



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 & 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, Letter and Sciences</u>

Requested designation: Humanities, Arts and Design-HU

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 or 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 (SQ/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:

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Department Chair/Director approval: (Required)

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

Arizona State University Criteria Checklist for

HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

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

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	As noted in the course schedule, topics include American emergence and resurgence, the sovereign self, gender, race, ethnicity, religious experience, and film, media, and culture.
<input type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	As noted in the course schedule, topics include American emergence and resurgence, the sovereign self, gender, race, ethnicity, religious experience, and film, media, and culture.
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	Week 9 focuses on film, medial, and pop cluture.
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	

ASU - [HU] CRITERIA

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:

- Courses devoted primarily to developing skill in the use of a language.
- Courses devoted primarily to the acquisition of quantitative or experimental methods.
- Courses devoted primarily to teaching skills.

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

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)
See 1	Explores the development of philosophies and belief systems central to the American psyche	Course topics for weeks 5, 6 and 7 include American expansion and conflict, emergence and resurgence, and the sovereign self.
See 4a	Analyses philosophical and religious systems of thought in the US	Course topics for weeks 6, 7 and 8 include the sovereign self, gender, race, ethnicity, and religious experience.

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*:

- | | |
|--------|--|
| 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%