

“**Cultures Over Time**” (CUOT) courses allow students to explore the distinctiveness of the past and how it relates to the present through an investigation of values, traditions, modes of thinking, and modes of behavior of one or more cultures, beginning before 1900.

CUOT courses will enable students to:

- Understand the role of historical context in cultural production and the complex and multiple ways in which cultures evolve over time.
- Analyze the cultural artifacts of pre-twentieth century societies using multiple kinds of sources.
- Write and defend historically grounded theses using both primary and secondary materials.

The text above should be included on your syllabus.

SYLLABUS GUIDELINES:

CUOT courses should:

- include both primary sources (literary texts, philosophical writings, products of material culture, aesthetic culture and scholarly works) and secondary works that interpret the culture and period under discussion.
- be devoted primarily to a period beginning before 1900
- actively engage academic methods, approaches and materials from more than one disciplinary field.

When preparing your syllabus, please keep in mind the following:

- No more than 50% of the final grade should be determined by exams.
- Attendance in Core courses is mandatory. We encourage instructors to count class participation in some way towards the final grade.

Proposed syllabi should include:

- all formal assignments and tests, and how much each will count towards a final grade
- approximate page numbers for assigned reading

Reading range:

Literary texts: up to 150 pages per week

Critical sources/ philosophical or theoretical texts: up to 50 pages per week

OR, some combination thereof

Please keep in mind that Core courses should privilege in-depth study of texts and deep knowledge over coverage of a given body of material. It is more important for students to learn critical thinking skills and tools for reading than to have read a particular corpus in its entirety. We encourage instructors to carefully consider the pacing of their classes with this in mind, with attention to what students can reasonably be expected to accomplish. While in some cases, reading one novel over two sessions may be possible, a course should not attempt to maintain a one-novel-per week pace over several weeks.

Writing range:

- 2-3 formal written assignments, 10-20 pages total; these assignments should assess different modalities**
- a class presentation requiring outside research may substitute for one of the writing assignments, as may an in-class exam
- Some form of final tool of assessment, in the form of a final exam or culminating paper

**The expectation is that students will receive instructor feedback in the form of multiple graded assignments paced throughout the semester. By mid-semester, students should have had graded feedback on at least one of these assignments.

Please note: while Core courses may address Jewish texts and cultures, they must do so in comparative perspective. Core courses may not have Jewish texts and cultures as their central or exclusive focus.

NOTE: Determination of “Honors” designation for Core courses occurs after a course has been approved in a given category. Designated Honors sections will then be asked to include: more challenging writing assignments, with increased length; additional critical readings; opportunities for revision of written work; increased emphasis on class participation; whenever possible, opportunities to continue the learning outside of the classroom.