

REQUESTING AN MS DESIGNATION

Please complete the following chart in order for the IS/MS committee to assess how well your course addresses the student learning outcomes. Please indicate with specificity what element of the assessment addresses the SLO. You do not need to address all the assessments for each SLO. Please note that we do not require you to list ALL assignments or texts that address the SLOs, representative texts or tasks are sufficient.

For a course to be designated MS, at least four of these seven SLOs must be addresses in content and assessments.

MS SLO #	RESPRESENTATIVE RELEVANT TEXTS/READINGS	RESPRESENTATIVE ASSESSMENT/S
<p>SLO 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.</p>	<p>Ramón A. Gutiérrez, “What’s in a Name?: The History and Politics of Hispanic and Latino Panethnicities”</p> <p>Frances R. Aparicio, “(Re)Constructing Latinidad: The Challenge of Latina/o Studies (Canvas)</p> <p>Pablo R. Mitchell, <i>Understanding Latina/o History: Excavating the Past, Examining the Present</i> (2018)</p>	<p>Reading Journals: Based on variety of readings that discuss the diversity of Latina/o experiences and perspectives (including but not limited to race, gender, economic class, sexual orientation, religion, language, and national identity) students write 14 reading journals throughout the semester. The purpose of the reading journals is to explain the social, political, historical, cultural, and economic experiences of Latina/os in terms of the greater “American” experience.</p>
<p>SLO 2. Explain the social, political, historical, cultural, and/or economic experiences of at least one cultural group in terms of the greater “American Experience.”</p>	<p>Antonia I. Castañeda, “Sexual Violence in the Politics and Policies of Conquest: Amerindian Women and Spanish Conquest of Alta California”</p>	<p>Final Research Essay: Using primary and secondary sources, students write a research essay investigating a topic of their choosing on local Latina/o</p>

	<p>Douglas Monroy, “Our Children Get So Different Here: Film, Fashion, Popular Culture, and the Process of Cultural Syncretization in Mexican Los Angeles, 1900-1955”</p> <p>Cheris Brewer Current, “Normalizing Cuban refugees: Representations of whiteness and anti-communism in the USA during the Cold War”</p> <p>Cecilia Menjívar, “Liminal Legality: Salvadoran and Guatemalan Immigrants' Lives in the United States”</p> <p>Pablo R. Mitchell, <i>Understanding Latina/o History: Excavating the Past, Examining the Present</i> (2018)</p>	<p>history. Research essays place this local history within the larger social, political, historical, cultural and economic contexts of the greater “American Experience.” The purpose of the research essay is to expand and challenge conventional historical understandings of the Latina/o community in northern Colorado.</p>
<p>SLO 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.)</p>	<p>Ivan Karp, “Introduction: Museums and Communities: The Politics of Public Culture”</p>	<p>Museum Reflection Paper: Students are required to visit the Greeley History Museum and critically analyze this institution in light of an assigned reading. Students must interpret/evaluate museum exhibits to develop an analysis of Latina/o representation and inclusion. Students must articulate a conclusion that is tied to</p>

		the information presented and reflect on the implications of their stated conclusion.
SLO 4. Explain theories and histories of marginalization, discrimination, and/or structural inequality, their effects on contemporary events, and their implications for the future.		
SLO 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.	<p>Reginald Horsman, “Race, Expansion, and the Mexican War”</p> <p>David Correia, “‘Retribution Will Be Their Reward’: New Mexico’s Las Gorras Blancas and the Fight for the Las Vegas Land Grant Commons”</p> <p>Pedro Cabán, “The Colonizing Mission of the United States in Puerto Rico, 1898-1930”</p> <p>Pablo R. Mitchell, <i>Understanding Latina/o History: Excavating the Past, Examining the Present</i> (2018)</p>	<p>Response Paper 1: Students must find, retrieve, and analyze a primary source on the topic of their research. Response papers identify and explain the social, political, historical, cultural, and economic forces that create and/or perpetuate oppression and marginalization in terms of the greater “American Experience.”</p> <p>Response Paper 2: Students must find, retrieve, and analyze two peer-reviewed scholarly articles on the topic of their research. Response papers explain the social, political, historical, cultural, and economic forces that create and/or perpetuate oppression and marginalization in terms of the greater “American Experience.”</p>

<p>SLO 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.</p>		
<p>SLO 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.</p>		