

LAC Learning Outcomes: U.S. Multicultural Studies

Note that competencies are general statements of knowledge, skills, and behaviors while outcomes are specific statements about skills students can demonstrate in a measurable way.

The left column summarizes information about the category and its requirements. This data is for reference purposes and is not included on the syllabus.

The right column contains the competencies and outcomes that are required on the syllabus.

<p>U.S. Multicultural Studies</p>	<p>NOTE: U.S. Multicultural Studies is a designation specific to UNC; it is <u>not</u> part of the state-mandated GT Pathways curriculum. Courses seeking the U.S. Multicultural Studies [MS] designation must also belong to one of the Arts & Humanities, History, or Social & Behavioral Sciences categories. Be sure to incorporate all requirements of the respective additional designation in the syllabus; please consult the corresponding learning outcomes and syllabus template document.</p>
<p>o U.S. Multicultural Studies</p> <p>LAC attribute: U.S. Multicultural Studies (LAMS)</p> <p>Note: At least <u>four</u> of the seven SLOs are required for courses with the MS designation.</p> <p><i>No GTP requirements for this designation</i></p>	<p>U.S. Multicultural Studies Competency:</p> <p>As part of a Liberal Arts Curriculum, the U.S. Multicultural Studies (MS) competency refers to students’ ability to recognize the perspectives of individuals and groups with a range of identities (including but not limited to race, gender, economic class, sexual orientation, physical ability, religion, language, age, and/or national identity) in terms of the greater “American Experience.” Courses designated MS introduce students to concepts, theories, and histories of marginalization and inequity and systemic impacts on individuals, groups, and events. By building an awareness of the possibilities and challenges of diversity and inclusivity, courses with the MS designation reveal to students their historically rooted roles in communities and their potential as agents of change.</p> <p>LAC U.S. Multicultural Studies Learning Outcomes</p> <ol style="list-style-type: none"> 1. Discuss the diversity of experiences and perspectives of individuals and groups with a wide range of identities (including but not limited to race, gender, economic class, sexual orientation, physical ability, religion, language, age, and/or national identity) and their contributions to educational, social, legal, religious, political, and/or cultural institutions and society. 2. Explain the social, political, historical, cultural, and/or economic experiences of at least one cultural group in terms of the greater “American Experience.” 3. Recognize and explain key concepts and terms related to diversity, equity, and/or inclusion (for example, bias, implicit bias, cultural appropriation, equity, privilege, inclusion, intersectionality, structural inequality, institutional racism, systemic racism, etc.) 4. Explain theories and histories of marginalization, discrimination, and/or structural inequality, their effects on contemporary events, and their implications for the future. 5. Identify and analyze systems and structures (historical, organizational, political, global) of power that create and/or perpetuate oppression, privilege, or marginalization, and describe how these systems present barriers to equity and inclusion.

	<ol style="list-style-type: none"><li data-bbox="487 94 1510 241">6. Identify, analyze, and apply strategies for disrupting and dismantling systems that perpetuate oppression, privilege, and/or marginalization in order to promote equity and increase access and opportunity for traditionally excluded communities.<li data-bbox="487 273 1510 388">7. Assess one's own role in systems of oppression, privilege, and/or power and identify the various ways in which they have used or may use their roles to ensure equity, inclusion, and justice.
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