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: History (HIS)

Subject: HIS
Course Number: 291

☐ 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: East Asia since 1600
2. Credit Hours: (3)
3. Repeat Status: (see CURRENT Course Description below)
4. Crosslisting(s):
5. GE Distribution: S

REQUESTED CHANGE

to:

to: Total ____ -or- Variable ____ to ____
to: Max of ____ credits -or- _________
to:

to: FYE First Year Experience  CAP Capstone

H Humanities
GB Global Studies
HW Health & Well Being
N Nat Science and/or
T Technology
S Social Science
F Fine Arts
FQ Finance & Qnt Lit
NL Nat Sci Lab

6. CURRENT Course Description:
Development of Chinese, Japanese and Korean civilizations from 1600 to present. Examination of differing responses to Western culture, along with the rise of various schools of political thought (democracy, communism, fascism).

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

REQUESTED BY:

[Signature]
Department Chair
Date 9/19/09

Dean
Date 10/13/09

REVIEWED BY:

[Signature]
Catalog Editor
Date

Provost
Date

Catalog Coordinator (Registrar’s Office)
Date

GECAC
Date

I:\Catalog\Course Change Request Form for GenEd Dist.doc  Revised 7/22/09
<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Outcome: Reflect on one’s own learning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative:</td>
<td>This History course will devote a portion of its focus to student reflection on the learning process. Students will engage in a synthetic analysis of East Asia to 1600 and explore how the application of historical knowledge, methods, and perspectives affects their personal viewpoint on current or historical topics.</td>
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<tr>
<td>Assessment tools:</td>
<td>Writing assignment, or graded discussion board</td>
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<tr>
<th>No.</th>
<th>Learning Outcome: Demonstrate the ability to think critically</th>
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<tbody>
<tr>
<td>Narrative:</td>
<td>This History course will devote a portion of its focus to the development of critical thinking. Students will compare and contrast conflicting historical perspectives, analyze the relationship between past and present, and understand the processes of historical change and continuity.</td>
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<tr>
<td>Assessment tools:</td>
<td>Paper assignment, class presentation or exam</td>
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<tr>
<th>No.</th>
<th>Learning Outcome: Produce competent written work</th>
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<tbody>
<tr>
<td>Narrative:</td>
<td>This History course will devote a portion of its focus to the development of competent written work. Students will develop their ability to write clearly and correctly with knowledge of historical conventions and will present their ideas in a logical and organized manner.</td>
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<td>Assessment tools:</td>
<td>Paper assignment or essay exam</td>
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<tr>
<th>No.</th>
<th>Learning Outcome: Use visual and non-verbal tools to enhance and decode messages</th>
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<tr>
<td>Narrative:</td>
<td>This History course will devote a portion of its focus to the analysis of visual and non-verbal tools. Students will evaluate and interpret historical images such as posters, political cartoons, paintings, documentaries, films, and other appropriate visual materials.</td>
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<tr>
<td>Assessment tools:</td>
<td>Graded film review, analyze painting/poster/political cartoon/historical image as part of an exam, written assignment or graded discussion</td>
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<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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<td>Narrative:</td>
<td>This History course will devote a portion of its focus to knowledge of culture and the arts, social structure and process, and the physical and natural world. Students will identify, explore, and analyze key events, texts, theories, and cultural traditions in the history of the human experience.</td>
</tr>
<tr>
<td>Assessment tools:</td>
<td>Exams, written assignments, class presentation or graded group discussion</td>
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