

Guidelines for ESSV Course Syllabi, Fall 2018

The goal of the Engaging Social Systems and Values (ESSV) Marquette Core Curriculum requirement is to enable students to encounter diverse social systems and values structures and to develop the tools to participate in relevant debates and discussions. Learning experiences in ESSV courses should lead students towards recognizing their own positions in social systems and thinking about how they, personally, can contribute to the creation of conditions of equality and inclusivity. An important element of the skills obtained in the ESSV component of the Marquette Core Curriculum is reflection, which must be intentional and designed to develop students' understanding of their own values and social contexts, as well as their capacity to engage social and values systems different from their own. ESSV courses serve as an important touchstone through which to develop and assess our students' overall growth in intercultural competencies and engagement with the wide range of people, social structures and value systems that comprise their 21st century lives.

The ESSV requirement plays a crucial role in the new Marquette Core Curriculum. We support instructor autonomy in syllabus development; however, it is important that the syllabus makes clear to the student the manner in which the course material and assignments connect to the aims, purposes and outcomes of the ESSV requirement. In addition, although many ESSV courses fulfill other curriculum requirements, they were accepted by the CCIC on the basis of their contributions to the ESSV requirement, and a substantial part of the course content should address ESSV priorities and principles. In other words, students must see the ESSV component of the course not as an afterthought, but as central to the purpose of the course.

The following guidelines are designed to help you discuss the ESSV requirement on your syllabus. This will also create consistency for the students about how the ESSV is a key component of the Core and their Marquette education. An ESSV course syllabus should:

- A) State directly that this course is fulfilling a primary requirement of the Marquette Curriculum and how it will do so. Explain in a paragraph how the course is directly and substantially addressing the aims of the ESSV. The course may have other learning outcomes, but it should also include the language of Core Learning Outcome #4.

Collaborators Engaging Social Systems and Values

Marquette students will develop skills to engage with a spectrum of people, communities and systems of value. They will be able to analyze the sources and implications of inequity and take steps to create more inclusive and collaborative social and professional processes, acting as people with and for others.

- B) Identify and describe the assignment(s) and activities associated with the ESSV outcome. These should include written assignments, discussions, and, when possible, experiential learning activities. Remember: one of the most important goals of the ESSV tier is to help students to *engage* with diverse others and provide opportunities to

practice and communicate their abilities, and those opportunities should be integrated into course assignments and activities (graded and ungraded).

Guiding Principles of the ESSV

To help you develop your syllabus and course activities, we are including an explanation of the course as presented in the approved MCC documents. Our hope is that all ESSV instructors will use the benchmarks in the rubric your course design. Our goal is move students from benchmark competency to levels two or three (see rubric on next page).

The course content should help students to:

1. Identify their own cultural rules and biases in relation to other cultural systems.
2. Demonstrate understanding of the complexity of elements important to members of other cultures.
3. Analyze ways that human actions influence the natural and human worlds and evaluate the global impact of these human actions.
4. Explain multiple perspectives (cultural, disciplinary, and ethical) when evaluating the global impact of human actions.
5. Recognize the intellectual and emotional dimensions of more than one worldview and begin to negotiate a shared understanding based on differences between one's own and other worldviews.
6. Comparatively analyze two or more cultures historically or in contemporary contexts with some acknowledgment of power structures and their impacts on global equity.
7. Examine the roles, interconnections, and differential effects of human organizations and actions on global systems.
8. Formulate a range of actions, grounded in cultural, ethical, theological, social, scientific, and environmental (multiple disciplinary) perspectives, that offer contextually-appropriate solutions to global challenges.
9. Express openness to interacting with those who are culturally different from one's self; begin to initiate and develop these interactions, and suspend judgment in valuing these interactions.

ESSV Rubric

	Capstone 4	3	Milestones 2	Benchmark 1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer)	Identifies own cultural rules and biases (e.g. shared with own cultural group and seeks the same in others)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others)
Knowledge <i>Knowledge of cultural worldviews frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Skills <i>Critical Reflection</i>	Identifies meaningful connections in written communication between personal contexts and experiences with more complex course concepts, theories and/or objectives and is able to tie these connections to one's own vocation and commitment towards social justice.	Makes significant connections between course concepts, theories and/or objectives and personal experience with well-written communication on how these connections can inform future learning and guide personal action.	Identifies simple connections between course concepts, theories and/or objectives with personal experiences and can provide limited description of how the insights can inform or guide future learning.	Has difficulty identifying connections between course concepts, theories, objectives and personal experience or the connections made are inappropriate.