

**FIRST YEAR SEMINAR (UCO 1200)**  
**PROPOSAL FORM for courses that will be taught Fall 2015 and later**

**Background:** Since Fall 2009, all entering first year students have been required to take a First Year Seminar as part of the General Education program. Each seminar enrolls a maximum of 20-25 students and offers gateway experiences that are appropriate and challenging to first year students.

**Catalog course description:**

The First Year Seminar (UCO 1200) provides students with an introduction to the four goals of a liberal education at Appalachian State University. Specifically, students will practice (1) thinking critically and creatively and (2) communicating effectively. In addition, students will be introduced to the learning goals of (3) making local-to-global connections and (4) understanding responsibilities of community membership.

While each First Year Seminar course engages a unique topic examined from multiple perspectives, each course also introduces students to a common set of transferable skills. As such, First Year Seminar facilitates student engagement with: fellow students, the university, the community, and the common reading; essential college-level research and information literacy skills; and the habits of rigorous study, intellectual growth, and lifelong learning.

**1. Faculty Member's Name:** Lillian Nave Goudas

**2. Faculty Member's E-mail Address and Phone Number:** [goudasln@appstate.edu](mailto:goudasln@appstate.edu), 828-851-0229

**3. Faculty Member's Home Department/Program (if not teaching or working in another unit at present, simply put "None"):** University College/FYS (as of July 1, 2014)

**4. Faculty Member's Contract Status:**

Full-time tenured/tenure track

Full-time non-tenure track

¾ time non-tenure track

Adjunct

EPA administrator

Not currently employed by ASU

**5. Approval of Department Chair/Program Director/Supervisor: Please provide the name of your chair, director, or supervisor and the date that he or she committed to release you to teach First Year Seminar for three future semesters.**

**Chair/Director/Supervisor** - Dr. Martha McCaughey

**Date Approved** – July 1, 2014

**6. Title of Proposed Course:** UCO-1200 Art, Politics & Power

**7. Paragraph Course Description:**

This course will explore the power of images in a social context throughout history. Using a case study approach, students will investigate artworks and their significance in history and culture, specifically looking at what happens when cultures collide. Taking a multicultural approach, we will seek to understand what art means to the people who make it, as well as what symbolism it begins to assume for the culture and eventually what cultural values it transmits. Then we will evaluate how it is transformed through contact with other peoples and/or cultures throughout time. We will pay close attention to both positive and negative, constructive and destructive imaginings, and learn how to integrate cultural ideas into larger contexts in multicultural postmodern societies.

[Paragraph Course description for student catalog: Art, Politics and Power- Why did Hitler try to steal and/or destroy artworks as part of his plan for the Third Reich? What cultural capital did he see and why did it scare him so much? Why did extremists destroy (literally blow up!) 1500 year old statues in Bamiyan, Afghanistan? They are just statues, what power could they hold? The power of images speaks through generations, expressing the thoughts, ideas and desires of peoples and cultures long extinct. This course seeks to unlock and understand this power through historical analysis to prepare the student for the current multicultural environment, improve visual literacy skills, and become modern day Monuments Men and Women! ]

**8. Is there any department or program on campus already offering a course like the one you are proposing? Please explain any related course(s) in any other academic department(s) and how your course is different from those.**

No.

**9. Please share why you are interested in teaching a First Year Seminar and describe any special qualifications you could bring to FYS, including prior teaching experience, especially with first year students.**

I began teaching my Art, Religion and Society course in the fall of 2009 and in 2010 I founded and have been the faculty coordinator for the Residential Learning Community Arthaus linked

to my RLC. While working with the RLC coordinating team, I was awarded the RLC Partner of the Year Award for my work with my FYS class and Residential Learning Community for the 2012-2013 academic year. I take my First Year students to the New York Loft each fall and would like to do the same with this new course- Art, Politics and Power. I have been working with the FYS program for 4 years and have helped other new instructors to design and implement their courses. And for the past several years I have been able to participate in and facilitate the FYS conference held in May for other instructors.

**10. Please describe the relevant academic training, scholarly contributions, prior teaching, and/or work experience you have that is related to the topic of your proposed FYS course.**

My graduate degree is in art history and, relevant to this particular course, I studied with some of the original “Monuments Men” at Williams College and have been interested in the intersection of art, power and culture ever since. (When I taught at Assumption College in 1999-2000, I invited Prof. S. Lane Faison, then age 88, to speak any we presented a public lecture.) The course will cover many of the works of art and interesting cultural complexities that I have taught in various courses throughout my career from Ancient Greece and Rome (in this case we will see how Rome used Greek culture to continue an empire of thought) and art history surveys. In addition, I recently led a trip of adults to Turkey in which we investigated the intersection of ancient pagan, Byzantine and Moslem cultures in various buildings, most significantly the Hagia Sophia in Istanbul. I also will be using many of the teaching strategies for experiential learning and civic engagement that I have used in my current FYS course and for which I have recently presented at conferences in Athens, Greece in 2012 and 2013, Stellenbosch, South Africa in 2013 and upcoming in Gold Coast, Australia, this fall.

**11. Please provide specific examples to demonstrate how your course will meet the following expectations:**

*Please limit responses to a maximum of 200 words per criterion.*

**a. Utilize at least two different modes of inquiry:**

As we investigate this topic, we will use various modes of inquiry including historical analysis, formal analysis of art works, cultural and religious analysis. We will also approach topics from various areas ranging from aesthetic purpose, artistic expression, cultural relevance, societal acceptance, and historical importance.

For example, we will study the Hagia Sophia in the Byzantine city of Constantinople. Our first understanding will be through a formal analysis of the architecture to understand its form and liturgical purpose. We will then move into a historical analysis to understand the power and prestige of the Byzantine Empire under Emperor Justinian in 532 CE. We will then work through a cultural analysis of the 15<sup>th</sup> century Ottoman Turkish decision to neither destroy the building, nor the mosaics that lined the interior, despite the aniconic doctrine of Islam. Instead, the mosaics were carefully documented and then plastered over to display purely Islamic sanctioned decorations such as geometric and calligraphic decoration and floral arabesques. The building itself was then used as a mosque, the new religion of the newly named city of Istanbul! (Soon after, the building style was copied and repurposed in the Blue Mosque, therefore transferring the originally Christian architecture to a new Moslem purpose.) And finally, when Ataturk created a modern Turkey in the early 20<sup>th</sup> century, the building became a museum in the increasingly modern multicultural city.

**b. Use engaging pedagogies and involve students in a shared process of inquiry:**

This is my favorite part of FYS! I flip my classroom so that the time we have together in class is filled with debates, visits to museums, role-playing, community-based learning and problem based learning scenarios. As much as I am able, I engage my students in experiential learning in which they are working in groups to solve problems during class. These engaging pedagogies include “think, pair, share” to get students to actively participate each day. I like the classroom to be alive with discussion between classmates and then bring a larger group discussion about finely worked points and then send it back to the groups to further the discussion, allowing for all to participate multiple times during the class. Another strategy is the use of games in class to work through issues in an engaging way. These collaborative games bring creativity to the learning process and really encourages students to do their readings beforehand because there are so many opportunities to participate in low stakes, yet rewarding ways in class.

**c. Involve students in problem-based learning with a research component (including a library research component and information literacy skills):**

The library component will involve the students investigating a work of art of their own choosing that has met with a conflict of cultures or ideals. The students will create a documentary film project in which they investigate the work of art, its history and the reaction to the work from various cultures. The end result will be placed in a virtual museum of the power of images. I have worked with Kelly McBride over the past several years and we have

created several rubrics for the library component project, including an “Evaluative and Annotated Bibliography” which introduces the student to the library and hones their information literacy skills. Students are required to evaluate sources they consulted for their project and comment on those that were most helpful and why. In addition, students must note those sources they were able to rule out through a more thorough evaluation of content, style, authority and perspective. This is an incredibly useful exercise for critical analysis of sources and makes their final projects exponentially better.

**d. Help students make connections with faculty, other students, their courses, and the university.**

**i. Include an intentional focus on community building (to ensure students build an academic community, make a connection with faculty members, and feel a sense of belonging):**

I will begin the course with many activities in which we create a very intentional shared learning environment in which the students know that I am merely their guide and supporter as we move through the material and the college experience together. I also schedule lunches with small groups of 3 to 4 students so that we have all shared a meal together early on in the semester. These lunches are continued throughout the semester to foster a true sense of community between students and with me. I believe that sharing a meal is a way to intentionally create community. We will also discuss the sharing of food as a cultural entity as it relates to art and culture. I also encourage students to talk about or bring in those items that make them feel a part of community (home or newly found community, or past communities) and we relate this to the way art can carry the same associations in community. Finally, we will craft our own personal mission statement for our class so that each student plays an important role in shaping the learning environment and feels fully invested in the goals of his/her education.

**ii. Foster out-of-class engagement:**

Students will have assignments in which they will need to work together routinely outside of class and engage with local museums and galleries. We will go on a First Friday art walk together and I will offer opportunities to look at the classroom issues in their current surroundings. Specifically, this will be done online through discussion groups about current issues (one in particular this fall will revolve around the ongoing destruction of mosques, churches and Babylonian artefacts in Iraq and Syria to make the course topic relevant to today).

The final project for these students will require a large amount of out-of-class engagement in which students are working on their documentary films in groups for presentation to the public. From the very beginning, my students will know that what they are doing in class and related to our course begins and ends with real-world correlations and that the knowledge they gain throughout the course is relevant to their daily lives- not just in subject matter, but in the analytical and critical thinking skills they are sharpening, the community they are building, and

the relationship they are creating with their classmates and the larger world through their projects.

**iii. Incorporate some level of co-curricular involvement (service-learning, cultural events, outdoor programs, etc.)**

Students will participate in a civic engagement project in which they will work with a partner person or group in their final project that will help to preserve the memory of a person, group or culture that has been heretofore overlooked, maligned, subsumed or forgotten. The documentary film they produce will be a service to their partner.

We will also be watching a few films together, including the recent motion picture “Monuments Men.” I have ordered through the library and we will hope to watch it on campus together.

In addition, we will attend a First Friday art walk together to engage with the local arts scene and see how arts, culture and society work together. One other opportunity I take with my FYS class is a sculpture walk around campus to see how art enhances our own academic culture and community. This sculpture walk will include the various Rosen sculpture competition pieces, as well as some of the permanent pieces of the collection.

**iv. Help students appreciate interconnectedness of knowledge and the disciplines and begin to think about integration of coursework**

The course will lend itself to a continuous movement between various disciplines as we look at artworks from multiple perspectives. Throughout the course, I will be asking students to think about the interconnection of knowledge amongst cultures. For example, we will investigate how the coursework they are doing – investigating the power of art throughout cultures in the past – relates to what is going on in the news today. This creates a connection and relevance between their academic schoolwork and their application to the real world. Investigating how and why ancient civilizations chose to destroy or preserve the artworks of the people they came in contact with or conquered helps the student to understand how and why art plays such a powerful role in today’s society in America and all over the world.

**e. Include an element of “how to do college”**

**i. Provide explicit expectations and support for how to meet the level of challenge**

I begin my FYS courses with a few select chapter’s from Ken Bain’s *What the Best College Students Do* as an introduction to the kind of thinking that is required- risky, creative, relevant, and nothing like the kind of high school education that most students have endured. I pay particular attention to looking at “failure” as a good thing and a learning opportunity as well as the “Embracing Messy Problems” chapter in which will approach the work of our class without a binary right-or-wrong mentality, but with the idea that there are multiple outcomes and no easy answers, and that the journey is as much the goal as the destination.

In addition, my syllabus will rigorously lay out my expectations of students and what students can expect from me. I want them to know that expectations run on a two way street and that we are in this journey together.

#### **ii. Include exposure to appropriate campus resources**

Among other things, we will be taking advantage of the library resources and I will introduce my classes to the writing center and psychological services – all very important components to succeeding in such a challenging new environment. As much of what I ask of my students is so fluid, meaning we will be working together in asynchronous ways and meeting each other out of class so often, I will intentionally use class time to introduce my students to the resources that will help them succeed on campus in the academic, social, psychological, physical and emotional realms.

#### **f. Help students understand the purpose of college and getting a general education/liberal education**

Our emphasis on art and culture will encompass a wide range of viewpoints and we will spend every day reinforcing the idea that to understand and appreciate a disparate set of ideas is essential to understanding the world. Therefore, each day we will try to discover a new viewpoint and understand it for ourselves. We will then also spend time thinking about why this is important and relevant to our day-to-day lives. The course seeks to bring students to a greater understanding of how and why humans make art, what it means to them and why it should matter not just to them, but to others as well. Throughout the course, an appreciation of one's own culture as well as the thoughts and cultures of others will be emphasized.

In addition, the purpose of a college education will also be examined as a means to greater understanding of the world and a process of refining one's critical thinking skills and ability to function in an ever-evolving society. Truly we are not teaching *things* at the college level, although many *things* the students will learn are very important, but I will convey to my students that they are learning *ways* to encounter the world that will serve them the rest of their lives, far beyond the time when the *things* they have learned in college have become obsolete.

#### **g. Engage the year's Common Reading book selection**

I am currently reading this year's Common Reading Book and see many ways to incorporate the topic in the course and will certainly add each year's selection in a way that enhances the course topic.

**12. METHOD OF DELIVERY. First Year Seminar is a face-to-face class, unless there is a pedagogical reason to justify the class meeting online. Regardless, under no circumstances**



**will FYS courses meet more than 50% online. If your course is over 10% online, please explain what percentage you are proposing would be online and why.**

This will be a 100% face-to-face method of delivery.

**13. The student learning outcomes assigned to the First Year Seminar course are linked here: <<http://firstyearseminar.appstate.edu/general-education-goals-and-learning-outcomes-first-year-seminar>>. Every section of First Year Seminar addresses these outcomes. Please explain how your course will strive to meet the learning outcomes at the introductory level. The University's assessment of student learning outcomes through students' online A-portfolios provides the basis for assessing the General Education Program. Please limit responses to a maximum of 200 words per learning outcome.**

**Goal 1: Thinking Critically and Creatively:**

The course Art, Politics & Power will strive to meet the "Thinking Critically and Creatively" in several areas. First we will dissect topics from a range of perspectives using increasingly complex strategies from formal analysis to historical, cultural and religious understandings. We will seek to understand individual objects from multiple perspectives and seek to understand our own perspectives as we encounter them. Throughout the course, we will look inside ourselves to understand how we formulate opinions about these works and how we react to them. Delving deeper, using journal entries and low stakes writing assignments, students will use metacognitive strategies to understand why we see and react to works of art in this manner. Finally, students will create their own knowledge, together in a semester-long group project, in which they will look at an artwork through various stages and its multiple interpretations in various cultures and present its present day significance to the world at large.

**Goal 2: Communicating Effectively:**

Communicating Effectively is a key outcome for this course as art will be studied as a communicative tool throughout the semester. Therefore, students will be tasked with making their ideas clearly understandable to their classmates in verbal exchanges during classtime throughout the semester. In addition, the semester-long project will require a continued communication with each other and a partner for which they are researching some artwork which will result in a documentary film in which the student must effectively visually communicate their main idea to a larger audience.

In addition, writing is a key component to the course in which students will demonstrate written communication using low stakes and high stakes writing assignments to flesh out their ideas and arguments. Journals, discussion boards, and short papers with multiple chances for revision will be employed to help build these skills for writing effectively.

**Goal 3: Making Local-to-Global Connections:**

Making Local-to-Global connections is also emphasized in this course. We will pay particular attention to understanding other cultures, their worldviews and learning about their frames of reference through their artworks. Additionally, students will investigate the differences between their worldview and that of other cultures as well as how two disparate cultures, neither of which are related to the student's own culture, relate to each other in positive, negative and cooperative ways.

Understanding cultural diversity will also be investigated rigorously through case studies throughout the year. This will be accomplished through readings and films such as "Monuments Men" in which cultural values are debated, stolen, rescued, and cherished as well as readings and visits to museums and galleries in which we see the effects of multiple perspectives in the world and how they relate to our own communities.

**Goal 4: Understanding Responsibilities of Community Membership:**

Art, Politics & Power seeks to inform the student of the place of community membership and cohesion in creating culture. In addition, students will investigate the part each member plays in advancing and preserving the community, specifically through its art.

The course will also investigate the ethical dilemmas of community interaction, especially when one community invades or overtakes another. Several case studies including the Taliban and the Bamiyan Buddhas in Afghanistan (2001), Nazi looted art (WWII), and Spanish conquistadors and pre-Columbian civilizations (16<sup>th</sup> century) will look at the ethical consequences of not valuing the previous community and its membership.

Students will also investigate their own place in community membership as they consider their role as university students, family members, class members, small group members, and their newly created social community. Working in groups will offer many chances for students to understand their role in collaboration and recognize the strengths of others.

And most importantly, students are expected to perform a valuable role in a civic engagement project in which they bring to light a particular cultural identity or idea in their semester-long documentary film project on a work of art and its cultural context.

**14. Which of the 4 learning goals will your proposed FYS course have an assignment that demonstrates meeting the learning outcome? (check all that apply):**

Goal 1: Thinking Critically and Creatively

Goal 2: Communicating Effectively

Goal 3: Making Local-to-Global Connections

Goal 4: Understanding Responsibilities of Community Membership

**15. FYS participates in Appalachian State’s goal of global learning for all students. Each FYS course carries the GLO attribution for its *examination of a single issue from multiple perspectives*, a learning outcome designed to meet the GLO goal of *cultivating intercultural competencies*. Please describe (in 200 words or less) how your proposed course will meet this objective:**

During the course of Art, Politics and Power, I will be guiding my students through exercises in which we will encounter a work of art from several perspectives. We will see the work of art in context of the society in which it was made and look at the artist who made it and his or her influences. We will then see how the artwork is accepted or rejected in the culture of its own time. We will then examine how other cultures come in contact with the work and if it is subsumed, rejected, destroyed or reconfigured to suit the needs of a different culture. By the end of the course, the students will be researching their own projects in which they will need to explore the multiple meanings of the artwork throughout time and in the context of various cultures.

**16. The faculty of all approved First Year Seminar courses should understand that they are agreeing to work with General Education and IRAP staff to develop appropriate assessment tools for their FYS courses. All Appalachian State freshmen will be given an electronic portfolio (“A-portfolio”), which will enable the University to capture evidence (e.g., assignments and students’ reflection on the learning outcomes) for assessment purposes. FYS courses will thus support students in the initiation of their A-portfolio. How will you utilize the students’ A-portfolios to collect evidence / reflection on student learning? Check all that apply:**

Weave the importance of one’s digital presence on A-portfolios into course discussions

Require FYS students to upload at least one completed assignment related to one or more of the Gen Ed learning goals onto their A-portfolios

Require FYS students to document on their A-portfolios their learning related to one or more of the Gen Ed learning goals

Other (please describe)

**17. Please include with this form a draft syllabus that includes topics, reading materials, strategies for incorporating information literacy, and course assignments that promote integrative learning. Please see the detailed FYS Syllabus Checksheet here.**

**18. Please include with this form a copy of your curriculum vitae or resume.**

**Submitting Your Proposal:** Proposers should e-mail this completed form, with attachments, to Sheryl Mohn at [mohnsc@appstate.edu](mailto:mohnsc@appstate.edu).

**Approval Process:** The First Year Seminar Faculty Coordinating Committee, made up of three elected tenure-line faculty members affiliated with FYS, will review proposals and make recommendations (reject, revise & resubmit, accept with minor revisions, or accept) to the FYS Faculty Coordinator. The FYS Faculty Coordinator will send notification to proposers and, if accepted, to their chairs/directors/supervisors. Please note that approval of a course does NOT guarantee that there is a place on the schedule to teach. There are more approved FYS courses than there are open slots in the schedule.

**Questions?** For questions or assistance regarding A-portfolios contact Dr. Elaine Gray, A-Portfolio Coordinator ([grayje@appstate.edu](mailto:grayje@appstate.edu)). For more information or answers to questions about your proposal, please feel free to contact Dr. Martha McCaughey, FYS Faculty Coordinator ([mccaughey@appstate.edu](mailto:mccaughey@appstate.edu)) or Sheryl Mohn, University Program Associate for FYS and General Education ([mohnsc@appstate.edu](mailto:mohnsc@appstate.edu)).