

IDN Designations for Integrative Studies Courses

Integrative Studies courses in the Arts and Humanities and Social Sciences that are designated "N" at the end of the course title emphasize U.S. national diversity issues, ideas, and perspectives, i.e., diversity in U.S. contexts. The "N" designates a connection between the U.S. national landscape and diversity topics as they unfold in the United States. U.S. examples and readings play a dominant role in shaping the lens through which diversity is presented.

Integrative Studies courses in the Arts and Humanities and Social Sciences that are designated as "I" emphasize international or global or non-US contexts issues, ideas, and perspectives. The "I" designates a focus on one or more non-U.S. contexts and diversity topics as they unfold in these contexts. Non-U.S. examples and readings play a dominant role in shaping the lens through which diversity is presented.

Integrative Studies courses in the Arts and Humanities and Social Sciences that are designated as "D" emphasize intercultural and diversity issues, ideas, and perspectives unconnected to but not primarily through the lens of geography or nation. The "D" designates a connection intercultural and diversity topics that emphasize intersectionality of diverse identities; critical approaches to dominant narratives, institutions, and practices; and courses that focus on themes and questions that transcend time, space, and location.

The IDN requirement is intended to increase understanding of diversity in ways that empower students to act as engaged, well-informed citizens as they meet the challenges and opportunities of a complex, interconnected world in the 21st century. In addition to the academic benefits of diverse perspectives, employers increasingly seek out college graduates who are skilled in communicating to varied audiences and making decisions that reflect broad historical, social, and cultural knowledge. Overall, Integrative Studies courses fulfilling the IDN requirement prepare students to respond constructively to opportunities connected with our pluralistic society and global community.

The following chart correlates the criteria for IDN with MSU's Undergraduate Learning Goals' outcomes. While it is understood that a single course will **not** address *all* Undergraduate Learning Goals, this chart provides a tool to consider how IDN designations fit into the curriculum.

	I	The course emphasizes approaches, perspectives, and course materials from mainly non-US sources, and encourages critical thinking about these materials to deepen student understanding. Additionally, the course encourages students to incorporate those perspectives when assessing and evaluating information, constructing arguments, and drawing inferences and conclusions.
	D	The course emphasizes approaches, perspectives, and course materials produced by people from groups or communities that have been historically marginalized and/or encourages critical thinking about questions of diversity, inclusivity, power, difference, or identities. Additionally, the course encourages students to incorporate those perspectives when assessing and evaluating information, constructing arguments, and drawing inferences and conclusions. <u>Course is not affiliated with a specific geographic region or focuses on multiple international and national settings equally.</u>
	N	The course emphasizes approaches, perspectives, and course materials from sources <u>from sources that discuss-emphasize</u> the United States, <u>U.S. examples, and/or U.S. multiculturalism. U.S. is situated as</u> and its distinct status as a point of intersection of diverse cultures and social identities and encourages critical thinking about these materials to deepen student understanding. Additionally, the course encourages students to incorporate those perspectives when assessing and evaluating information, constructing arguments, and drawing inferences and conclusions.
	I	The course focuses on increasing student understanding of global and cultural diversity through the exploration of mainly non-US historical, artistic, intellectual/scientific/philosophical, and/or societal contexts.
	D	The course focuses on increasing student understanding of diversity, inclusivity, power, difference, or identities in ways that are not primarily framed by nation or geography, through exploration of historical, artistic, intellectual/scientific/philosophical, and/or societal contexts.
	N	The course focuses on increasing student understanding of diversity within the US, including its distinct status as a point of intersection of diverse cultures and social identities, through exploration of mainly US historical, artistic, intellectual/scientific/philosophical, and/or societal contexts.

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Commented [LJ1]: Examples and contexts? Situates the context for discussion in non-U.S. spaces? Comparative approach that emphasizes non-U.S. perspectives and models to understand local and global problems?

Commented [LJ2]: Should this just be “and” As these are parallel, I would say anything that is changed should filter down to the other designations.

Commented [LJ3]: Use of critical theory and pedagogy?

	I	The course builds on and enhances students' awareness of how citizens, communities, and/or institutions affect, and are affected by, power, identities, differences, and/or affiliations in an increasingly interdependent world; the course provides opportunities for students to consider their role as citizens of a global community.
	D	The course builds on and enhances students' awareness of how the lives and actions of individuals, communities, and/or institutions affect, and are affected by, power, identities, differences, and/or affiliations; the course provides opportunities for students to consider their own roles and responsibilities within various communities.
	N	The course builds on and enhances students' awareness of how citizens, communities, and/or institutions in the US affect, and are affected by, power, identities, differences, and/or affiliations in a pluralistic nation; the course provides opportunities for students to consider their role as citizens.
	I	The course makes use of a range of non-US communication practices, media, and situations to enhance students' ability to engage effectively with a diverse and complex world. Through exposure to these practicesideas , students gain greater understanding of global histories, contexts, and experiences that might shape their own perspective of the world, while also developing their communication skills for a diverse, global audience.
	D	The course makes use of a range of communication practices, media, and situations that address questions of diversity, inclusivity, power, difference, or identities, in order to enhance students' ability to engage effectively with a diverse and complex society. Through exposure to these practicesideas , students gain greater understanding of the histories, contexts, and experiences that might shape their own perspective while also developing their communication skills for a diverse audience.
	N	The course makes use of a range of communication practices, media, and situations drawing on the intersecting cultures and identities of the US to enhance students' ability to engage effectively with a diverse and complex society. Through exposure to these practicesideas , students will develop an understanding of the histories, contexts, and experiences that might shape their own perspective while also developing their communication skills for a diverse audience.

Commented [LJ4]: Rights and responsibilities of cities around the world or in comparative context.

Commented [LJ5]: Could be any pluralistic nation? Perhaps say U.S. Is there an advantage by putting something about Western ideas here and in other areas related to N?

<p>Integrated Reasoning: Integrates discipline-based knowledge to make informed decisions that reflect humane social, ethical, and aesthetic values.</p>	I	The course develops students' capacity to assimilate a range of disciplinary perspectives on non-US cultural and/or intellectual traditions, by drawing on mainly non-US sources and materials. The course encourages students to recognize the overlapping relationships among these perspectives when contemplating social, intellectual/scientific, ethical, or aesthetic values.
	D	The course develops students' capacity to assimilate a range of disciplinary perspectives, with an emphasis on materials produced by people from traditionally understudied identities or communities and/or on materials that engage questions of diversity, inclusivity, power, difference, and/or identities (in ways that are not primarily defined by geography or nation). The course also encourages students to recognize the overlapping relationships among these perspectives when contemplating social, intellectual/scientific, ethical, or aesthetic values.
	N	The course develops students' capacity to assimilate a range of disciplinary perspectives on US cultural and/or intellectual traditions, by drawing mainly on sources and materials connected to the US. The course encourages students to recognize the overlapping relationships among these perspectives when contemplating social, intellectual/scientific, ethical, or aesthetic values.

Commented [LJ6]: Critical perspectives?