**Slavic 3220 GE Rationale and Assessment Plan**

The Main Learning Objectives of Slavic 3220 are:

* To acquire skills in handling sophisticated concepts and incorporate them into discussions that address philosophy and hermeneutics
* To think comparatively across cultures
* To adduce concrete and eloquent examples when making an argument
* To differentiate between phenomena while simultaneously learning to perceive structural or ideological analogies
* To grasp the significance of science fiction as a genre that overlaps with speculative philosophy
* To confront the problems explored in sci-fi: utopia/dystopia, progress, technology, reason, imperialism, alterity, ethics, and transgression
* To understand and be able to analyze the inextricability of film as the product of modernism and technology, on the one hand, and scientific experimentation, which produced it, on the other
* To recognize and discuss gender differentiation and gender hierarchies built into cultural structures of sociopolitical privilege

**GE Rationale:**

**Visual and Performing Arts:**

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes:

1.      Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.

2.     Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.

3.      Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.

1. Visual and Performing Arts Expected Learning Outcomes:

1. Students develop abilities to analyze, appreciate, and interpret significant works of art.

2.    Students develop abilities to be an informed observer or active participant in a discipline within the visual, spatial, and performing arts.

*Evaluation of significant writing and works of art:* Slavic 3220 students will grasp the significance of science fiction as a genre that overlaps with speculative philosophy; confront the problems explored in sci-fi: utopia/dystopia, progress, technology, reason, imperialism, alterity, ethics, and transgression; and understand and be able to analyze the inextricability of film as the product of modernism and technology, on the one hand, and scientific experimentation, which produced it, on the other.

*Capacities for aesthetic and historical response and judgment*: Slavic 3220 students will acquire skills in handling sophisticated concepts and incorporate them into discussions that address philosophy and hermeneutics; they will adduce concrete and eloquent examples when making an argument; and they will differentiate between phenomena while simultaneously learning to perceive structural or ideological analogies.

**GE Rationale:**

**Diversity Global Studies:**

The Goals of the Global Studies GE requirement:

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.

2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.

3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

*Describe categories of race, gender, class, ethnicity, and religion in the pluralistic institutions and cultures and recognize the role of social diversity*. Slavic 3220 is comparatist in two ways--both synchronically and diachronically, i.e., it compares not only eastern (Russia/Poland) and western (American/English), but also eras within each culture. To the extent that politics influences film, and the political atmosphere in 1950s' America exerted an impact on The Invasion of the Body Snatchers (1956) that differs dramatically from another version of the film that appeared in the 1970s (1978). Moreover, responses to each film--both critical and popular--reflected the diversity of geographical areas within the US and of sundry interest groups.

*Global citizenship*: Slavic 3220 students will think comparatively across cultures. The will appreciate how various genres of sci-fi differ between cultures and how they do not and to what extent political and social institutions shape their view their notions of citizenship.

*Description, analysis and critical evaluation of the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship: Slavic 3220 students will recognize and discuss gender differentiation and gender hierarchies built into cultural structures of sociopolitical privilege*

GE assessment plan:

As developed in consultation with the Undergraduate studies Committee, Slavic 3220 will be reviewed and assessed in a variety of ways.

An assessment of whether these objectives are in fact being met is most easily and effectively carried out by an examination of the work students are actually required to do for the course.

1. Quantitative student SEI evaluation
2. Embeded testing: The committee will sample the second and the fourth embedded test for 25% of the students. The objective is for at least two-thirds of the samples to achieve a grade of 78% or higher.

Data: For example, their ability to think critically and to become informed observers, interpret the human condition and human values through literature, culture and art can be gauged by their responses to specific exam questions—typically comparisons of film from different cultures and/or historical periods. Thus, Exam II and Exam IV will have at least one essay question that will address comparison of films that specifically requires students to situate those films in their social and historical contexts. Similarly, each exam will have at least one question that demands an extended interpretation of a particular film; in some cases, students will even be asked to reflect on conflicting interpretations.

In this way, we hope to measure the course’s (and the students’) progress toward the GE category goals outlined above. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information. Students’ critical and analytic abilities will be explicitly tested through the essay questions on Exams II and IV (and Exams I and III of course). We believe that sampling should provide us with an adequate assessment of whether the course is in fact living up to its goals. We will be randomly sampling (and photocopying) specific exam questions from 25% of the class.

Process: The committee will write a brief summary report, and that, as well as the sampled questions themselves, will be made available to the instructor.

The criteria that we will be using in the assessment will be similar to those the instructor will have used in grading the exams in the first place. We will, however, pay somewhat less attention to the factual specifics of the students’ work than to what it reveals about whether they understood the nature of the question (or assignment) and the kind of response it required. As much as possible, we will also try to determine whether shortcomings in this area are correlated to the individual student’s poor attendance in class, or whether they result from miscommunication on the part of the instructor. If it is obviously the latter case, the Chair will work with the instructor to improve communication of the course expectations and content. Every five to seven years, at the request of the GE Assessment committee, we will compile a comprehensive report on the course as a whole, using all of the data from every offering of Slavic 3220. In particular, we will be looking to see if the students’ and our overall evaluations of the course have at least remained steady or, better, improved; if that proves not to be the case, we will attempt to use the data to make what seem to be the appropriate adjustments to the course content and structure.