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

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>New College, College of Letters &amp; Sciences, CLAS</th>
<th>Department</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>ASU</td>
<td>Number</td>
<td>194</td>
</tr>
<tr>
<td></td>
<td>Is this a cross-listed course? Yes</td>
<td>Title</td>
<td>Introduction to American Culture</td>
</tr>
<tr>
<td></td>
<td>If so, list all academic units offering this course</td>
<td>Units:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>New College, CLAS, Letters and Sciences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Requested designation: Social-Behavioral Sciences-SB
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:
Name: Meenakshi Wadhwa
Phone: 480-965-0796
Mail Code: 1404
E-mail: wadhwa@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Duane Roen, Dean (on behalf of all three deans)
Date: 4/4/15
Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12, 5/14
Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

**ASU--[SB] CRITERIA**

A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
</table>

1. Course is designed to advance basic understanding and knowledge about human interaction.

2. Course content emphasizes the study of social behavior such as that found in:

   - ANTHROPOLOGY
   - ECONOMICS
   - CULTURAL GEOGRAPHY
   - HISTORY
   - history, American Indian studies, political science, anthropology, women and gender studies, religious studies, African American studies, Asian-Pacific American Studies

3. Course emphasizes:
   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).
   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).

4. Course illustrates use of social and behavioral science perspectives and data.

   - As noted in the course schedule, every week focuses on some form of human interaction as viewed through a wide range of disciplinary perspectives.
   - As noted in the course schedule, the course includes analyses from the perspectives of history, American Indian Studies, political science, anthropology, women's studies, religious studies.
   - As noted in the weekly schedule, the course includes perspectives from history, political science, anthropology, women and gender studies, African American studies, Asian-Pacific American studies, religious studies.
   - As noted in the weekly schedule, the courses include perspectives from history, political science, anthropology, women and gender studies, African American studies, Asian-Pacific American studies, religious studies.
### ASU--[SB] CRITERIA

**THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:**

- Courses with primarily arts, humanities, literary or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
### Course Prefix | Number | Title | General Studies Designation
---|---|---|---
ASU | 194 | Introduction to American Culture | SB

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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>See 1</td>
<td>Encourages understanding and knowledge of human interactions in contemporary US society</td>
<td>Course assignments in the syllabus will encourage human interactions and discourse. Weekly writing assignment prompts are designed to foster contact with varied cultural, artistic, ethical, political, and social perspectives.</td>
</tr>
<tr>
<td>See 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>See 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>See 4</td>
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</tr>
</tbody>
</table>
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%