

HUMANITIES: WORLD 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 the 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 for 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 Gen Ed approval process contact Shearon Wood (skwood@ou.edu) at 325-3221.

CRITERIA FOR HUMANITIES – WORLD CULTURE GENERAL EDUCATION COURSES

Responses to 1-4 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. In order to be approved as a World Culture course, the primary perspective of the course should be the cultural thinking, attitudes, history, behaviors, and beliefs particular to culture(s) outside of the European tradition. For courses that combine Western and Non-Western content, the perspective must be predominately World. Please explain how this course focuses on the experiences and perspectives of peoples within well-defined areas of non-western human cultures.
3. Demonstrate how this course situates the topic(s) covered in a broad cultural/historical context.

4. 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 to 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: World Culture Policy & Rubric

Humanities: World Culture (1 course, 3 hours)

World culture courses are humanities courses that broaden students' perspectives so that they can better appreciate the contributions of other peoples and also have a better context in which to understand their own culture. Courses must provide a primary focus on non-Western culture. The course should focus upon a well-defined area of human culture that derives from sources that are not traditionally associated with the achievements of western civilization and culture, i.e., of European origin and development there and in other continents. The course should clearly and explicitly introduce students to the non-western nature of its focus and explore ways in which to comprehend the cultural elements that define it as World Culture. The course should invite students to make meaningful comparative efforts to relate its information to their understanding of their own culture.

Area	1	2	3	4
Focuses on the experiences and perspectives of peoples within well-defined areas of world human cultures	Lacks a focus on well-defined areas of world human cultures	Minimal inclusion of experiences and perspectives of peoples within well-defined areas of world human cultures	Offers a sustained focus on the experiences and perspectives of peoples within well-defined areas of world human cultures. Assignments encourage adequate examination of larger issues within well-defined areas of world human cultures	Provides substantial engagement with the experiences and perspectives of peoples within well-defined areas of world human cultures. Assignments facilitate critical examination of larger issues within well-defined areas of world human cultures
Situates the topics of the course 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	Topics of the course are adequately situated in broader cultural/historical contexts. Assignments create opportunities for students to make connections between course topics and broader cultural/historical contexts	Topics of the course critically examine larger issues within broader cultural/historical contexts. Assignments create opportunities for students to make complex and original connections between course topics and broader cultural/historical contexts
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. Syllabus 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. Syllabus 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>)