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: 307  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: English Travelers in the Middle East & Cross-Cultural Perceptions
2. Credit Hours: (3)
3. Repeat Status: (see CURRENT Course Description below)
4. Crosslisting(s): MES 307
5. GE Distribution: h

REQUESTED CHANGE

to:

1. Total ____ -or- Variable ____ to ____
2. Max of ____ credits -or- ___________
3. FYE First Year Experience, CAP Capstone
4. H Humanities, S Social Science
5. GB Global Studies, F Fine Arts
6. HW Health & Well Being, FQ Finance & Qnt Lit
7. N Nat Science and / or NL Nat Sci Lab
8. T Technology

6. CURRENT Course Description:
Survey of encounters from the Renaissance to the present between English travelers and native Muslims, as well as individuals from other religious and ethnic groups in the Ottoman Empire, Morocco, Persia and the modern Middle East. Travel writing as an important branch of literary studies; how narrative strategies may further imperialist agendas or undermine them by representing encounters that are mutual, cooperative, respectful and potentially transformative.

UM-FLINT RECEIVED
OCT 23 2009
College of Arts & Sciences
Dean’s Office

REQUESTED BY:

Department Chair  10-19-09

Dean of Crosslist(s) or Prerequisite(s)  10-22-09

Dean  10/26/09

REVIEWED BY:

Catalog Editor  Date

Provost  Date

Catalog Coordinator (Registrar’s Office)  Date

GECAC  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.

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Outcome: Demonstrate knowledge of culture and the arts, social structure and process, and the physical and natural world</th>
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<tbody>
<tr>
<td>No. 8</td>
<td><strong>Narrative:</strong> Since the Renaissance, Western civilizations and nations have defined themselves in relation to the Middle East. This course surveys a history of encounters from the Renaissance to the present between English travelers and the native Muslims as well as individuals belonging to other religious and ethnic groups they encountered in the Ottoman Empire, Morocco, and later the nations of the Middle East. As well as understanding a great deal about the ways travel writing and encounters with the Middle East shaped Western civilization, students will learn a great deal about Islam and the cultures of many different Middle Eastern countries. The texts we study, more and less literary, give students access to historical, political, sociological, and anthropological understandings of foreign cultures. Furthermore, travel writing is a perfect antidote to media journalism dominated by the sound byte: the writers strive to convey the experience of being on the ground, encountering the otherness of place and people. As a result, students learn a lot about geography and the natural world in the process.</td>
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<td>Assessment tools: Class discussions, online blogs, “travel journal”, analytical essays, essay exams.</td>
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<th>No. 10</th>
<th>Learning Outcome: Use multiple perspectives and methodologies to analyze real or hypothetical problems.</th>
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<td><strong>Narrative:</strong> As the above description indicates, the nature of travel writing is multi-disciplinary. Hence, to study it is to examine how areas of knowledge, practice, and creative work inform each other, change over time, and interact with context. Students are introduced to a range of concepts and theories, especially Edward Said’s notion of “orientalism” (broadly, a theory of the ways Western culture has understood and represented the Middle East and its peoples), and are expected to test this theory in relation to a chronologically-covered spectrum of texts. Because it is an important theme in the travel-writing, we spend a lot of time in the class examining Islam in specific cultural contexts and discussing both its advantages and problems within its native context and vis a vis Western culture as the travel writers do.</td>
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<td>Assessment tools: Class discussions, online blogs, analytical essays, essay exams.</td>
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<th>No. 11</th>
<th>Learning Outcome: Investigate the nature of citizenship</th>
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<td><strong>Narrative:</strong> The modern and contemporary travel narratives we study in the course deal with the compatibility of Islam with Modernity. We discuss citizenship and community in Islamic cultural contexts and make comparisons to Western societies. Students will strive to understand the ways travelers evaluate and represent the foreign cultures they experience and understand the biases or the epiphanies that inform their comparisons of Middle Eastern to Western cultures. As they study the texts, they have a vicarious experience of the culture and, assisted by their own research, may engage in similar evaluations.</td>
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<td>Assessment tools: Class discussions, journals &amp; online blogs, analytical essays, essay exams.</td>
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<th>No. 12</th>
<th>Learning Outcome: Apply knowledge to complex issues such as social justice, globalization etc.</th>
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<td><strong>Narrative:</strong> Usually the class has a good mix of students from diverse ethnic and religious backgrounds. To participate in meaning class discussions, students must learn and demonstrate real respect for the differences of others and a tolerant openness to considering the beliefs, morals, and practices of other faiths as offering something valuable. Many students feel that they understand Islam for the first time and modify their thinking in light of their enhanced understanding. Of course, we frequently link the historical narratives to contemporary attitudes toward Islam, Muslims, and the Middle East, and the course should give students understanding of the historical evolution of prejudice as well as models of the ways prejudices can be overcome. Students have plenty of opportunity to investigate, discuss, write about and even act on contemporary critical issues. Visits to the local mosque and participation in events on campus are built into the course.</td>
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<td>No. 3</td>
<td>Learning Outcome: Demonstrate the ability to think critically (&amp; creatively)</td>
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**Narrative:** All of the outcomes generally cited to support a Humanities designation apply to this course. The literature students read covers centuries of history. The earlier texts are somewhat difficult: students must read sixteenth-century English, read the biases of the writers, read both the culture the writer is coming from and the culture about which he/she is writing. Merely to read the texts, students are deeply involved in the practice of critical thinking. The more we read, the more occasion students have to apply critical concepts and theories and to make comparisons between texts. Producing competent written work with some independent research is also a main goal of this course.

**Assessment tools:** Class discussions, informal writing, analytical essays.