



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit	<u>New College, College of Letters &amp; Sciences, CLAS</u>	Department	<u>N/A</u>
Subject	<u>ASU</u>	Number	<u>194</u>
		Title	<u>Introduction to American Culture</u>
		Units:	<u>3</u>
Is this a cross-listed course? If yes, please identify course(s)	<u>No</u>		
Is this a shared course? Course description:	<u>Yes</u>	If so, list all academic units offering this course	<u>New College, CLAS, Letters and Sciences</u>

**Requested designation:** Cultural Diversity in the United States-C  
*Note- a separate proposal is required for each designation requested*

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu) or [Lauren.Leo@asu.edu](mailto:Lauren.Leo@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2015 Effective Date: October 9, 2014 For Spring 2016 Effective Date: March 19, 2015

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

- Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
  - Mathematics core courses (MA)
  - Computer/statistics/quantitative applications core courses (CS)
  - Humanities, Arts and Design core courses (HU)
  - Social-Behavioral Sciences core courses (SB)
  - Natural Sciences core courses (SO/SG)
  - Cultural Diversity in the United States courses (C)
  - Global Awareness courses (G)
  - Historical Awareness courses (H)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

**Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.**

**Contact information:**

Name	<u>Meenakshi Wadhwa</u>	Phone	<u>480-965-0796</u>
Mail code	<u>1404</u>	E-mail:	<u>wadhwa@asu.edu</u>

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed):	<u>Duane Roen, Dean, (on behalf of all three deans)</u>	Date:	<u>4/5/15</u>
Chair/Director (Signature):			

Arizona State University Criteria Checklist for

**CULTURAL DIVERSITY IN THE UNITED STATES [C]**

**Rationale and Objectives**

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[C] CRITERIA</b>			
<b>CULTURAL DIVERSITY IN THE UNITED STATES</b>			
YES	NO		<b>Identify Documentation Submitted</b>
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in <b>contemporary</b> U.S. Society.	As noted in the course schedule of topics, much of the course deals with various kinds of diversity in the U.S. Students will read the New York Times, which focuses primarily on contemporary topics.
		2. A Cultural Diversity course must then meet <b>at least one</b> of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	As noted in the course schedule, the course surveys topics such as gender, race, ethnicity, religion, cultural conflict, cultural colonialism, and immigration.
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	*Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.  **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	

Course Prefix	Number	Title	General Studies Designation
ASU	194	Introduction to American Culture	C

Explain in detail which student activities correspond to the specific designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
See 1	Encourages deep exposure to varied cultural, artistic, ethical, political, and social perspectives in the US.	See course topics for weeks 6-11 in the syllabus: sovereign self, gender, race, ethnicity, religion, film, media, popular culture, technologies, cultural capital, cultural colonialism.  Students will write weekly reports on diversity to foster contact with varied cultural, artistic, ethical, political, and social perspectives
See 2a	Explores cultural experiences and contributions of gender, racial, and ethnic minority groups	See course topics for weeks 7-8 in the syllabus, which focus on gender, race, ethnicity, and religion.  Weekly writing assignments will engage students in thinking about these topics.

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## **ASU 194: Introduction to American Culture**

### **COURSE CATALOG DESCRIPTION**

Students will learn about American culture, inside and outside the classroom, while learning to communicate effectively with their peers.

### **COURSE SYLLABUS**

#### **Instructors of Record:**

Tempe campus: Meenakshi Wadhwa  
Downtown campus: Pamela Stewart  
West campus: Patricia Tusay  
Polytechnic campus: Keith Hollinger

#### **Course Description:**

The goal of this course is to help international students succeed within and beyond the ASU classroom. The course involves a multidisciplinary approach to introducing American culture and diversity in an academic setting. It introduces cultural perspectives of different disciplines through class lectures and encourages student engagement through group discussions focused on a wide array of topics from classroom culture to diverse communication styles and expectations. The course employs methods from the social sciences and the humanities to study such topics as American discovery and colonialism, expansion and conflict, emergence and resurgence, the sovereign self, gender, race, ethnicity, religious experience, technology, immigration, international views of America, American foreign policy, and American education. Students will also study American film, mass media, and popular culture, with a focus on the many forms of diversity that make American what it is.

#### **Course Organization:**

This 3-credit course employs a lecture and discussion format on a weekly basis. The lectures will draw from various disciplinary content areas and will be delivered either by the instructor of record or by guest lecturers (typically faculty from various disciplines). The weekly discussion will address a specific topic through an assignment that will engage students in informal and conversational discussions on that topic.

#### **Course Objectives:**

- Prepare students to engage with the American university and academic culture.
- Improve interpersonal and intercultural communication skills that will support students inside and outside the classroom.
- Develop strong verbal and written communication skills that will promote each student's ability to frame and articulate ideas, analyze and evaluate information, and develop creative insights and solutions.

### **Course Learning Outcomes:**

Students are expected to be able to:

1. Describe the American experience and interpret (informal and formal) cultural communications appropriately.
2. Synthesize knowledge about American education, culture and society in order to perform successfully in the American classroom and at campus events.
3. Respond appropriately to cultural diversity particularly across the issues of class, ethnicity, gender, religion, and race.
4. Respond appropriately to academic, social, and cultural situations.
5. Evaluate the impact of popular culture on learning in and out of the classroom.
6. Analyze social thought and related problems as they relate to American education.
7. Explain Americans' belief in freedom of choice.
8. Analyze distinct aspects of American culture from disciplinary perspectives (e.g., the ideas of American Exceptionalism and Manifest Destiny as a defining ideology emerging from US history and as motivation for American foreign policy).
9. Describe ASU Academic Standards.
10. Explain ASU academic integrity policies and define plagiarism.
11. Demonstrate proficient use of the ASU Library system.
12. Demonstrate proficiency with digital media such as Blackboard, PowerPoint, and word processing software.
13. Effectively engage in discussions inside and outside of the classroom.
14. Demonstrate progressively more refined English comprehension and communication (oral and written) skills.

### **Course topics for the weekly lectures and discussions\*:**

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|--------|--|
| Week 1 | Navigating ASU: Resources for international students, including Advising; Writing Center; ASU Library system; Blackboard (outcomes = 11, 12) |
| Week 2 | Navigating ASU: Academic standards; academic integrity policies; classroom expectations (outcome = 9, 10)                                    |

- Week 3 Building America: Discovery and Colonialism  
(outcomes = 1, 3) Content area: American History
- Week 4 Building America: Expansion and Conflict  
(outcomes = 1, 3, 8) Content area: American Indian Studies
- Week 5 Building America: Emergence and Resurgence  
(outcomes = 6, 7) Content area: Political Science
- Week 6 Individual & Culture: The Sovereign Self  
(outcomes = 2 – 4, 6, 7) Content area: Socio-Cultural Anthropology
- Week 7 Individual & Culture: Gender, Race, and Ethnicity  
(outcomes = 3, 4, 6, 7) Content areas: Women and Gender Studies;  
African American Studies; Asian-Pacific American Studies
- Week 8 American Culture: Varieties of Religious Experience  
(outcomes = 2, 3, 6) Content area: Religious Studies
- Week 9 American Culture: Strata of the Popular  
(outcomes = 1, 5, 6) Content area: Film, Media, and Pop Culture
- Week 10 American Culture: The ‘American’ Century & Technologies  
(outcomes = 1, 2, 6) Content areas: Advances in Science & Technology,  
Entrepreneurship
- Week 11 American Culture: Cultural Capital and/or Cultural Colonialism  
(outcomes = 2, 5, 6) Content area: Cultural Anthropology
- Week 12 America and the World: Into the World  
(outcomes = 6, 8) Content area: Political Science (American Foreign  
Policy)
- Week 13 America and the World: The Rise of Immigration  
(outcomes = 2 – 4) Content area: Transborder Studies
- Week 14 America and the World: The View from Outside  
(outcomes = 1 – 4, 13) Content area: Political Science (International  
Relations)
- Week 15 Synthesis & The Big Picture  
(outcomes = 1 – 4, 12)

\*Weekly discussion sessions will address outcomes = 11 – 14

### **Course Text:**

Readings for the course will be drawn from varied news and literature sources, and will include utilization of the ASU subscription to *The New York Times*.

### **Course Assignments:**



To encourage a broad yet deep exposure to the many aspects and dimensions of American culture and its varied forms of expression, the assignments for the course have been crafted to capture this variety of experience and perspective. These assignments will include short weekly reports “from the front” where students most encounter this diversity (i.e., beyond the classroom), and these responses will be loaded onto Blackboard to serve as vehicles for Open Forum discussions. In relation to the preliminary outcomes of Open Forum discussions, instructors will tailor individual writing prompts to encourage an extended expression of unique experiences, with these prompts designed to create contact with varied cultural, artistic, ethical, political, and social perspectives. Finally, the synthetic in-class summation examinations are crafted to draw together the short responses, the open discussions, and the individual writing pieces into a broader context and will provide a foundation of final applied projects.

**Grading Plan:**

The following grading plan is typical of the course, but may be adjusted by the instructor of record to suit the needs of the students:

Coursework will be weighted as follows:

- Attendance and participation (lectures and discussions): 25%
- Weekly assignments: 50%
- Final project: 25%