TO: The Academic Senate
FROM: Committee on Instruction and Curriculum
SUBJECT: GE Applications
PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: That the Academic Senate approve the applications of the following courses for General Education (G.E.) for the indicated Areas for the 04-11 and earlier catalogs.

Areas C1-3:
   MLL 1551, Elementary Pashto I *
   MLL 1561, Elementary Dari I *

Area C-4:
   HIST 3323, Modern Japan (online only)

BACKGROUND
INFORMATION: At its 5/16/11 meeting, CIC unanimously approved the G.E. Subcommittee recommendations that MLL 1551, Elementary Pashto I, and MLL 1561, Elementary Dari I be allowed to count in areas C1-3 of the G.E. package, and that HIST 3323, Modern Japan (online only) be allowed to count in area C-4 of the G.E. package.

Attachments provided. Further documentation can be found on the CIC sharepoint meeting workspace for 5-16-11

* NOTE: When reviewing 10-11 CIC 7, 10-11 CIC 10 and the above information, it becomes evident that a student will clear GE areas C1, C2, and C3 if each course in the series (MLL 1551-2-3) or (MLL 1561-2-3) is completed.
Application for General Education Credit
for Lower Division Fine Arts Course (Area C1 or C3)

Course title_________________ Elementary Pashto I ______________ Course number ___ MLL 1551 __________

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible, pointing to topics, readings, assignments, activities and assessments that illustrate how the course meets the requirements. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template as a guide to address ALL of the following learning outcomes.

**Fine Arts:** Courses in the Fine Arts examine significant artistic expressions of the creative intellect. Courses meeting this requirement have as their major component the integration of evaluative and descriptive aspects of the history, theory, aesthetics, and criticism of different works, forms, styles, and schools of art.

1. Students will demonstrate through oral and written work how foundational works in the humanities illuminate enduring human concerns and the intellectual and cultural traditions within which these concerns arise, including both classical and contemporary artists and/or theorists.

   In this course students are put into groups and given questions for written reflection while viewing an Afghan cultural film, such as *Afghan Star*. Each group is given a different set of questions requiring analysis of a different human concern specific to Afghan cultural and traditional traditions, such as the importance and roles of music, poetry, and folk dance in Afghan society; the varied interpretations of Islam on these artistic and literary expressions; and the response of the populace to these interpretations in different time periods. Students demonstrate their understandings through small group discussion and then presentations to the class. The instructor situates the discussion in the larger intellectual, cultural, and historical framework.

2. Students will demonstrate a developing understanding of the interaction among historical and cultural contexts, individual works, and the development of humanities over time.

   The instructor uses examples of significant artistic expression, written texts, and oral texts in the classroom, such as representative music, poetry, folk stories, newscasts, and film clips from different time periods to embed the specific language being learned in its historical and cultural contexts and expound upon its historical and cultural meanings.

   For example, Pashto has a unique artistic form of literature, the Pashto landay. It is a short form of Pashto poetry, which reflects the Pashtun culture in the context of history. The students recite one or two landays on a regular basis to develop a picture of the Pashtuns' way of life.

   Through the use of the Internet, famous artistic, archeological, geographical, and cultural monuments and artifacts are also introduced to give the students visual examples of the language and its relationship to history and culture.

3. Through oral and written work, students will demonstrate their ability to critically employ concepts, theories, and methods of analysis used in the humanities to interpret and evaluate enduring human concerns.
After exposure to significant artistic expression, written texts, and oral texts, in the process of language learning, written and oral feedback is required from students to demonstrate their ability to engage in critical thinking and in the evaluation of human concerns. For example, their oral practicing of language in pairs or small groups includes the practicing of cultural norms and values appropriate for the language, such as forms of politeness, greetings of elders, and concepts of cleanliness. Written reflective paragraphs and follow up discussion provide opportunity for interpreting and evaluating these human concerns using key intercultural concepts such as cultural values, beliefs, norms, and patterns.

4. Students will critically reflect on the formation of human goals and values, and will articulate an understanding of the creativity reflected in works of the humanities that influenced the formation of those values.

In this course, and the series of related courses, students learn the Pashto language and Afghan culture in its historical and contemporary contexts. Over time students are able to compare and contrast the music, poetry, folk stories, newscasts, film clips, and web sites representing works of the humanities and understand how language has developed and changed in these representations to reflect and influence human goals and values. Further, students are able to reflect upon and articulate the similarities and differences of these ways of knowing with their own experiences in the west.
Application for General Education Credit
for Lower Division Fine Arts Course (Area C1 or C3)

Course title_________________ Elementary Dari I ________________ Course number___MLL 1561___

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible, pointing to topics, readings, assignments, activities and assessments that illustrate how the course meets the requirements. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template as a guide to address ALL of the following learning outcomes.

**Fine Arts:** Courses in the Fine Arts examine significant artistic expressions of the creative intellect. Courses meeting this requirement have as their major component the integration of evaluative and descriptive aspects of the history, theory, aesthetics, and criticism of different works, forms, styles, and schools of art.

1. Students will demonstrate through oral and written work how foundational works in the humanities illuminate enduring human concerns and the intellectual and cultural traditions within which these concerns arise, including both classical and contemporary artists and/or theorists.

   In this course students are put into groups and given questions for written reflection while viewing an Afghan cultural film, such as *Toop Haft Posta (The Ball with Seven Layers)*. Each group is given a different set of questions requiring analysis of a different human concern specific to Afghan intellectual and cultural traditions, such as the centrality of children to family life, ingenuity in impoverished circumstances, and perseverance and resilience in the midst of harsh adversities. Students demonstrate their understandings through small group discussion and then presentations to the class. The instructor situates the discussion in the larger intellectual, cultural, and historical framework.

2. Students will demonstrate a developing understanding of the interaction among historical and cultural contexts, individual works, and the development of humanities over time.

   The instructor uses examples of significant artistic expression, written texts, and oral texts in the classroom, such as representative music, poetry, folk stories, newscasts, and film clips from different time periods to embed the specific language being learned in its historical and cultural contexts and expound upon its historical and cultural meanings. For example, the development of calligraphy as a fine art in Afghanistan flourished after the painting of human figures and faces were prohibited because of the concern that these artistic expressions had led to idol worshiping. When learning to write and type in Dari, using the computerized Input Method Editor, students learn a basic comprehension of calligraphy as a fine art within the Afghan context. Field trips may also be taken on occasion to sites in the local Afghan community.

3. Through oral and written work, students will demonstrate their ability to critically employ concepts, theories, and methods of analysis used in the humanities to interpret and evaluate enduring human concerns.

   After exposure to significant artistic expression, written texts, and oral texts, in the process of language learning, written and oral feedback is required from students to demonstrate their ability
to engage in critical thinking and in the evaluation of human concerns. For example, their oral practicing of language in pairs or small groups includes the practicing of cultural norms and values appropriate for the language, such as forms of politeness, greetings of elders, and concepts of cleanliness. Written reflective paragraphs and follow up discussion provide opportunity for interpreting and evaluating these human concerns using key intercultural concepts such as cultural values, beliefs, norms, and patterns.

4. Students will critically reflect on the formation of human goals and values, and will articulate an understanding of the creativity reflected in works of the humanities that influenced the formation of those values.

In this course, and the series of related courses, students learn the Dari language and Afghan culture in its historical and contemporary contexts. Over time students are able to compare and contrast the music, poetry, folk stories, newscasts, film clips, and web sites representing works of the humanities and understand how language has developed and changed in these representations to reflect and influence human goals and values. Further, students are able to reflect upon and articulate the similarities and differences of these ways of knowing with their own experiences in the west.
Application for General Education Credit
for Upper Division Humanities Course (Area C4)

Course title: Modern Japan _______________ Course number: HIST 3323

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible, pointing to topics, readings, assignments, activities and assessments that illustrate how the course meets the requirements. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template as a guide to address ALL of the following learning outcomes.

Upper-division humanities courses emphasize an advanced writing component and include significant oral communication or manual communication (sign language) and advanced critical thinking skills. Upper-division general education should enable students to master the four Student Learning Outcomes (SLOs) listed for lower-division general education humanities.

1. Students will demonstrate an understanding of and ability to apply the principles, methodologies, value systems, and thought processes employed in human inquiries.

HIST 3323 is designed to help students understand the methodology of history, historical inquiry, and the creation of historical narratives, using both primary and secondary sources. To assess this outcome, students are required to write weekly “Viewpoint essays” (1-2 pages) -- using at least one outside source of their choosing in addition to the lecture and textbook -- to demonstrate their ability to frame an effective historical argument that is supported by appropriate examples and analysis.

2. Students will demonstrate in their oral and written work an understanding of the cultural endeavors and legacies of human civilization.

In HIST 3323 students will learn how and why significant historical forces (such as industrialization, war, social movements, politics, and economy) have shaped modern Japan. To fulfill this objective, students are required to read a weekly online lecture, which combines text, pictures, and links to outside sources. In addition, they must read selections from the course textbook and supplementary course materials, which may include primary documents, secondary sources, and film clips. In both their “Viewpoint” essays, in which students respond to the assigned material, and their “Response” essays, in which they interact with other students, they will demonstrate their understanding of the history and culture of modern Japan.

3. Students will demonstrate their ability to discuss, deliberate, and write about opposing viewpoints in an insightful and logical manner, to present an opposing side fairly, and to criticize the argument rather than attacking the person.
In addition to the “Viewpoint essays” mentioned in Section 1, above, students will be responsible for writing two weekly “Response essays,” which require them to read, analyze and critique the writing of their peers. As noted in the course syllabus, “responses must go beyond statements of agreement or disagreement. The ideal response essay should either provoke thoughtful debate concerning the content of the original viewpoint or offer constructive criticism regarding technical aspects of the essay.” Students’ grades will depend on their ability to offer valid and useful critiques and suggestions are to their classmates.

4. Students will demonstrate their developing intellectual curiosity and a habit of lifelong learning, through choice of research topics, the number and quality of questions asked in class, the application of course concepts or themes to lived experiences or world events, or through other similar means.

HIST 3323 allows students to investigate and reflect on the profound changes that occurred as Japan moved from a feudal society to a modern industrial state. Major course themes—e.g., industrialization, imperialism, and the growth of democratic institutions—apply not only to Japan, but to many modern states; hence ideas developed in this course are applicable to many current issues in contemporary life. Course materials, including film clips, are selected to engage students’ interest and generate discussion and debate. Essay assignments allow students to investigate topics of particular interest to themselves; their responses to other students’ postings are likewise dictated largely by their own interests.

5. Students will demonstrate the potential for participating in and contributing to a democratic society as an informed, engaged, and reflective citizen.

The United States and Japan have had a long and complex relationship from the days of Admiral Matthew Perry and the “opening” of Japan to the West up to the present. Seventy years ago—not long by historical standards—we were enemies fighting a bitter and bloody war. Now Japan is one of the United States’ closest allies and a major trading partner. Students will investigate the historical developments that created modern Japan in order to better understand both the amicable relations and occasional tensions that exist between the two nations. As citizens of an increasingly globalized world, they will be better informed when they vote, interact with Japanese visitors, or carry on business overseas.