses should provide opportunities for students to connect learning about power and race to their own lives and experiences. Students should practice skills and habits necessary for critical self-reflection and conversation, such as respect, recognition, courage, and cultural humility.