Boise State University
Foundational Studies Program Course Application Form
Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

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Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part I. Course Information

Course Number and Title: HIST 121: Eastern Civilizations

Type of Foundational Studies Course – (Choose One):
[x] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[ ] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)

Includes Lab: [ ] Yes [ ] No
[ ] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[x] Face to Face
[x] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. HIST 121 satisfies 3 credits of the Foundational Studies Program's Disciplinary Lens – Social Science requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 11. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

HIST 121: Eastern Civilizations is designed to introduce students to the history of the Eastern World, particularly the cultural/social values that laid the foundation of Asian societies. This course helps to achieve the goals of the Foundations program by assisting students apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and systems.

After successful completion of this course, you will be able to:

• Articulate how the worldviews of Confucianism, Shinto, Daosim, Wahhabism, Chinese Communism, and Buddhism serve billions of people as the foundation for living
• Understand the need for a multidisciplinary approach in studying the past and present
• Explain the tragic consequences of not respecting other cultures and their worldviews
• Explain why the West modernized before the East and analyze four responses that the East had to a modernized, imperialistic West (Chinese Communism; Islamic Terrorism; Japanese Colonialism; Philippine Revolution).

Part III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)

HIST 121: Eastern Civilizations: All posted pdf reading assignments will be checked for readability by a screen reader. (The college will ask Academic Technologies to help with a review of these electronic materials). Whenever available, videos chosen for use in the course will be those that have been close-captioned by the content producer to provide access to students with hearing impairment. PowerPoints used in class lectures, insofar as they contain graphs or other visual representations of content, will be verbally described to students on an as-needed basis. We will add textual descriptions accessible by screen readers to images used on the course web site. Extra time on tests, oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource center.

All lectures will be captured on Echo Capture and will be available on Blackboard and i-Tunes. All PowerPoint slides will accompany the captured lecture so students will have time to review any aspect of the lecture they missed in class.
Part IV. Evidence of Quality Course Design

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

Please see below.
Boise State University  
Foundational Studies Course  
Spring 2014  

Course Number and Title: HIST 121: Eastern Civilizations

### Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 11 Criteria</th>
<th>Foundation ULO 11 Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
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<tbody>
<tr>
<td>ULO 11.1: Understanding of individuals as members of a particular culture and/or community</td>
<td>Demonstrates an understanding that members of different cultures and/or communities see, interpret, and experience the world differently</td>
<td>Articulate how the worldviews of Confucianism, Shinto, Daoism, Wahhabism, Chinese Communism, and Buddhism serve billions of people as the foundation for living</td>
<td>* Clicker survey questions before and after each lecture to gauge prior understanding/knowledge of the subject compared with knowledge following each lecture.</td>
<td>Small group discussions.</td>
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<td>Articulates his/her own place within own culture and examines cultural assumptions about people and the world</td>
<td>Articulate the assumptions that we each make that form a particular worldview.</td>
<td>Clicker quizzes based on the readings assigned for each topic.</td>
<td>Reading multiple sources from various disciplines and literary genres.</td>
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<td>In-class, open-book essay exams that test each student’s analytical and writing skills.</td>
<td>Lectures that incorporate technology, videos, first-hand narratives.</td>
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<td>Use of discussion boards using Blackboard.</td>
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<td>Team debates.</td>
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<td>ULO 11.2: Understanding of historical and/or cultural forces</td>
<td>Demonstrates an understanding of the historical and/or social forces that shape individuals and institutions</td>
<td>Explain why the West modernize before the East and the four responses the East had to an industrialized, modernized, imperialistic West (Chinese Communism; Islamic terrorism; Philippine Revolution; Japanese militarism). Understand that the East's view of Western colonialism radically differs from the 19th century West’s view of this same subject. Describe the seven questions that make up person’s worldview.</td>
<td>Analytical essays where students must choose and defend a theory as to why the West modernized before the East. Brief, written outlines explaining the various Eastern responses to Western colonialism.</td>
<td>Small group discussion of texts that include novels, memoirs of people fighting sanctioned cruelty. Clicker surveys that gauge shifts in convictions over the course of a semester. In-class debates on theories of modernity and the primary cause for the West’s industrialization.</td>
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<td>ULO 11.3: Reasoning, inquiry, and problem-solving</td>
<td>Demonstrates an understanding of the theoretical framework that is behind various approaches to education Analyzes own and others’ assumptions and evaluates the relevance of contexts Uses information and analysis to capture the critical elements of the discussion</td>
<td>Analyze the different types of sources used in studying past epochs, events, and cultures. Explain the difference between approaching a historical question through quantitative versus qualitative data. Appreciate the multidisciplinary approach in studying the past and present.</td>
<td>Brief essays where students choose to answer question using quantitative or qualitative data—and explaining his/her choice as to why they use a particular method in answering historical questions. Produce analytical essays that include a defense of using cross-disciplinary information such as botany, economics, geography, and philosophy when approaching a historical incident.</td>
<td>Reading various types of literature (novels; memoirs; philosophy essays; primary texts; historical textbooks). Lectures that integrate effective use of technology. Well-prepared presentations on each topic. Small group discussions led by the professor, teaching assistant, and students in the class.</td>
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<td>ULO 11.4: Responsibility, personal reflection</td>
<td>Consistently demonstrates, through personal reflection, a complex understanding of the importance of active, meaningful participation in a community</td>
<td>Appreciate the power of one voice in standing against violence and exploitation Explain the tragic consequences of not respecting other cultures and their worldviews.</td>
<td>Clicker quizzes on texts that highlight the clash of cultures and worldviews. Oral exams on texts (novels and memoirs) whose subjects include human exploitation and those who fight against exploitation.</td>
<td>Small group discussions. Reading multiple sources from various disciplines and literary genres. Lectures that incorporate technology, videos, first-hand narratives. Use of discussion boards using Blackboard.</td>
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</tbody>
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5-16-2013

Foundational Studies Program Director Signature | Date