

Foundations Course Designation Proposal: *Global & Multicultural Perspectives*

UH Mānoa departments are invited to complete this proposal form for any 100- or 200-level course that meets the Foundations Global & Multicultural Perspectives (FG) Hallmarks. Departments are encouraged to contact the General Education Office early in their proposal development so that consultation can be arranged with the Foundations Board.

Departments are also encouraged to submit proposals prior to the deadlines listed below to provide sufficient time for the negotiation process that is sometimes necessary to secure approval for the desired start term.

Proposal forms – including all applicable supporting documentation – should be emailed to the General Education Office at gened@hawaii.edu.

Deadlines: **Monday, September 27, 2021 for Summer or Fall 2022 effective term**
Tuesday, February 22, 2022 for Spring 2023 effective term

REQUIRED INFORMATION

Place a check mark if this is a: _____ NEW PROPOSAL or _____ RENEWAL

Place a check mark if requesting: _____ FGA, _____ FGB, or _____ FGC

A. *Course information.* Subject _____ Course number _____
(e.g., "ANTH")

If the course is cross listed, provide the cross-listing: Subject _____ Course # _____

Course title: _____

B. *Course description.* Submit a copy of the official course description. The course description must reflect the FG Hallmarks.

C. *UHM Form.* If this is a new course, please ensure you submit a completed UHM-1 form to the OVCAA by the published deadline. If any modifications are being made to the course, please submit a completed UHM-2 form. For more information, visit: https://manoa.hawaii.edu/ovcaa/planning_approval/course_approval.html

D. *Course syllabus.* Submit the master syllabus, including a calendar of topics, readings, and major assignments, that will be used as the course framework. If multiple instructors teach the course and use varying texts and/or assignments or will offer the course in an online format, include all representative syllabi.

E. *Application of Hallmarks.* Provide a considered response to each of the following questions.
Please see page 4 for a full listing of the Learning Objectives, Hallmarks and Explanatory Notes.

1. Where does your course fit within the scheme of Hallmark 1: Group A (content primarily before 1500 CE); Group B (content primarily after 1500 CE); or Group C (pre-history to the present)?
2. How will students analyze the development of human societies and cultural traditions over time in Africa, the Americas, Asia, Europe, and Oceania? Please include a breakdown of the material and time periods covered for each region by filling out the following tables.

| | Africa |
|---|--------|
| Time period(s) of content and/or material from this region: | |
| Example(s) of sources and/or content from these time periods: | |

| | |
|---|------|
| | Asia |
| Time period(s) of content and/or material from this region: | |
| Example(s) of sources and/or content from these time periods: | |

| | |
|---|--------------|
| | The Americas |
| Time period(s) of content and/or material from this region: | |
| Example(s) of sources and/or content from these time periods: | |

| | |
|---|--------|
| | Europe |
| Time period(s) of content and/or material from this region: | |
| Example(s) of sources and/or content from these time periods: | |

| | |
|---|---------|
| | Oceania |
| Time period(s) of content and/or material from this region: | |
| Example(s) of sources and/or content from these time periods: | |

3. How will students learn to draw upon and synthesize a range of cultural, economic, political, scientific and/or social historical material in the course?
4. How will students learn to recognize and analyze the impacts of cross-cultural interaction?
5. How will students learn to recognize and analyze cultural diversity and/or differences across cultures?
6. How will students learn to draw upon different kinds of evidence and different disciplinary and/or cultural perspectives?

Attach an annotated bibliography or a representative sample of materials that will be used in the course, such as primary documents, text excerpts, and/or sample assignments. Include a table of contents for all required textbooks.

F. *Assessment*. Include a summary of your assessment plan that clearly addresses the following questions:

- i. How will instructors assess student competencies in meeting the FG learning objectives (e.g., rubrics, learning artifacts, etc.)?
- ii. How will the department utilize assessment data to improve the course?

Note: Assessment plans do not refer to how students will be graded in the course.

Departments will be asked to summarize their assessment findings as part of the renewal application.

G. *Course coordinator*. Identify the faculty who will be responsible for all of the following:

- serving as the official contact person regarding this course;
- having detailed knowledge of course content and curriculum;
- collecting and reviewing syllabi to make sure all sections – including those conducted in an online format – are taught with adherence to the Hallmarks;
- providing professional development support as needed to instructors teaching the course.

Course coordinator's printed name

Course coordinator's email

Campus phone

H. *Departmental Approval.*

Department chair's printed name

Department chair's signature

Date

Dept. chair's email

Campus address

Campus phone

Thank you for your submission. The Foundations Board reviews all Foundations proposals to ensure that courses meet the appropriate Hallmarks and Learning Objectives. If clarification is needed, a board member will contact the course coordinator. If the Foundations Board approves the proposal, all sections of the course will be designated as satisfying the requirement and are expected to remain in compliance of the FG Hallmarks and Learning Objectives.

Please contact the General Education Office at gened@hawaii.edu or 956-6660 with any questions.

FG LEARNING OBJECTIVES

Students will be able to:

- FGLO1. Global Learning (content/know): Students will demonstrate an understanding of human development and cultural changes through time from prehistory to the present and across major regions of the globe—Africa, the Americas, Asia, Europe, and Oceania—and with particular emphasis on the unique cultural contributions from Hawaiian, Pacific, and/or Asian societies. This includes identifying the basic role of some global and local institutions, ideas, and processes in human and natural worlds.
- FGLO2. Intercultural Literacy (skill based/do): Using disciplinary-based modes of inquiry, and evidence by or about diverse cultures, students will imagine the perspectives of people from those cultures and evaluate the complexities of interactions across cultures.
- FGLO3. Personal and Social Responsibility (value): Through interpersonal and/or intellectual engagement, students will respond to, interact with, describe, and/or analyze human cultures with sensitivity and respect.

FG HALLMARKS

Hallmarks appear in bold; explanatory notes appear in italics.

To satisfy the FG requirement, a course will:

- 1. provide students with a large-scale analysis of human development and change over time;**
 - *The course must fall into one of the following categories: Group A (content primarily before 1500 CE), B (content primarily after 1500 CE), or C (pre-history to present).*
 - *The two FG courses will together cover the whole time period from pre-history to present.*
- 2. analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) and using multiple perspectives;**
 - *Students will study multiple perspectives across time, space, and cultures. Some of the cultural material studied should reflect cultural differences.*
 - *The course should not be solely about a people or a country; it needs to be a global course.*
 - *Clear emphasis on multiple ideologies and methodologies (e.g., capitalism vs. socialism, individualism vs. communalism, globalism vs. protectionism, or humanistic vs. scientific).*
- 3. offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions;**
 - *The course should offer an integrative perspective on global change and diverse cultural traditions.*
 - *The course should identify common themes across multiple cultures.*
 - *The course should recognize diversity (examples could include within and between cultures and religions, subcultures within political units, or socio-economic class differences).*
- 4. examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity;**
 - *The course should address how processes of interaction have shaped the world's cultural mosaic through time.*
 - *The course should convey an understanding of how unique cultural traditions have survived cross-cultural interactions as well as how cultures have been changed through interaction.*
 - *The proposal should clearly identify the parts of the course that are cross-cultural, rather than isolating cultural groups or characteristics.*
 - *Dimensions of cross-cultural interaction such as religion should be examined as well as modes of interaction, e.g., migration, conquest, and trade.*
- 5. include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions;**
 - *Students will study the development of unique cultural traditions and cross-cultural interactions from a wide variety of regions including Hawaii, the Pacific, or Asia.*
- 6. engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.**
 - *Students will gain an appreciation of the multiplicity of sources; there should be some balance between western and non-western sources of information (e.g., documents and text, oral traditions and performances, art, archaeological artifacts at different scales, paleontological remains, paleoenvironmental materials, or cultural landscapes).*
 - *Students will learn how to identify, assess, and analyze various sources of information on cultural behaviors, to organize them into systems of meaning, and to evaluate conclusions relative to the kinds of information available.*
 - *Students will learn how different materials can reveal different aspects of contemporary and past human development.*