

HUMANITIES: WESTERN CULTURE (AREA IV) GENERAL EDUCATION COURSE PROPOSAL FORM

Course Prefix and Number:

Course Title:

☐ New Course (PACGEO only approves courses for general education status. Visit the [Academic Programs Council](#) website to begin process for new course approval.)

☐ Existing Course If existing, list semester course first offered:

Semester that course will first be offered as gen ed (if approved):

Frequency of the course offering:

The prerequisites for the course (if any) are:

The number of sections is estimated to be: _____ per semester.

Note: An enrollment limit of approximately 50 is imposed on upper division (3000-4000) general education courses. There is no maximum section size for lower division (1000-2000) courses.

The enrollment per section is estimated to be: _____ per semester.

Instructor

Title

Department

Department Contact

Phone number

Chair/Director Signature

Date:

SUBMIT TO:

Provost's Advisory Committee on General Education Oversight (PACGEO) - c/o Senior Vice Provost Mark Morvant, Evans Hall, Room 104.

OR email an electronic copy to: gened-petitions@ou.edu.

For questions relating to the approval process contact Shearon Wood (skwood@ou.edu) at 325-3221.

CRITERIA FOR HUMANITIES - WESTERN CULTURE GENERAL EDUCATION COURSES

Responses to 1-5 are required.

1. In what way is this course suitable for a general education, beyond serving as an introduction to a distinct discipline? Can the case be made that an educated person ought to know this material, even if not intending to major in the subject?
2. Explain how this course acquaints students with major ideas and works that have contributed to western culture, which has been defined as primarily derived from Judeo Christian, Greco Roman, and European cultures.
3. Demonstrate how this course situates the topic(s) covered in a broad cultural/historical context.
4. How does the course relate the significance of the course material to current cultural contexts?

5. Writing is central to general education at OU. A writing component is, therefore, required for every general education course. You are also strongly encouraged to engage students in a revision/drafting process. Listed below are the minimum writing requirements for both lower and upper division courses.

Lower Division:

- Five page minimum scholarly/academic paper, written outside of class, with references to course materials and/or materials researched outside of class including the number and type of references and the citation style preferences. Four or five academic sources are preferred.
- Other writings (can be in class) such as: responses, book reviews/reports, journals, essay exams, in-class feedback or peer review.

Upper Division:

- Ten page minimum scholarly/academic paper, written out of class, must include references to materials researched outside of class including the number and type of references and the citation style preferences. Eight to ten academic sources are preferred.
- Other writings (can be in class) such as: responses, book reviews/reports, journals, essay exams, in-class feedback or peer review.

Please provide a detailed description of the writing assignments for this course:

Core Area IV - Humanities: Western Culture Policy & Rubric

IV Humanities: Western Culture (2 courses, 6 hours) One course must be History 1483, "United States 1492- 1865," or History 1493, "United States 1865 to Present." The other course may not be History 1483 or History 1493.

Courses in this area should acquaint students with major ideas and works that have contributed to western culture, which has been defined as primarily derived from Judeo Christian, Greco Roman, and European cultures. The course should offer to study a well-defined historical period or subject, or the development of an intellectual or artistic activity that has played a significant role in the shaping of western civilization and culture. The course should help students to understand their own time and world.

Area	1	2	3	4
Focuses on major ideas and works that have contributed to Western Culture	Does not make a case for significance of topic and works within Western Culture	Makes a weak case for significance of topic and works within Western Culture	Makes a clear case for significance of topic and works within Western Culture	Makes a rich case for significance of topic and works within Western Culture
Situates topic in broader cultural/historical contexts	Course approach and assignments do not provide understanding of broader cultural/historical contexts	Course approach and assignments provide some understanding of broader cultural/historical contexts	Course approach situates topic adequately within Western Culture. Assignments create opportunities for students to make connections between course topic and broader cultural/historical contexts	Course approach uses topic to critically examine larger issues within Western Culture. Assignments create opportunities for students to make complex and original connections between course topic and broader cultural/historical contexts
Relates significance of course material to western culture context	Relevance of course material to western culture context is not clear	Relevance of course material to western culture context is present but underdeveloped	Course material adequately addresses the relevance of topic to western culture context. Assignments engage issues of relevance to the contemporary world	Course material richly addresses the relevance of topic to western culture context. Assignments require a complex engagement with issues of relevance to the contemporary world
Writing Activities	Little or no writing expected; writing does not match with course level expectations	Some writing is assigned; writing is not clearly tied to course goals; assignments seem perfunctory	Adequately challenging assignments which are tied to course goals; expectations for quality writing are provided; little or no feedback or drafting process involved	Significant writing appropriate for the context; expectations for quality writing are made clear; writing is expected to be done as a process with feedback, revisions, etc

These rubrics will be used by PACGEO to evaluate how well a course meets the requirements for a general education course. Courses are expected to score a 3 or 4 in each category in order to be approved.

General Education Course Proposal Checklist

All general education proposals must include the items listed below to be considered complete. Syllabi should include all things required by section [4.25](#) of the Norman Campus Faculty Handbook. Incomplete submissions will be returned without review.

1. Completed form specific to the general education category you are applying to with all questions answered.
2. Syllabus and all associated materials, including:
 - a. Complete course description, including major course goals
 - b. Course schedule by week
 - c. Writing assignments – Provide PACGEO with a full description of each. If this is in a separate document, you must provide this to the committee.
 - d. List of readings – If using a course packet, you must provide PACGEO with a full list of items included.
 - e. Tests/Exams/Projects – full description of all graded assignments with approximate due dates and percentage each contributes to the final grade. If a separate document, please include.
 - f. Instructor's office hours
 - g. University policies regarding reasonable accommodations and codes of behavior
3. Syllabi should be compared against the rubrics for the general education category being sought for the course.

It may be helpful to include the following statement about the [OU Writing Center](#) on your syllabus:

Most universities have a writing center, a place for students, faculty, and staff to meet and talk about writing. The Writing Center here at OU is a resource I encourage you to use. As a writer you will want to seek feedback from many different readers. The writing consultants at the writing center are able to talk with you about your writing--at any stage in the process and for any course you are taking.

You can make an appointment ([online](#) or by phone 405-325-2936) and you can drop in whenever they are open. I urge you to visit the web site for more information.
(<https://www.ou.edu/writingcenter>)