Example 1:
A course that meets both Core Requirement 3: Interpreting Culture (NCIC) and Core Requirement 7: Engaging Difference and Diversity (NCDD).

**Course Title:** Multiethnic Literature of the U.S.

**Course Description from Course Catalog:** Explores contemporary literature by and about writers from distinctive ethnic groups (for example, Native, Asian, African, Latino/Latina, Jewish, Italian, Irish, or Arab). Features a variety of works that reflect an evolving recognition of the artistically and culturally diverse nature of American literature.

**Brief description of how Course will provide opportunities to achieve the Learning Goals of Core Requirement 3: Interpreting Culture (NCIC). By the end of the course, students should be able to:**

**Learning Goal 1.** Recognize and identify a variety of cultural practices and creations, their forms of production, and development over time. Students will study and write throughout the semester about how a wide variety of literary genres, including poetry, fiction, and drama, developed from early America to the contemporary U.S.

**Learning Goal 2.** Acquire and assess techniques of interpretation (including critical reading and observation techniques), criticism, and analysis of cultural practices, texts, and/or artifacts. Students will both read and produce literary criticism, including a major final paper, using close reading techniques as well as a variety of literary-critical strategies.

**Learning Goal 3.** Formulate arguments for and against different theories and interpretations of cultural practices, texts, and/or artifacts. Students will engage in discussions and debates in class and write both weekly papers and a longer, end-of-semester paper in which they situate their interpretations within an ongoing critical conversation.

**Brief description of how Course will provide opportunities to achieve the Learning Goals of Core Requirement 7: Engaging Difference and Diversity (NCDD). By the end of the course, students should be able to:**

**Learning Goal 1.** Describe how notions of human difference have changed over time and across local and global contexts. Throughout the course, students will discuss and write about how a variety of cultures and cultural practices have contributed to changing understandings—here in the U.S. and abroad—of what constitutes “American literature.”

**Learning Goal 2.** Discuss the value in recognizing, respecting and embracing human diversity, and how diversity contributes to culture and society, including civic sustainability. Students will write in their weekly and final papers about how their understanding of “American literature” shifts and becomes more complex as they encounter the diverse cultural practices and products that constitute it.

**Learning Goal 3.** Evaluate and compare two or more theories of human difference, and approaches to cultivating and leveraging diversity. Students will study and write about how each U.S. culture (or subculture) produces theories of human difference and diversity, in large part through the literature they produce.

**Learning Goal 4.** Connect theories of human difference and approaches to diversity to one’s own experience. In their weekly writing and in their final papers, students will reflect on how they make sense of their own experiences in light of the theories of human difference that emerge in and through the literatures they read.