

Eastern Illinois University
New Course Proposal

EIU 4114G, Senior Seminar: Advanced Interdisciplinary Studies in Matters of Culture

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** EIU 4114G (Senior Seminar)
2. **Title (may not exceed 30 characters, including spaces):** Culture Matters
3. **Long title, if any (may not exceed 100 characters, including spaces):** Senior Seminar: Advanced Interdisciplinary Studies in Matters of Culture
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
6. **Initial term of offering:** ☐ Fall ☒ Spring ☐ Summer **Year:** 2014
7. **Course description:**

EIU 4114G asks students to employ the knowledge and approaches of their own disciplines in an interdisciplinary investigation of a single theme. It provides students with background literature on the theme, humanities methods, and theories relative to the theme. The course culminates in a student-designed public integrative learning project.

8. Registration restrictions:

a. Equivalent Courses

- **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☐ No

b. Prerequisite(s)

- **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

ENG 1001G and 1002G; completion of 75 student hours.

- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☒ Yes ☐ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

C or better in ENG 1001G and 1002G.

c. Who can waive the prerequisite(s)?

☒ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

d. Co-requisites (course(s) which MUST be taken concurrently with this one): None.

e. Repeat status: ☒ Course may not be repeated.

☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: None

g. Degree, college, major(s), level, or class to be excluded from the course, if any: A student may not take this course with an instructor of or topic in her/his major.

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]: Writing Intensive, general education (senior seminar)

10. Grading methods (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad
☐ Internet ☐ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Upon completion of this course, students will be able to:

1. clearly articulate an understanding of the challenges and advantages of interdisciplinary study;
2. apply the tools and perspectives of two or more humanities disciplines to a contemporary societal issue;
3. differentiate between interdisciplinarity and the discrete methodologies of two or more humanistic fields of study;

4. write analytically and effectively about a contemporary societal issue from an interdisciplinary perspective;
5. demonstrate effective verbal communication, from an interdisciplinary perspective, about a contemporary societal issue.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- **EIU graduates will write and speak effectively.** 4, 5
- **EIU graduates will think critically.** 1, 2, 3, 4, 5
- **EIU graduates will function as responsible citizens.** 2, 4, 5

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

| | Participation | Response Papers | Oral Presentation | Final Exam | Group Project |
|---|---------------|-----------------|-------------------|------------|---------------|
| Challenges and Advantages of Interdisciplinary Learning | x | x | x | x | x |
| Tools and Perspective of Humanities | x | x | x | x | x |
| Disciplinary and Inter-disciplinary differences | x | x | x | x | x |
| Effective Writing | | x | | x | x |
| Effective Verbal Communication | x | | x | | x |

3. Explain how the instructor will determine students' grades for the course:

| | |
|----------------------------------|-----|
| Participation and In-Class Work: | 10% |
| Response Papers: | 35% |
| Oral Presentation: | 15% |
| Final Exam: | 10% |
| Group Project: | 30% |

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:

- b. Describe how the integrity of student work will be assured:
- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

N/A

- 5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
 - a. course objectives;
 - b. projects that require application and analysis of the course content; and
 - c. separate methods of evaluation for undergraduate and graduate students.
- 6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

This course is writing intensive--more than 35% of each student's grade is based on writing skills; at least one writing assignment will be revised for grading.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

As a Senior Seminar, EIU 4114G begins with the assumption that those enrolled are nearing completion in their major field of study and are therefore familiar with a specific discipline and its methods. Working to both challenge and deepen students' awareness of disciplinary boundaries, EIU 4114G seeks to introduce students to the concept of interdisciplinary work in the humanities as well as how interdisciplinarity provides a problem-solving framework for theoretical and real-world issues. Using the methods and theories learned, students identify and explore a contemporary societal issue related to a theme or cultural concept. The course culminates in a student-designed public integrative learning project.

Unit I introduces students to a theme or cultural concept as interdisciplinary and transnational phenomenon and field of study. Students will be guided towards developing research projects and forming appropriate groups (depending on the theme, the societal issues identified by students, or the general class make up, the class might decide to work on a single or different projects, which will result in different groups).

Unit II foregrounds how different fields of study construct ideas. Through lecture, guest lectures, and short student presentations, students will identify a subject important to contemporary society that is related to the cultural concept addressed by the course. In this unit, students will develop a proposal for their final research-based project.

Unit III furnishes students with an understanding of how humanities study, both disciplinary and interdisciplinary, can enhance knowledge of the theme or cultural concept and the ways in which it has developed. Students apply tools and perspectives to analyze and effectively write about specific cultural texts that address the subject.

In Unit IV, students develop and publicly present their group research project. Class time will be devoted toward review of course material and concepts and toward peer-review. Students will be expected to give a public group presentation and demonstrate effective verbal communication from an interdisciplinary perspective; the presentations will be formally reviewed by peers and instructor.

Note: The following sample course outline focuses on the problem of memory.

Unit I – Weeks 1-3 – Framed by Memory

Unit I introduces students to the problem of memory in culture. What is meant by memory? Through readings selected from the Unit 1 bibliography, students will learn how memory is less a discrete, unambiguous entity than it is a cultural signifier, operating in public (historical/memorial) and private (personal identity, family) spheres. Students will understand memory as interdisciplinary as well as transnational phenomenon and field of study. For example, philosophy, history, literature, art, media studies, communication studies, psychology, neuroscience are all involved in exploring the connections between culture and memory.

BIBLIO:

Connerton, Paul. *How Societies Remember*. 1989.

Erl, Astrid, *Memory in Culture*. 2011.

Halbwachs, Maurice and Lewis A. Coser. *On Collective Memory*. 1992.

Levin, Amy K. ed. *Defining Memory: Local Museums and the Construction of History in America's Changing Communities*. 2007.

Lowenthal, David. *The Past Is a Foreign Country—Revisited* (particularly Part III: Knowing the Past, which examines memory and history). 2013

Nelson, Robert S. and Margaret Olin. Eds. *Monuments and Memory, Made and Unmade*. 2004

Unit II – Weeks 4-8 – Making Memory

Unit II introduces students to theoretical models of memory (across several discrete disciplines) as it also helps students understand real-world scenarios of why memory matters—in, for instance, public memorials, memoir writing, Alzheimer research, and neuroscience. Lectures, brief student presentations, and guest lectures from outside faculty (in different departments) will foreground how different fields construct ideas about memory (including memory of traumatic events such as war and genocide) and/or work for solutions to problems. Students will begin developing a written proposal for their final research project.

BIBLIO:

Bevan, Robert. *The Destruction of Memory: Architecture at War*. 2006

Gutman, Yifat. “Where do we go from here: The Pasts, Presents, and Futures of Ground Zero.” *Memory Studies* 2 (2009): 55-70.

Lebow, Richard Ned, et al. eds. *The Politics of Memory in Postwar Europe*. 2006

Unit III – Weeks 9-12 – Memory at Work

Unit III further problematizes the concept of memory and the forms through which memory emerges. This unit focuses primarily on students reading both a fictional, a non-fictional, and a poetic depiction of memory as well as watching a portrayal in film. Students will apply textual and film analysis and write short response papers, synthesizing these portrayals. Students will also apply perspectives and tools of other humanities disciplines (visual image analysis; historical methods; logic) effectively to analyze and write about other realizations or inscriptions of memory, such as memorialization in visual culture (images, architecture, design, photography, monuments, museums), music, archive, or oral history (response paper). At the beginning of Unit III, students will submit a written proposal for the class's final research project.

BIBLIO:

Alcock, Susan E. *Archaeologies of the Greek Past: Landscape, Monuments and Memories*. 2002.
Dickinson, Greg, Carol Blair, and Brian L. Ott, eds. *Places of Public Memory: The Rhetoric of Museums and Memorials*. 2010.
Kaplan, Brett Ashley. *Unwanted Beauty: Aesthetic Pleasure in Holocaust Representation*. 2009
Fiction: Singer, Isaac Bashevis. *Enemies: A Love Story*. 1966.
Poetry: Shapiro, "Tattoo"; Kushner, "Grandma in the Shower"; Levine, "The Survivor."
Memoir: Kacandes, *Daddy's War: Greek American Stories*. 2012.
Films: *Europa, Europa* (Agnieszka Holland, 1990) and *Life Is Beautiful* (Roberto Benigni, 1997)
Oratorio: Beerman, Burton. *Tikvah*. 2006 (based on the American diaries of a Holocaust survivor).

Unit IV – Weeks 13-15 – Presenting Memory

In Unit IV, students will develop their research projects as they prepare their group presentations. Class time will be devoted toward review of course material and concepts and toward peer-review. Students will be expected to give a public group presentation and demonstrate effective verbal communication from an interdisciplinary perspective; the presentations will be formally reviewed by peers and instructor.

Unit IV Assignment Description – Final Project: Taking It to the People

Educational theorist bell hooks challenges students to take what they have learned to those outside of the university classroom. This is the challenge of the final project in this course. For this assignment, students will work together in groups or as a class and choose an issue related to the theme or cultural concept. Each student will do further research on this issue to learn more. Then, together, the students will develop a plan for taking their knowledge to a community off campus. They will implement their plan. Then they will write up and present for grading an individual report that tells what they learned about the issue doing the research, what plan they developed, how their plan related to or was influenced by humanities studies, and how well their plan worked and why (or why not). In addition, they must submit a comprehensive evaluation of each class member's contributions to the final project (including their own).

This assignment has five primary elements:

A. the topic—proposal, due week 9, in class

- students choose an issue in which they are interested
- students do preliminary research to see whether they will be able to access good information based in humanities studies
- students work together to write a strong, concise one-page proposal that tells: what issue they have chosen and why; what they have learned during their preliminary research (proposals without preliminary research will fail); their intended audience (to whom they will bring their information); and their preliminary plan of action (what they are going to do to bring the information to others)

B. the research—annotated bibliography, due week 11, in class

- each student must research at least four additional (not from class) academic or professional sources about their topic (note: activist websites may be very helpful to them, but do not constitute "research" for the purposes of this assignment)
- each student creates an annotated bibliography about their research (for more info, please see the handout "Preparing an Annotated Bibliography" on D2L)

C. the plan/implementation

- students coordinate what they need for their plan, and do it
- students need to keep in touch with the instructors as they do this, so that the instructors can help them with any logistical problems that arise

D. written report—due week 15, in class

The written report should be no more than 1500 words (approximately 5 pp., typed, double-spaced) and should be a full account of what topic they chose, what they learned about the issue doing the research, what their plan was and how well it worked (and why/not), what they learned doing your project, and how their research and their plan enhanced one another. In this report, they must include a strong argument for how their work on this project is related to or influenced by the humanities.

E. group and individual evaluation forms—due week 15, in class.

In addition to their written report, students must submit a self-evaluation form, in which they evaluate their work on this project (i.e., give themselves a grade) and explain their evaluation, including an evaluation for every student with whom they worked on this project.

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

The mission of the Humanities Center is to provide students with the intellectual tools necessary for integrating the knowledge they attain in one discipline with the insights of another, and to transfer the reflective ideas of speculation and theory to the material world of social relations and political organization (and vice versa). We promote team-taught, interdisciplinary courses that will forge the inroads between disciplines, between theory and practice, and between thought and action.

Because the EIU Senior Seminar specifically provides “a cross-disciplinary culminating experience,” the Humanities Center is well positioned to facilitate the kinds of interdisciplinary learning that taps into the wealth of pedagogical creativity and research interests of our faculty.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

EIU 4114G will be placed in the Senior Seminar segment of the general education program. This course fulfills the three key goals of the general education mission. First, it enhances student literacy and oral communication through writing essays and giving oral presentations in which students address a contemporary societal issue through use of the methodologies of two or more fields of study. In the process, it addresses the second criterion in that students are encouraged to think critically and reflectively about the subject, the ways in which it might be addressed through different disciplines, and, ultimately, what the strengths and weaknesses of those approaches might be. Third, it introduces students to knowledge central to responsible global citizenship by providing a wide array of readings that will help students to consider the problem in a global context.

- b. If the course or some sections of the course may be technology delivered, explain why.**

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

All EIU Senior Seminar courses are taken at the 4000-level since they offer a capstone experience to the undergraduate education.

3. If the course is similar to an existing course or courses, justify its development and offering.

N/A

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. Impact on Program(s):

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

n/a

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

- 1. Faculty member(s) to whom the course may be assigned:** Any affiliate member(s) of the Humanities Center whose course, regardless of topic, follows the outlined course core and has been approved by the Humanities Center Curriculum Subcommittee.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

- 2. Additional costs to students:** None

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

- 3. Text and supplementary materials to be used (Include publication dates):**

When taught as "Memory," course assignments would primarily be drawn from:

- Alcock, Susan E. *Archaeologies of the Greek Past: Landscape, Monuments and Memories*. 2002
Bevan, Robert. *The Destruction of Memory: Architecture at War*. 2006
Blight, David. *Race and Reunion: The Civil War in American Memory*. 2001
Connerton, Paul. *How Societies Remember*. 1989
Dickinson, Greg, Carol Blair, and Brian L. Ott, eds. *Places of Public Memory: The Rhetoric of Museums and Memorials*. 2010.
Erll, Astrid, *Memory in Culture*. 2011.
Gutman, Yifat. "Where do we go from here: The Pasts, Presents, and Futures of Ground Zero," *Memory Studies* 2: 55-70, 2009.
Halbwachs, Maurice and Lewis A. Coser. *On Collective Memory*. 1992
Kacandes, *Daddy's War: Greek American Stories*. 2012.
Kaplan, Brett Ashley. *Unwanted Beauty: Aesthetic Pleasure in Holocaust Representation*. 2009
Lebow, Richard Ned, et al. eds. *The Politics of Memory in Postwar Europe*. 2006
Levin, Amy K., ed. *Defining Memory: Local Museums and the Construction of History in America's Changing Communities*. 2007
Lowenthal, David. *The Past Is a Foreign Country—Revisited* (particularly Part III: Knowing the Past, which examines memory and history). 2013
Nelson, Robert S. and Margaret Olin, eds. *Monuments and memory: made and unmade*. 2003
Singer, Isaac Bashevis. *Enemies: A Love Story*. 1966.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: 03/08/13 (Center for the Humanities)

Date approved by the college curriculum committee: 04/10/13

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: 04/25/13 CGS: Not applicable

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student
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Center

<http://www.eiu.edu/~success/>

581-6696



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Disability
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<http://www.eiu.edu/~disabltty/>

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