BRAINSTORM on Social Inequality:

1. How are issues of INEQUALITY and SOCIAL INJUSTICE related to your field/profession and the themes of this course?
2. How do issues of INEQUALITY and SOCIAL INJUSTICE affect the lives of students, the communities where your students are from, and the communities where your students will be serving?
3. Which social justice issues relevant to your topic can be made visible in this course?

The “META-QUESTION”: What is the overarching question about INEQUALITY and SOCIAL INJUSTICE that you want students to critically examine through the course? Write this in the space below. (Then, place the “META-QUESTION” in the center of the Prism on the next page.)
**Grounding the Learning Outcomes in your Field/Topic:** Place the META-QUESTION in the center of the prism. Rethink each of the generic SL Learning Outcomes, and make them more connected to your META-QUESTION and grounded in your field/topic. (Upper Division descriptors are in bold.)

<table>
<thead>
<tr>
<th>Lower Division SL Learning Outcomes</th>
<th>The META-QUESTION: Relevant Social Justice Issues</th>
<th>Learning Outcomes Grounded in YOUR Field/Topic</th>
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<tbody>
<tr>
<td>Self and Social Awareness</td>
<td>Students develop/deepen an understanding (and analysis) of the social, cultural and civic aspects of their personal and professional identities.</td>
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<tr>
<td>Service and Social Responsibility</td>
<td>Students develop/deepen an understanding of social responsibility (of professionals in their field or discipline) and the connections between short-term community service and (analyze how their professional activities and knowledge can contribute to) greater long-term societal well-being.</td>
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<tr>
<td>Community &amp; Social Justice</td>
<td>Students develop an understanding of/evaluate how the actions of individuals and social systems (professionals and institutions in their field or discipline) foster both equity and inequity in communities and society.</td>
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<tr>
<td>Multicultural Community Building/Civic Engagement</td>
<td>Students learn from and work responsively and inclusively with diverse individuals, groups and organizations to build more just, equitable, and sustainable communities.</td>
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<tr>
<td>Course</td>
<td>Meta-Question</td>
<td>Learning Outcomes</td>
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| SL 200S: Hunger & Homelessness | **Meta-Question**  
In the richest country in the world, with the highest standard of living in the world, how can some members of our community not have adequate food and shelter? How is it possible that 20% of Monterey County residents access food from the food bank?  
**Learning Outcomes**  
- Understand the demographics of who is homeless and hungry in America, and how one’s social group identity (race, gender, class, sexual orientation, ethnicity, age, religion, disability status, etc.) relate to the likelihood of being hungry or homeless.  
- Be able to distinguish between activities and services for the homeless and hungry that address short-term needs, and those that address underlying root causes of poverty.  
- Be able to interact authentically and compassionately with those who are hungry and/or homeless. |                                                                                                                                               |
| VPA 320S: Museum Studies      | **Meta-Question**  
How can museums give voice to underrepresented populations and perspectives, and facilitate the transformation of social structures to create a more inclusive, interactive discussion of history, society, and culture?  
**Learning Outcomes**  
- Understand the economic and social pressures that influence the choices made by museum personnel with regard to the development of collections and exhibits.  
- Articulate various perspectives on how museums “serve” society, including perspectives from both privileged and marginalized social groups.  
- Describe and analyze one’s own and others’ perceptions and ethical frameworks for decision making regarding exhibit choice, design, and the development of interpretive materials. |                                                                                                                                               |
| CST 361S: Technology Tutors   | **Meta-Question**  
How does technology accentuate or reduce historic inequalities? How can my work help bridge the “digital divide?”  
**Learning Outcomes**  
- Understand the diversity and social inequality in the community in which the project is being carried out.  
- Understand the decision-making structure and power relations in the public sector related to technology.  
- Able to use technology to reduce social inequality and social isolation. |                                                                                                                                               |