Developed from a recommendation by the [Task Force on Di­­­versity in the Curriculum,](https://brown.edu/web/documents/diversity/task-force-diversity-in-curriculum-0916.pdf) the Dean of the College office is accepting proposals for survey courses addressing issues of racial, economic, and social inequity in local, national, and transnational contexts. Courses should be designed for incoming students with little or no background in the subject matter but with an interest in thinking critically about the ways power and privilege operate in the world. Topics might include empire/colonialism; science and race; the making of inequality; gender and sexuality; genocide; slavery; and migration, forced or otherwise. Each course should lay an intellectual foundation around questions of power and difference, while helping students to develop critical reading, analysis, and other skills that can serve as a springboard for future study in a range of fields.

**Course Criteria |** Proposed courses should be taught by permanent members of the Brown faculty and meet the following criteria:

* Courses must address the ways different forms of power and privilege construct racial or other identity formations in the U.S. and/or globally;
  + Courses should be open to students of all class years, although as introductory lecture courses, syllabi should be geared to first- and second-year students or those with no background in the subjects in question;
* Preference will be given to proposals for team-taught courses that draw from multiple disciplines and provide students with an introduction both to the topic of study and to various ways of thinking about that topic from multidisciplinary perspectives.

**Resources and Structure:**

* Up to $5000 will be available in course development funds;
* Training in inclusive pedagogy for teaching assistants in courses large enough;
* Courses will be designated as “University Courses” (subject code UNIV);
* Courses will be advertised to incoming students by the Dean of the College office in the summer before students arrive on campus.

**Proposal Guidelines** | Submit a brief document (2-3 pages) by December 5 via [UFUNDS](https://ufunds.brown.edu/apply/edit/-1/498). Course proposals should include:

1. Instructor(s) title and departmental affiliation(s);
2. Course information:
   1. Title
   2. Semester of offering
   3. Brief description (with the target audience of incoming students or those with little background on the material in mind)
   4. Fundamental questions investigated by the course
3. Discussion of the specific ways the course will meet the stated goal of introducing students to issues of racial, economic, social inequity in the U.S. and/or globally;
4. Additional course learning goals and pedagogical methods (what students should learn in the course and how the course will help students to accomplish those objectives; will active learning techniques be employed?);
5. In the case of team-taught courses, discussion of the intended pedagogical and intellectual benefits of the collaboration, as well as the format;
6. Curriculum development budget: Funding may be used for expenses related to the development of the course: research assistants, travel to libraries, purchase of films (if inaccessible via library [holdings](http://library.brown.edu/collatoz/videos.php)), guest speakers, and other course-based events during the seminar the course is offered;
7. Draft syllabus, including topics covered and a sense of the readings and assignments.