



The College Request for Course Development Grants for 2023-24

Race, Power, and Privilege Courses

Pursuant to a recommendation by the College Curriculum Council's [Working Group on Diversity in the Curriculum](#), the College is accepting proposals for courses that examine issues of structural inequality, racial formations and/or disparities, and systems of power, with priority for survey or introductory-level courses (below-1000 level) and interdisciplinary courses (including team-taught courses).

Courses in this series should be designed for incoming students with no background in the subject matter but who are interested in thinking critically about the structures, institutions, practices, and attitudes that enable, maintain, or mitigate domestic and/or global disparities in health, income, education outcomes, media representations, etc., as well as the ways in which categories of race and ethnicity are produced intersectionally in relation to other hierarchical structures of difference including gender, sexual orientation, class, religion, ability, citizenship status, and geography.

Topics might include empire/colonialism; science and race; genocide; slavery; migration, or other relevant topics. 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 examine issues of structural inequality, racial formations and/or disparities, and systems of power;
 - 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;
- Courses will be advertised to incoming students by the College office in the summer before students arrive on campus.



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Proposal Guidelines | Submit a brief document (2-3 pages) by April 1st via [UFUNDS](#). Course proposals should include:

1. Instructor(s) title and departmental affiliation(s);
2. Course information:
 - a. Title
 - b. Semester of offering
 - c. Brief description (with the target audience of incoming students or those with little background on the material in mind)
 - d. 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 structural inequality, racial formations and/or disparities, and systems of power
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](#)), guest speakers, and other course-based events during the seminar the course is offered;

Review Process and Timeline: Proposals due: April 1st | Notifications: week of April 9th