

21st Century Stewardship Requirements

Approved by the faculty May 2021; updated February 2023

Power, Inequity, and Global Contexts (PIGC)

In PIGC courses, students will have the opportunity to learn to navigate the points of encounter within and across difference, and reflect on their position in their societies and the world. PIGC courses may be taught in any discipline, field, or division of the College, or in interdisciplinary courses. The PIGC requirement consists of two separate courses: Power, Oppression, and Resistance (POR) and Study in World Cultures (SWC).

- At least two credits of a course (in terms of class sessions or student work) must be devoted to the requirement to qualify.
- Each course may additionally fulfill a divisional requirement or a requirement for a major or minor.
- Any 3- or 4-credit course at the 100 through 300 level that meets the criteria may qualify.
- Those PIGC courses which do not have prerequisites will not assume specialized background knowledge for students taking them.
- Neither PIGC course may be fulfilled by AP, IB, or transfer credits.
- A single course may qualify as both a POR course and a SWC course; in those cases, students must elect which one of the requirements the course will fulfill.

1. Power, Oppression, and Resistance (POR)

POR courses focus on issues of structural inequalities and systems of power, in any society and any period of human history. POR courses may examine inequalities based on factors such as race, caste, color, ethnicity, language, religion, class, ability/disability, nationality, sexuality, gender, or gender identity, and/or justice-oriented movements, cultural productions, and intellectual traditions that resist systems of injustice. All POR courses should include at least some discussion of the roles of systemic racism and sexism as they are relevant to the particular context of the course. In POR courses, students will:

- demonstrate an understanding of structural sources of disenfranchisement and privilege in a particular context; and
- develop competency in discerning the ways in which factors such as power, place, and privilege shape systems of knowledge and value, cultural productions such as literature and art, and/or the lived experience of individuals.

2. Study in World Cultures (SWC)

SWC courses focus on modern and historical cultures and societies outside of the hegemony of the Global North, including those in Africa, Asia, the Caribbean, and Latin America, as well as indigenous cultures of Oceania and North America, and stateless peoples, diasporas, and equity-seeking or marginalized groups within the Global North. All SWC courses should include at least some discussion of the relationship of the culture(s) studied with global systems of power and inequity — such as (but not limited to) colonialism, gender, sexuality, race, ethnicity, class, enslavement, caste, honor, or Orientalism — as they are relevant to the particular context of the course. Such contextualization will help students make connections between their SWC and POR learning. In SWC courses, students will:

- demonstrate a meaningful understanding of the history, perspectives, cultural productions, and values of at least one society or culture outside of the hegemony of the Global North; and
- develop intercultural competence through the study of at least one society or culture outside the hegemony of the Global North.

Ethical Inquiry (EI) and Quantitative Data Analysis (QDA)

The courses with attributes EI or QDA meet the following descriptions and may be carried by any 3-4-hour divisional, major, minor, or elective courses with the equivalent of at least 1 credit hour devoted to the area in question.

Ethical Inquiry (EI)

Ethical Inquiry (EI) courses invite students to engage with ethical questions, practices, values, and decision-making. These courses integrate ethical considerations in at least one area of inquiry, problem-area or cultural context, or from a more general frame of reference. They may be taught in any discipline, as well as from numerous theoretical and pedagogical approaches. EI courses equip students to do the following:

- Navigate ethical diversity
- Evaluate competing ethical claims
- Respond intentionally to disagreement

Quantitative Data Analysis (QDA)

Students develop critical and analytical skills and apply them to the analysis and interpretation of real-world quantitative information from a given area of study. These courses teach students to examine, evaluate, and critique quantitative data; to identify patterns; to summarize features of data sets; to create and interpret visualizations; and to provide interpretive insight to raw data sets. Students develop the ability to apply and evaluate quantitative evidence in argumentation in broad contexts. Courses in this group ask students to:

- analyze at least one important form of quantitative information and summarize the results of an analysis in ways that provide insight
- perform analysis using mathematical methods and/or computational tools
- evaluate choices made in selection, analysis, and presentation of quantitative information
- apply these methods and evaluative skills to theoretical and/or real-world examples
- examine some of the mistakes typically made in reasoning and problem solving.