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| **Course Submitted****(Subject/Number)** |  |
| **Submitted by** |  |

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| **Ways of Thinking: Aesthetics, History and Culture** | **Core Requirement** |
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| **Core component title** | Varies |
| **Minimum credit hours** | 3 |
| **Core-specific pre- and co-requisites / requirements** | N/A |
| **Core component summary** | Courses that satisfy the Aesthetics, History and Culture requirement advance students’ ability to understand the meaning and diversity of human experiences both within and beyond their own social and cultural contexts. These courses develop students’ abilities to draw reasoned conclusions about primary sources (including visual art, literature, cinema, historical documents, and other cultural products) using qualitative interpretive techniques and scholarly sources. |
| **Notes** | * Courses that fulfill this requirement develop students’ ability to engage in the methods of interpretation central but not limited to disciplines such as history, literary studies, film studies, art history, or world languages and cultures
* Courses that meet the learning outcomes and essential criteria for this component may be submitted from any department or program
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**All courses approved to count for University Core requirements must include both course-level and Core-level student learning outcomes on their syllabi. Please follow this link for mandatory syllabus material to be incorporated into your syllabus:**

[**Mandatory Syllabus Material for University Core Courses/Experiences**](https://sites.google.com/slu.edu/university-core-pilot/instructor-resources/mandatory-core-syllabus-boilerplate?authuser=1)

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| **Core Component Learning Outcomes** |  |
| **Below, you will find listed the 3 course-level student learning outcomes associated with this Core component area.** | ***In the space provided, please provide examples of readings, assignments, and/or activities that demonstrate how your course is designed to facilitate student achievement of these outcomes.*** |
| 1. Students will be able to demonstrate proficiency in qualitative methods of interpreting cultural products relevant to the period, area or theme of the course

[ ] Check here if submitting UUCC requested revisions |  |
| 1. Students will be able to analyze primary sources appropriate to the discipline (e.g. literary artifacts, visual art, historical documents, performances, or other cultural products) in order to draw reasoned conclusions

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| 1. Students will be able to develop interpretive claims about how larger social contexts shape cultural products

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| **Course Essential Criteria** |  |
| **Below, you will find listed the 3 Essential Criteria for this Core component.** | ***In the fields below, please note these Essential Criteria (what all instructors must do/teach/assign/require to ensure the integrity of each section University-wide) and in the spaces provided, please provide examples of readings, assignments, and/or activities that demonstrate how your course will incorporate these Essential Criteria.*** |
| 1. Courses will teach students about—and require students to engage in—the different ways of thinking through which scholars study culture through the examination of artifacts and contexts

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| 1. Courses will require students to engage with primary sources as appropriate to the discipline (e.g. literature, visual art, objects, archival documents, or other cultural products) and to develop an awareness of scholarly methods appropriate to these fields of inquiry

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| 1. Courses will require students to develop analytical, linguistic, and/or creative skills to interpret how larger contexts shape the products being studied

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| **Core SLO(s) (**[**Click here for more information on Core SLO’s)**](https://drive.google.com/file/d/15qtYvj1085Y8OHJ8GRkxzRW2w-H_t6FU/view) |  |
| **This course/experience is part of an integrated university-wide Core curriculum designed to facilitate student achievement of SLU’s nine University Core SLOs. Below, you will find listed the 2 University Core-level student learning outcomes associated with this Core component area.** | ***In the space provided, please provide examples of readings, assignments, and/or activities that demonstrate how your course is designed to facilitate student achievement of these 2 outcomes at the levels indicated.*** |
| **SLO 2: Students will be able to integrate knowledge from multiple disciplines to address complex questions (Develop)**[ ] Check here if submitting UUCC requested revisions |  |
| **SLO 3: Students will be able to assess evidence and draw reasoned conclusions (Develop)**[ ] Check here if submitting UUCC requested revisions |  |