**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. * * *

<table>
<thead>
<tr>
<th>Change Effective for Term:</th>
<th>Fall 2010</th>
<th>School/College:</th>
<th>College of Arts and Sciences (CAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>History (HIS)</td>
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<tr>
<th>Subject:</th>
<th>HIS</th>
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<tbody>
<tr>
<td>Course Number:</td>
<td>412</td>
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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:** The Atlantic World in Transition: 1400-1850
2. **Credit Hours:** (3)
3. **Repeat Status:** (see CURRENT Course Description below)
4. **Crosslisting(s):**
5. **GE Distribution:** 

### 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:

*History of the interaction of Europeans, Native Americans, and Africans between approximately 1400 and 1800. European exploration and colonization in the New World, Caribbean, and Africa; the origins and development of the Atlantic Slave Trade; the complex cultural connections that tied these regions together; movements for colonial independence.*

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

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**REQUESTED BY:**

[Signature]

10/19/09  
Department Chair  
Date

[Signature]

10/19/09  
Department Chair of Crosslist(s) or Prerequisite(s)  
Date

[Signature]  
10/19/09  
Dean  
Date

**REVIEWED BY:**

Catalog Editor  
Date

Provost  
Date

Catalog Coordinator (Registrar's Office)  
Date

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I:\Catalog\Course Change Request Form for GenEd Dist.doc  Revised 7/22/09
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>Course Title: The Atlantic World in Transition, 1400-1850</th>
<th>Department: History</th>
<th>Course Prefix: HIS</th>
<th>Course Number: 412</th>
</tr>
</thead>
</table>

No. 3 Learning Outcome: Demonstrate the ability to think critically
Narrative: 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 better understand the processes of historical change and continuity.

Assessment tools:
Paper assignment, class presentation, or exam

No. 5 Learning Outcome: Produce competent written work
Narrative: 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.

Assessment tools:
Paper assignment or essay exam

No. 6 Learning Outcome: Participate in dialogue that involves respectful and careful listening
Narrative: This History course will devote a portion of its focus to the development of oral communication skills. Students will develop their ability to contribute thoughtfully to discussions on historical debates, express their own ideas in a logical and organized manner, and listen attentively and respectfully to others’ informed views on historical issues.

Assessment tools:
class discussion with graded assignment, or class presentation, or graded discussion board (on blackboard), or class participation grade

No. 7 Learning Outcome: Use visual and non-verbal tools to enhance and decode messages
Narrative: 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.

Assessment tools:
Graded film review or Analyze painting/poster/political cartoon/historical image as part of an exam, written assignment, or graded discussion

No. 8 Learning Outcome: Demonstrate knowledge of culture and the arts, social structure and process, and the physical and natural world
Narrative: 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. Specifically, this course will describe and analyze the complex cultural, political, and economic connections among Europeans, Native Americans, and Africans that tied the Atlantic World together between approximately 1400 and 1800.

Assessment tools:
Exams, or Written assignments, or Class presentation, or Graded group discussion