Bemidji State University

EQTY 2500: Introduction to Equity

A. COURSE DESCRIPTION
   Credits: 3
   Lecture Hours/Week: 0
   Lab Hours/Week: 0
   OJT Hours/Week: *.*
   Prerequisites: None
   Corequisites: None
   MnTC Goals: None

   We will critically examine issues such as race, gender, sexuality, social class, political and religious affiliation, dis/ability, geographical location, etc., in order to better understand the changing nature of society in the United States and begin to chart a trajectory that not only identifies opportunities and barriers for ourselves but allows us to develop empathetic understanding of how these factors affect others in society. As the introductory course in the Equity Certificate, 'Intro to Equity' will introduce students to concepts that will clarify important theoretical concepts in understanding Equity and begin to apply these ideas to the analysis of their own experiences, and in their own professional fields.

B. COURSE EFFECTIVE DATES: 05/10/2022 - Present

C. OUTLINE OF MAJOR CONTENT AREAS
   1. Understanding and detecting bias
   2. Structural power in social theory and experience
   3. Examples of inequity in historical and present societies
   4. Struggles for equity
D. LEARNING OUTCOMES (General)

1. recognize implicit biases, including their own.
2. define concepts such as race, gender, sexuality, social class, dis/ability, and geographic location and explain how these affect Equity.
3. identify, describe, and analyze the historical and cultural roles these concepts have played and continue to play in the United States, and the ways these concepts have contributed to the students’ own social locations.
4. understand structures of power that support and perpetuate inequity and be able to locate and describe such structures in societies of both the past and the present, including their own.
5. understand past and present struggles against inequity and be able to critically discuss the successes and failures of resistance to structural inequity.
6. employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
7. examine social institutions and processes across a range of historical periods and cultures.
8. use and critique alternative explanatory systems or theories.
9. develop and communicate alternative explanations or solutions for contemporary social issues.
10. understand the development of and the changing meanings of group identities in the United States, history and culture.
11. demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
12. analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
13. describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
14. demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted