

UNIVERSITY OF MICHIGAN-FLINT
COURSE CHANGE REQUEST for GenEd Distribution

* * * This change is not effective for registration or publication until this request has been reviewed by the Provost.* * *

Change Effective for Term: Fall 2010

School/College: College of Arts and Sciences (CAS)

Department: English (ENG)

Subject: **ENG**

Course Number: **315**

Check here for NO CHANGE:

INACTIVATE Course

INACTIVATE Crosslisting(s)

INSTRUCTIONS: Only where a change is requested, please complete the Requested Change column below; leave other lines blank. Add separate page(s) if space provided is not sufficient for your response.

AS CURRENTLY OFFERED

1. Title: Shakespeare in History
2. Credit Hours: (3)
3. Repeat Status: (see CURRENT Course Description below)
4. Crosslisting(s):
5. GE Distribution: h

REQUESTED CHANGE

- to:
- to: Total ____ -or- Variable ____ to ____
- to: Max of ____ credits -or- _____
- to:
- to: **FYE** First Year Experience **CAP** Capstone
H Humanities **S** Social Science
GB Global Studies **F** Fine Arts
HW Health&Well Being **FQ** Finance&Qnt Lit
N Nat Science and / or **NL** Nat Sci Lab
T Technology

6. CURRENT Course Description:

Study of selected comedies, histories, and tragedies in relation to cultural contexts such as changing social and familial roles, the Elizabethan and Jacobean courts, religious practices, the professional theatre, and competing playwrights.

Covers plays not studied in ENG 316.

**UM-FLINT
RECEIVED**

OCT 19 2009

**College of Arts & Sciences
Dean's Office**

7. NEW Course Description (as it should appear in the Catalog):

REQUESTED BY:

Department Chair

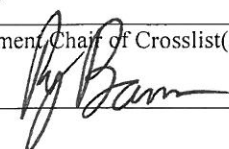
10-19-09

Date

Department Chair of Crosslist(s) or Prerequisite(s)

Date

Dean



10/26/09

Date

Dean of Crosslist(s) or Prerequisite(s)

Date

GECAC

Date

REVIEWED BY:

Catalog Editor

Date

Provost

Date

Catalog Coordinator (Registrar's Office)

Date

REQUEST FOR GENERAL EDUCATION DISTRIBUTION DESIGNATION

Directions: Please indicate which learning outcomes will be addressed in this course (place the corresponding number and outcome where indicated). A minimum of five learning outcomes must be addressed for a course to be eligible for general education distribution designation. Please provide a brief narrative as to how the course objectives/key concepts address each learning outcome selected, and indicate what tools for assessment will be used.

Course Title: Shakespeare in History		
Department: English	Course Prefix: ENG	Course Number: 315

No. 3	Learning Outcome: Demonstrate the ability to think critically
<p>Narrative: This course studies a selection of Shakespeare’s plays in relation to cultural contexts such as changing social roles, the Elizabethan and Jacobean courts, religious practices, and the professional theatre. Students read and evaluate articles on the history of the period; more importantly, they will read the scripts as a mine of qualitative details for understanding subjectivities as well as social roles and practices. Emphasis is placed on teaching students to read drama critically which involves both the skills used in literary analysis as well as the ability to imagine multiple ways scripts may be performed. In addition to studying the formal features of drama, students will consider the relationship between the plays and history, culture, and politics.</p> <p>Assessment tools: Class discussion, response papers, scene performances, analytical essays, essay exams.</p>	
No. 4	Learning Outcome: Demonstrate the ability to think creatively
<p>Narrative: Reading drama demands creative thinking. Students must be taught to imagine that a given line of the script may yield different meanings, depending on how it is delivered in performance. Likewise, a scene can vary significantly depending on performance. Students are encouraged to imagine, see, and study different performances of plays studied. This enriches their understanding both of the play and of Shakespeare’s accomplishment as a dramatic author.</p> <p>Assessment tools: Creative projects that involve performance (i.e. “tell the story of the play by selecting, rewriting, and performing three scenes”), exams that include questions addressing performance issues, group scene projects.</p>	
No. 5	Learning Outcome: Produce competent written work
<p>Narrative: Students learn how to construct arguments about the meaning and value of the plays. Response papers focus on asking interesting questions and answering them by using techniques of close-reading. Informal papers generate ideas for topics of longer analytical papers.</p> <p>Assessment tools: Response papers, analytical essays, essay exams.</p>	
No. 2	Learning Outcome: Demonstrate facility with Research
<p>Narrative: Assigned readings introduce students to resources in history books and databases and in literary criticism that can enhance their understanding and appreciation of Shakespeare’s plays. The final essay includes a research component: students must find, assess, and incorporate into their arguments material from 3-5 additional sources.</p> <p>Assessment tools: Midterm essay that asks students to relate a scholarly article to a play(s); final research essay.</p>	
No. 8	Learning Outcome: Demonstrate knowledge of culture and the arts, social structure and process
<p>Narrative: Shakespeare’s works are obviously very significant creative works for understanding 1) cultural evolution (i.e. Freud derived his theories of human personality in part from studying Shakespeare’s characterization), 2) development of the expressive potential of theatre and of the arts more generally, 3) how art may effect social change (i.e. Shakespeare arguably “invented” notions of romantic love, the self, and the people as an engaged and politically responsible body. It probably goes without saying that Shakespeare’s drama depicts the diversity of the human experience both in the range of characters he created and in the lives his scripts have had over time on stages across the globe.</p> <p>Assessment tools: Class discussion, essay exams, final papers or projects (which are frequently interdisciplinary).</p>	