

SOCIAL CONTRASTS PROPOSAL FORM

Note: Until the old "Social Differentiation" (SD) requirement is completely phased out, all courses granted the SC attribute will also be designated SD.

Department/Program:

Date:

Contact Name:

Email Address:

Dept (L#)	Course#	Title:
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As voted by the Faculty of the College of Arts & Sciences, courses with the Social Contrasts designation should meet the following three criteria. For each of the three, please either reference the place(s) in the syllabus where the criterion is directly addressed or use the text box to clarify or elaborate as necessary.

1. SC courses should be designed to help students think critically about the ways in which societies are organized, coordinated, or divided.

See Syllabus Course Description

See Syllabus Course Goals/Objectives

If not addressed in the syllabus's Course Description/Course Goals/Objectives, please clarify how the course's design meets this criterion.

2. SC courses should have a major topical focus on understanding how social categories are created and/or their impact on individuals, groups, and societies.

Social categories (their creation and/or impact) are the primary/sole focus of this course.

If the creation and/or impact of social categories are not the course's primary focus, what portion of the course does not centrally engage with such issues? (Please reference the syllabus; e.g., "Not unit 2," or "Not weeks 9-10," etc.)

3. SC courses should develop and render explicit conceptual frameworks for analyzing and interpreting such issues as race, ethnicity, class, and/or gender, as well as intersectionalities where applicable.

See Syllabus Course Description

See Syllabus Course Goals/Objectives

If not addressed in the syllabus's Course Description/Course Goals/Objectives, please identify where during the semester such frameworks are addressed. (Please reference the syllabus; e.g., "Focus of unit 1," or "Focus of weeks 1-3," etc.)

Signature of Department Chair or Program Director

Date

Please attach a syllabus that makes clear to the student what you expect them to know and be able to do by the end of the semester, as well as the ways in which the student will demonstrate their acquired knowledge or skills. Include at a minimum:

1. a substantial course description
2. schedule of topics, assigned readings, and graded assignments (homework, quizzes, presentations, papers, exams, etc.)
3. criteria for evaluating student work, including evaluation of class participation (if applicable)
4. how the final grade will be calculated

Please do not submit paper copies. Email the completed pdf, along with the syllabus to Bernard Cummings at bcummings@wustl.edu