

REQUESTING AN IS DESIGNATION

Please complete the following chart in order for the IS/MS committee to assess how well your course addresses the student learning outcomes. Please indicate with specificity what element of the assessment addresses the SLO. You do not need to address all the assessments for each SLO. Please note that we do not require you to list ALL assignments or texts that address the SLOs, representative texts or tasks are sufficient.

For a course to be designated IS, at least **three** of these six SLOs must be addresses in content and assessments.

IS SLO #	RESPRESENTATIVE RELEVANT TEXTS/READINGS	RESPRESENTATIVE ASSESSMENT/S
<p>SLO 1. Discuss global political, economic, cultural, social, ecological, and/or technological challenges from a perspective other than their own national and/or cultural context.</p>	<p>When discussing the spread of Buddhism from India to East Asia, students engage with the following readings:</p> <ul style="list-style-type: none"> • [primary documents] Excerpts from “Platform Sutra of the Sixth Patriarch”, “The Great Maudgalyayana rescues his mother from hell” • [Visual documents in PPT] a selection of Buddhist images including temples, Buddhas, Boddhisattva, and Asparas, etc. • [Book chapter and background reading] Patricia Sarah Schneewind. An outline history of East Asia to 1200, chapter 5. “Religions and Societies” 	<p>A midterm paper has students use documents to analyze (1) the challenges faced by Buddhist missionaries in their attempts to spread to East Asian societies with different cultural understandings; (2) The adaptation of Buddhist doctrines by absorbing Chinese ideas.</p>
<p>SLO 2. Apply discipline-based approaches to analyze complex, interdependent global systems and legacies (for example, natural, physical, social, cultural, economic, and/or political) and their implications for people's lives and/or the earth's sustainability.</p>	<p>When discussing the silk roads, students engage with the following readings:</p> <ul style="list-style-type: none"> • [Map handed out in class]: Map of silk road trade routes • [Youtbue video] Production of silk and paper in the Han Dynasty • [Book chapter and background reading] Patricia Sarah Schneewind. An outline history of East Asia to 1200, chapter 4. “The Han Empire and Its Neighbors” 	<p>Quiz; Poster assignment; group discussion.</p> <p>As a representative example, students create a virtual exhibition showcasing the exchange of commodities and culture along the Silk Road. In a take-home assignment, each student uses PowerPoint to create a poster that combines photos and textual descriptions to highlight a particular aspect of transnational trade and intercultural exchange. Then, in the next class, students demonstrate their posters in small groups; each group would select the best poster to showcase for the entire class.</p>

SLO 3. Identify sources of and strategies to address conflict, cooperation, inequity, and/or competition in a global context.		
SLO 4. Discuss discipline-based theoretical, cultural and/or intellectual perspectives within a global context.		
SLO 5. Apply multiple disciplinary perspectives (for example, cultural, historical, scientific, etc.) to examine the impact of countries, regions, or non-state actors on global systems (man-made and/or natural).	<p>When discussing Mongol empire, students engage with the following readings:</p> <ul style="list-style-type: none"> • [YouTube video excerpts] Climate Change and the Rise of the Mongols • [Artifacts from museums] Pottery and tapestry from the Mongol Empire • [Book chapter/ Background reading] Patricia Ebrey & Anne Walthall. Pre-Modern East Asia: A Cultural, Social, and Political history, 3rd Edition, Boston: Wadsworth, 2014. "Connections: The Mongol Rule" 	<p>As a representative example, one short-answer question in the final exam asks students to address the rise of the Mongol empire in relation to the Little Ice Age's impact on human societies and lifestyles. Here students connect history and environmental studies.</p> <p>An in-class discussion asks students to analyze potteries and textiles to understand the cultural dissemination and exchange in Pax Mongolica: For example, a 14th century Persian ceramic vessel contained Chinese cultural elements, and Islamic motifs appeared on Chinese-made textiles. Here students engage in both history and art history.</p>
SLO 6. Assess one's own sense of identity, community, ethics, perspective, and/or impact in the context of a world composed of interdependent yet often inequitable systems.		