

Criteria for Approval of Cultures & Ideas courses for the new Core

Purpose, goals, and learning objectives of Cultures & Ideas courses in the new Core

This two-course sequence introduces students to major themes of human culture through the study of significant objects, texts, ideas, issues, and/or events in their historical context and as they resonate for us in the contemporary situation. Sequences emphasize either broad global interconnections (the A model) or the construction of Western culture in its global context (the B model). The courses introduce students not only to particular content but also to ways of inquiry that educated persons take to encounter, appreciate, and interpret the past in relation to the present.

Goal 1: Knowledge of global cultures, arts, and humanities

Related learning objective: Students will demonstrate familiarity with the creative and intellectual wellsprings of cultures and societies past and present.

Goal 2: Critical Thinking

Related learning objective: Students will analyze and evaluate significant objects, texts, ideas, issues, and/or events in their historical contexts.

Goal 3: Perspective

Related learning objective: Students will examine and question their own cultural assumptions and values as they relate to shared human experiences across cultures and historical periods.

Course Approval Process

Faculty seeking approval of a course in June, August, or October should attach syllabi for both courses in a sequence and provide the following information:

- What is the theme for the sequence?
- Will the sequence emphasize broad global interconnections (model A) or the construction of Western culture in its global context (model B)?
 - If this is a model A sequence, what are the global contexts (at least two) central to the courses and how will they be made explicit? What connections to Western culture will be elucidated?
 - If this is a model B sequence, what Western contexts (at least two) will be central to the courses and how will they be made explicit? What connections to the global context will be elucidated?
- What are dates and locations for the objects, texts, ideas, issues, and/or events to be studied?
- How will the two courses in the sequence be related to each other? How will the first and second course in the sequence differ?
- How will the course address the learning goals for the Cultures and Ideas component of the Core?

- What student learning goals and objectives will supplement the ones listed above? (optional)
- What are the student learning outcomes related to each of the learning objectives for the courses?
- What course activities and assignments will demonstrate achievement related to each learning objective and outcome?
- What will be the procedures for measuring learning and criteria for successful learning for each learning outcome (that is, how will you determine the extent to which students are achieving the learning outcomes)?
- What teaching strategies will take advantage of the smaller class caps?
- What was helpful and/or difficult in the process of developing these courses? Please comment specifically on ways the goals, objectives, guidelines, and criteria documents were or were not helpful and how they can be improved.

Syllabi for the two quarters should describe and articulate clearly for students

- The theme for the two course sequence and the relationship between the two courses
- The time period(s) emphasized (at least two centuries)
- The cultural contexts emphasized (at least two)
- Student learning goals, objectives, and outcomes for each particular course
- Assignments and activities that require students to
 - think and write critically about different aspects of cultures and the relationships among global cultures, including the west.
 - demonstrate understanding of a theme or themes in human experiences and cultures as they developed over significant periods of time (at least two centuries)
 - reflect on the relevance of the past to their understanding of the present.
- Information about the *connection* between learning objectives and assignments/activities
- The assessment methods to be used
- All other syllabus components required by the College of Arts and Sciences

Syllabi for all courses satisfying the Cultures & Ideas requirement must be approved by the Cultures & Ideas Faculty Core Committee (FCC). More than one faculty member may use an approved syllabus, but when changes are made in a syllabus it must be resubmitted for approval by the FCC.

Faculty teaching pilot sections of Cultures & Ideas sequences will meet regularly during the quarters when they are teaching to discuss their experiences and propose improvements.