**General Education Curriculum Course Designation Proposal**

**Cultural & Textual Inquiry**

**Department**: Click here to enter department ame.

**Date**: Click here to enter a date.

**Proposed by**: Click here to enter department chair’s name

 **Course Information**

|  |  |  |
| --- | --- | --- |
| Course prefix | Course number | Course title |
| Course catalog description |
| Current catalog course? (Select Yes or No) | Yes | How often will thecourse be offered? | Frequency of offerings |
| Number of credit hours\* | Credits | Designation to be effective: | Effective Semester | Effective Year |
| ***Inquiry:*** The purpose of Inquiry courses is to provide a diverse liberal arts experience. These courses will be offered at the 100-200 level and typically have no prerequisites. Each requirement draws from subdisciplines with recognized expertise in that area of study.***Policies:*** 1. Inquiry courses will devote a majority of coursework to the designation.
2. Inquiry courses will be offered at the 100- or 200-level and typically have no prerequisites.
* *Describe briefly how this course will align with the policies for an Inquiry course:*Click or tap here to enter text.

***Cultural & Textual Inquiry:*** These courses use interpretive methods and critical theories to examine the products and/or practices of human cultures. |

**Definitions of Key Terms:**

* + Practices are intentional human behaviors that are transmitted and reflected upon in relationship to other members of a community of the practice (reading, writing, governing, sports, building, craft, worship, protest, cooking, playing games).
	+ Products include texts (any form of written media), performances (e.g., musical, theatrical, rhetorical performances), and artifacts (material objects showing human artisanship or modification).
* Interpretive methods could include analysis and close reading of texts, images, sounds, and other products/practices; application of theory; use of digital humanities.
* Positionality is “the notion that personal values, views, and location in time and space influence how one understands the world. In this context, gender, race, class, and other aspects of identities are indicators of social and spatial positions and are not fixed, given qualities. Positions circumscribe the knowledge a person has about things, both material and abstract. Consequently, knowledge is the product of a specific position that reflects particular places and spaces. Issues of positionality challenge the notions of value-free research that have dismissed human subjectivity from the processes that generate knowledge and identities.” (Luis Sánchez, “Positionality” (entry in *Encyclopedia of Geography*, 2010 ed. Barney Warf])

**Course Characteristics**: *Describe briefly how this course will meet the following course characteristics for Cultural & Textual Studies.*

A Cultural & Textual Inquiry course will…

|  |  |
| --- | --- |
| **Course Characteristics**:  | Examples of class activities and/or assignments |
| 1. …use at least one interpretive method to critically examine products and/or practices of human cultures.
 | Click or tap here to enter text. |
| 1. …provide multiple opportunities to critically examine products and/or practices of human cultures within their contexts.
 | Click or tap here to enter text. |
| 1. …have students reflect upon their own socio-economic, political, and historical positionality while studying the products and/or practices of human cultures.
 | Click or tap here to enter text. |

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Gen. Ed. Dir.: Click to enter Gen Ed Dir’s name Choose Approval. Choose date.

EPCC Chair: Click to enter EPCC Chair’s name Choose Approval. Choose date.