

**Indiana University Bloomington**  
**General Education Curriculum**  
**World Cultures Course Proposal**

**Instructions**

For each proposed course, please fill out this form, append a course syllabus, save the file, and send to the appropriate school academic officer (i.e., school/college official) by email as a PDF. The proposal file must be named according to the following convention:

Subject code <hyphen> letter prefix and course number <hyphen> GenEd category abbreviation.pdf

For example: EALC-E110-WC.pdf

Please be sure to complete **all five (5) pages** of the course proposal form.

The method for appending a file to a PDF varies depending your version of Adobe Acrobat or Adobe Reader. Please consult the instructions or help menu for your software. Do not attempt to use non-Adobe software to fill out this proposal form.

**Note:** Course proposals may not be submitted directly to the GenEd Committee by individuals or departments. All course proposals must be approved by the appropriate school, who will then forward the proposals to the GenEd Committee.

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**PART I: Course Information**

**Subject area (e.g., EALC-E):** \_\_\_\_\_ **Catalog number (e.g., 110):** \_\_\_\_\_ **Credit hours:** \_\_\_\_\_

**Course title:** \_\_\_\_\_

**Generic/variable-title course:**  Yes  No (If proposing a single topic of a generic course, please include topic title below.)

**Topic title:** \_\_\_\_\_

**Bulletin description:**

**Proposal submitted by**

**Department or Program:** \_\_\_\_\_

**School / College:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **PART II: GenEd Learning Outcomes**

### **World Languages and Cultures**

Studying World Languages and Cultures helps students to develop analytical skills appropriate to the study of international and intercultural relations, to understand elements that distinguish cultures from one another, and to be able to compare cultural perspectives. Through World Language courses, students gain the linguistic tools to communicate in another language at the intermediate level, and International Experiences provide them with the opportunity to apply such understanding and skills by means of active participation and reflection in programs of study outside the United States. World Languages and Cultures courses may deal to some extent with U.S. culture in its international connections. They need not focus on the present but may, instead, consider a historical subject. World Languages and Cultures courses seek to expand student knowledge of world affairs, cultures, societies, and values. They explore traditions grounded in different cultural paradigms, and provide a framework for understanding and appreciating the ideas and values of different cultures. These goals are intended to provide a foundation for basic understanding and knowledge, which will be further developed in more advanced studies; internationalization and globalization should infuse a student's experience at Indiana University. The study of world languages and world cultures fosters an appreciation for the language, art, religion, philosophy, and material culture of different cultures; a respect for cultural differences and cultural ambiguity; and an ongoing willingness to seek out international or intercultural opportunities.

### **Learning Outcomes**

Students who complete the World Languages and Cultures requirement will demonstrate

1. an understanding of culture within a global and comparative context (specifically, an understanding that a particular culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences);
2. knowledge of global issues, processes, trends, and systems (such as economic and political interdependency among nations, environmental-cultural interaction, global governance bodies, and nongovernmental organizations);
3. knowledge of other cultures (including beliefs, values, perspectives, practices, and products);
4. the ability to use cultural knowledge, diverse cultural frames of reference, and alternate cultural perspectives to think critically and solve problems;
5. the ability to communicate and connect with people in other language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking (productive), listening (receptive), reading (receptive), and writing (productive) [N.B. This learning outcome applies specifically to students who study a foreign language.];
6. the ability to use foreign language skills and/or knowledge of other cultures to extend access to information, experiences, and understanding.

## **PART III: Learning Outcomes for the Proposed Course**

Please list below the student learning outcomes for the proposed course as they appear in the course syllabus. Alignment with GenEd WLC learning outcomes should be evident. (NB. Syllabi for GenEd-approved courses must include a clear statement of the learning outcomes for the course.)

## **PART IV: Alignment of Course Learning Outcomes with GenEd Learning Outcomes**

### **IU Bloomington GenEd Student Learning Outcomes for This Course**

Below, please explain how the GenEd WLC learning outcomes are addressed in the proposed course (e.g., readings, assignments, etc.). Please note that a GenEd course need not address all of the GenEd WLC learning outcomes, but a course that does not address most of the WLC learning outcomes is not likely to be approved for GenEd WLC credit. Please leave blank any box (or boxes) that do not pertain to this course.

1. Students who complete the World Languages and Cultures requirement will demonstrate an understanding of culture within a global and comparative context (specifically, an understanding that a particular culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences).

2. Students who complete the World Languages and Cultures requirement will demonstrate knowledge of global issues, processes, trends, and systems (such as economic and political interdependency among nations, environmental-cultural interaction, global governance bodies, and nongovernmental organizations).

3. Students who complete the World Languages and Cultures requirement will demonstrate knowledge of other cultures (including beliefs, values, perspectives, practices, and products).

4. Students who complete the World Languages and Cultures requirement will demonstrate the ability to use cultural knowledge, diverse cultural frames of reference, and alternate cultural perspectives to think critically and solve problems.

5. Students who complete the World Languages and Cultures requirement will demonstrate the ability to communicate and connect with people in other language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking (productive), listening (receptive), reading (receptive), and writing (productive) [N.B. This learning outcome applies specifically to students who study a foreign language.].

6. Students who complete the World Languages and Cultures requirement will demonstrate the ability to use foreign language skills and/or knowledge of other cultures to extend access to information, experiences, and understanding.

## **PART V: Course Characteristics**

### **World Languages and Cultures Course Characteristics**

Indiana University has a long tradition of excellence and leadership in international and global studies. Most notably, that tradition is seen in the support that Herman B Wells gave to the establishment of world-class departments and programs in that area, as well as the current emphasis across the entire university in giving students the tools to better understand, appreciate, and work in our ever-shrinking world. Specifically, the 6-credit-hour World Languages and Cultures requirement has the following goals: (1) to understand elements that distinguish cultures from one another and to be able to compare cultural perspectives; (2) to gain the linguistic tools to communicate in another language at the intermediate level; (3) to develop analytical skills appropriate to the study of international and intercultural relations; and (4) to apply such understanding and skills by means of active participation and reflection in programs of study outside the United States.

This requirement strives to increase student knowledge of the variety of international societies and may deal to some extent with U.S. culture in its international connections. It need not focus on the present but may, instead, be a historical subject. The requirement seeks to expand student knowledge of world affairs, cultures, societies, and values; explore traditions grounded in different cultural paradigms; and provide a framework for understanding and appreciating the ideas and values of different cultures. These goals are intended to provide a foundation for basic understanding and knowledge, which will be further developed in more advanced studies; internationalization and globalization should infuse a student's experience at Indiana University.

**Please explain how the proposed course exhibits the World Languages and Cultures course characteristics.** If proposing a generic (i.e., variable title) course for blanket approval, please explain how all topics/variable titles of this course exhibit World Languages and Cultures course characteristics.

## **PART VI: Course Syllabus**

A course syllabus must be appended to this proposal. The syllabus should indicate a clear and consistent connection between the elements of the course—i.e., course description, learning objectives, course readings, assignments, and assessments—and the GenEd WLC learning outcomes and course characteristics.

You may also provide annotations, sample assignments, or additional explanation further highlighting the alignment of the course with the GenEd learning outcomes and course characteristics.

**If proposing a variable title course for blanket approval, please append syllabi for at least three topics.**