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**September 17, 2010**

## **GLOBAL LEARNING STRATEGY**

**For the**

**DEPARTMENT OF COMPARATIVE CULTURAL STUDIES**

**Team Members:** Alexandra Carpino (Dept. Chair),

Bruce Sullivan (REL), Gioia Woods (HUM) and Greta Murphy (ARH)

**CCS Learning Outcomes:** Our mission is to provide students with a comparative and integrative approach to the study of diverse human cultures and their interconnections.

To this end, students will

- develop the skills necessary to examine and articulate the ideas, institutions, practices, and legacies that shape the dynamics of world cultures
- develop the ability to analyze and interpret aesthetic, religious, environmental, and humanistic values in various cultural contexts
- master the ability to research, reason about, and present complex ideas for use in policy and planning in the contemporary world

### **Strategies:**

- **Liberal Studies:** Cultural Understanding Block: Language Requirement—proficiency at the 202 level must be demonstrated prior to graduation
- **Additions to Academic Catalog and CCS Website:**
  - Statements about our department's commitment to global engagement, our new mission statement, and our student learning outcomes.
  - A list of all CCS courses that meet Global and Ethnic diversity requirements as well as those that address issues about the natural world and/or environmental sustainability
  - Though a minor will not be required for the CCS degree, we will strongly encourage students to pick one. Our catalog and website will contain our recommendations, all of which interface with the GLOs (e.g., Asian Studies, Latin American Studies, French, German, Theatre, Philosophy, Studio Art, Anthropology, History, etc.)

- A detailed list of study abroad programs perfect for CCS students with emphases in ARH, HUM and REL (study abroad is strongly encouraged but not required for the BA)
  - A list of local, national and international internship opportunities (internships are strongly encouraged but not required for the BA)
  - Copies of the CCS and ASN newsletters which highlight faculty and student engagement with the GLOs will be posted on our website
- **New Courses:**
    - A new elective for all NAU students: CCS 100: Experiencing Culture (1 credit—may be repeated for up to 3 credits)
      - Course Description: This 1-credit course will introduce students to NAU’s rich cultural life. In this class, students will go out “into the field,” attend meaningful events, and practice analyzing, interpreting, and evaluating these events. Students will experience both cultural *content* and practice the *skills* necessary to fully appreciate and understand art and culture in a wider context.
      - This will be a Liberal Studies class: AHI class with emphasis on critical thinking.
      - The syllabus will contain a statement about how the course engages with the Global Learning Outcomes (GLOs).
    - CCS 250: Cultural Perspectives
      - Course description: A topics course emphasizing interdisciplinary inquiry into cultural practices and products in a global framework. Includes comparative analysis of artistic, literary and religious practices from the diverse disciplinary perspectives in CCS (Art History, Humanities and Religious Studies) in order to provide students with insights into how different peoples come to understand, organize, and shape their worlds, and confront the fundamental challenges of human existence. It can be repeated once when topic is different.
        - Sample Topics:
          - “Encountering the Other”: The story of human communities is a story of encounter. In the global expression of cultures, we can see evidence of encounters with the “Other” in the quest to trade, advance, progress, coexist, and dominate. In the quest to differentiate ourselves, the “Other” takes the form of cultural or ethnic groups not our own, the natural world, the gods, and even the psyche. In this iteration of CCS 250, we will study the literature, visual art, religious expression, and intellectual history of cultural encounter. What happens when cultures encounter one another? What happens when cultures encounter the natural world? The gods? What is begged, borrowed, or stolen during these encounters? Together we

will examine the spread and proliferation of technologies and ideas, including print technology, religious traditions, innovations and themes in visual arts, and more. To pursue this line of inquiry, we will look across the centuries, across the globe, and across, genres; we will consider the history of colonialism, imperialism, and sovereignty.

- “Asian Religions, Arts, & Literature”: In this iteration of CCS 250, we will take an interdisciplinary approach to the study of Asian religious traditions and the arts and literature in which they are expressed.
- "Self: Constructing Identity across Cultures.": In this iteration of CCS 250 we examine the contemporary memoir, both in written and visual form. We compare what diverse cultures think of as "identity" and compare diverse cultural expressions of selfhood, both those that follow cultural norms and those that defy them.
- “Perspectives on the Art, Literature, Film and Politics of the Spanish Civil War”: In this iteration of CCS 250, we explore from a variety of disciplinary perspectives the pivotal experience that was the Spanish Civil War of 1936-1939. It was a moment when art and politics came together with exceptional force with music, painting, photography, literature, reportage, political intrigue, and military planning interacting and feeding off one another. CCS 250 provides us the opportunity to study and to interpret the variety of expression emerging from and about this world resounding crisis, and challenges us to consider the political volatility of meaning. These will be matters for our extended reflection during the course. Course assignments will be in English, though students with skills in other relevant languages are welcome to take up special projects that make use of their skills. The class will include group interpretive projects such as one focused on SCW posters and photographs.
- “Images of War in 20th-Century Film, Art, and Literature”: This iteration of CCS 250 examines the sources of imagery of war (newspapers, film, individual authors, poets and artists, poster art), the political language of war and propaganda, and the substance of such messages in their historical contexts. The inquiry is framed by what seems to be a widening dichotomy between, on one hand, a growing revulsion against the horrors of war, ending in visions of total extinction; and on the other hand, a celebration of war (in video games, for instance) as not only necessary but noble. This divergence has been accompanied by a search for expressive terms, resulting in

increasingly extreme visual and verbal imagery: inexpressibly negative visions balanced by older terms of sacrifice, courage and chivalry updated for modern conditions of technological warfare. This inquiry charts the developments, continuities and changes, and the contradictory images, in the course of the 20th century.

- “Exploring New Worlds, Confronting Different Cultures: Narratives of Early Explorers”: This iteration of CCS 250 examines personal narratives of explorers, including investigation of the cultures from which they came, how they reacted to the cultures they visited, and the verbal and visual images through which they announced their “discoveries” to the world. In the case of both Ancient Egypt and South/Central America, differing perspectives of the new cultures are presented. Students are exposed to how beliefs are shaped by culture as well as by individual personality; how select adventurers throughout history have experienced other traditions; and how initial imagery of the unknown and exotic affects awareness. The course addresses two of the three Global Learning Outcomes, namely, Global Engagement and Diversity.
  - This will be a Liberal Studies class: AHI class with emphasis on critical thinking.
  - The syllabus will contain a statement about how the course engages with the Global Learning Outcomes (GLOs)—one or more outcomes will be addressed.
- CCS 490C: Capstone in Comparative Cultural Studies (prerequisites: CCS 250 and CCS 350W)
  - Course description: An interdisciplinary seminar in global learning, this course will examine a variety of topics and emphasize effective writing. Students will pursue a project in their emphasis area and synthesize the skills they have learned from all of their CCS coursework. Students will also develop a presentation designed for the Undergraduate Research Symposium or one of the department’s lower-division level classes.
  - The syllabus will contain a statement about how the course engages with the Global Learning Outcomes (GLOs); at least two outcomes will be addressed.
- **Co-Curricular Activities: Faculty-Led Field & Study Abroad Trips/Courses, Guest Speakers, etc.**
  - *NAU in India* and *NAU in Rome*—we will continue to offer our summer program in India and a spring break trip to Rome.
  - Art History Field Trips/Events—our student group, the Art History Society, will sponsor a Dead of the Dead altar and several field trips. This fall, Drs. Carpino and Gulacsi will also take students to San Francisco to study two important exhibitions, “Van Gogh, Gauguin, Cezanne and Beyond”: Post-Impressionist

Masterpieces from the Musée d'Orsay,” and “Beyond Golden Clouds: Five Centuries of Japanese Screens.”

- Guest Lectures—CCS faculty will present talks about the global dimensions of their research at least once a semester, and scholars whose work intersects with the goals of GLO will be invited to speak as part of the Cline Lecture Series in the Humanities or as part of CCS’s Fall/Spring Lecture Series. This fall, for example, Dr. Lilla Russell-Smith, Curator of Central Asian Art at the Asian Art Museum of Berlin, will speak about German Archeological Expeditions to Central Asia (1902-1914) and the 21<sup>st</sup> century Silk Road Art Collection in Berlin.
- **Undergraduate Symposium.** Each April CCS students will have the opportunity to present their research in global engagement to an audience of peers, faculty, and administrators. The formal event is designed to showcase the diversity of student research that advances the Global Learning Outcomes.
- **Comparative Cultural Tools.** Thanks to efforts by CCS faculty members, the NAU Art Museum is home to an extraordinary resource, the Arthur M. Sackler Study Collection. Works of art, including ceramics, metalwork, jewelry and other artifacts, the most ancient perhaps 4000 years old, are now available for examination, so our students can have a “hands-on” experience of ancient objects of material culture. The use of this collection will be systematically integrated into many CCS courses.

#### **Assessment.**

By the time CCS students graduate, they will have content knowledge from their emphasis area and beyond, along with the skills of analysis, interpretation, evaluation, and comparison. To assess their knowledge and skills, we will analyze their coursework in CCS 250 and 490C using a rubric developed by the CCS faculty. We will also create a new exit survey that will be distributed to all graduating seniors, focusing on questions related to the GLOs, and develop a survey which will be sent to recent graduates, asking them to assess how our program helped them succeed in their profession and as global citizens.




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**TO:** Steering Committee for the Implementation of the Global Learning Recommendations

**FROM:** Alexandra A. Carpino, Chair 

**DATE:** May 3, 2010

**SUBJECT:** Letter of Support for the CCS Curriculum Strategy for Implementing the Global Learning Recommendations

In the global society and economy of the 21<sup>st</sup> century, NAU's graduates will enter professions where they require a thorough and sophisticated grasp of cultural traditions and transformations, along with the skills necessary to examine and explain to others the institutions, practices, and legacies that determine the dynamics and tensions of their world. Our new degree in Comparative Cultural Studies will not only prepare students for success in this integrated global world, but it also gives the department an excellent opportunity to develop a curriculum strategy exploring a variety of ways to increase the number of global learning outcomes experienced by our majors. Not only do I fully support the attached proposal, but I will also oversee its implementation. I will make sure that the team's proposals are presented to the department on August 25, the date of our first faculty meeting in the fall, so that we are well-positioned to adopt a final strategy by late November. In addition, I commit to having our strategy become part of our assessment and strategic plans.

## Global Learning Proposal from the Department of Comparative Cultural Studies

**Team Members:** Alexandra Carpino, Bruce Sullivan, Gioia Woods and Greta Murphy

We believe that the Department of Comparative Cultural Studies is uniquely poised to become a leader in NAU's Global Learning Recommendations. As an interdisciplinary department, we already offer courses specific to global learning. We are especially rich in faculty who are able to perform East-West cultural comparisons; we offer a broad range of American and indigenous studies, European Studies, and Asian Studies courses focusing on both contemporary and historical cultures. We are keen to develop courses that examine these cultures comparatively. Our award-winning faculty, which includes historians, literary critics, art historians, and religion scholars, regularly travel abroad for teaching and research. The timing for Global Learning implementation could not be better: we are currently involved in a departmental and curricular overhaul designed to make our four discrete programs (Art History, Asian Studies Humanities, and Religious Studies) more integrated. These changes are inspired by the findings of our 2008 program review, which suggested we become fully integrated in order to better deliver the goals of our curriculum: the study of human culture in its diversity and interconnections. It is our belief that this integration will better serve students in each of our classes by faithfully teaching about cultures in a comparative manner. We are eager, during this time of curricular transformation, to develop more global learning opportunities for our students. In short, our core values as teachers and researchers match the global student learning outcomes of global engagement, diversity, and environmental sustainability.

Following is a list of curricular proposals by which we intend to implement the Global Learning Recommendations:

1. **CCS Core.** Our new CCS core (CCS 250: Introduction to Comparative Cultural Studies, CCS 350W: Topics in Comparative Cultural Studies, and CCS 490C: Capstone in Comparative Cultural Studies) will focus on the three themes detailed by the Global Learning Subcommittee. Each class will integrate lectures, assignments, and experiences designed to teach themes of global engagement, diversity, and/or environmental sustainability. The Team will meet this summer to develop the syllabi for these courses; these will then be presented to the CCS faculty at their August 25 faculty meeting for further discussion and approval.

In particular, we envision CCS 250 as an interdisciplinary seminar in global learning. We would like this course to be taught in a rotating manner by faculty from the four certificate areas, and every semester, it will focus on a minimum of two student learning outcomes as identified by the Task Force on Global Education. The course will be

required of all CCS majors, will unify the four certificate areas, and will qualify for Liberal Studies. As a result, we anticipate that this new course, like many of our existing courses, will draw students from across disciplines together to study comparative cultural values in a global context.

2. **Internationalizing faculty.** In CCS a number of faculty members teach and/or research abroad each year. CCS commits to supporting and expanding these opportunities, especially in terms of capitalizing on the faculty members' international experiences in the classroom.
3. **Students as teachers.** All 400-level students in any CCS class will develop a short cross-cultural presentation designed for students in our 100-level classes. This opportunity will encourage upper-class students to master cultural material and to professionalize; for the first and second year students, it will provide the occasion to develop specific educational goals and model their educational experience. CCS students will also be encouraged to participate in our annual Undergraduate Research Symposium.
4. **Global Learning Lab.** CCS will develop an online lab whereby students and faculty can access visual art and texts that can be used in a comparative fashion. The lab will also be updated regularly with links to current news on global issues dealing with environmental sustainability and global diversity. Faculty in 100-level courses may even use the lab as a central required text.
5. **CCS Learning Community.** Designed to implement the global learning outcomes and foster skills in comparative cultural analysis, we would like to explore the possibility of creating a CCS Learning Community that would bring together students with an interest in Art History, Humanities, Religious Studies, and Asian Studies. Common courses would include 100-level classes in these areas. A study abroad experience and/or an internship with a cultural institution would also be integral parts of this proposed community.
6. **Comparative Cultural Tools.** Thanks to efforts by CCS faculty members, the NAU Art Museum is home to an extraordinary resource, the Arthur M. Sackler Study Collection. Works of art, including ceramics, metalwork, jewelry and other artifacts, the most ancient perhaps 4000 years old, are now available for examination, so our students can have a "hands-on" experience of ancient objects of material culture. We propose to work into our courses systematically the use of this collection. We propose to make full use of other opportunities already available on the NAU campus and through our department, such as study abroad and internship opportunities and the integration of campus lectures and film screenings.
7. **Assessment.** At the end of a CCS degree program, our majors should have content knowledge from their certificate areas and beyond, along with the skills of analysis, interpretation, evaluation, and comparison. Mastery of content and skills will be used as the baseline for ongoing assessment. We will gather program assessment information over the next several years, aiming to meet or exceed the 2008 program review recommendations.