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: University of Michigan - Flint
Department: University of Michigan - Flint

Subject: HON
Course Number: 156
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: Great Books II

2. Credit Hours: (5)

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: 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, discussion and written critical analysis of works from the Enlightenment to the nineteenth and early twentieth centuries. Two class periods per week are devoted to written critical analyses. Writing includes a research paper of some depth and complexity.

Completion of HON 155 and 156 fulfills the general education requirement in English composition.

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

REVIEWED BY:

Catalog Editor

Provost

Catalog Coordinator (Registrar’s Office)

REVIEWED BY:

Dean’s Office

College of Arts & Sciences

UM-FLINT RECEIVED

NOV 0 3 2009

Department Chair

Date

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

Date

Dean

Date

Dean of Crosslist(s) or Prerequisite(s)

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>Course Title: Great Books II: Multiple Cultures, Multiple Identities</th>
<th>Department: Honors Program</th>
<th>Course Prefix: HON</th>
<th>Course Number: 156</th>
</tr>
</thead>
</table>

No. 2 & 5  Demonstrate facility with research methods, produce competent written work

Narrative: In this 5 credit, team-taught course, the students engage in multiple research strategies, gathering information from a variety of sources including library print and electronic materials, film, the web, analyzing and assessing the sources for reliability, pertinence, and significance in relation to their chosen topic. Students are introduced to responsible documentation strategies across the disciplines, and are taught to use such tools as RefWorks to aid in the research process. The research process is designed to result in carefully written essays that synthesize the material they have found, in order to demonstrate an understanding of structural and well as stylistic aspects of academic writing. The essays are developed using a process approach, so that the students can reflect critically on their own writing process, while discussing the writing process of other students during peer editing and evaluation.

Assessment tools: Assessment tools: written notes and summaries analyzing the sources and preparing for their major research paper

No. 3  Demonstrate the ability to think critically

Narrative: Students are required to distinguish among facts, opinions and values in their research and to analyze their sources critically. They are required to develop papers with an argumentative edge, making a strong case and taking a critical stand in relation to the topic or theme. They are also required to synthesize information from a variety of disparate sources into order to develop a coherent, well-argued paper.

Assessment tools: written notes and summaries analyzing sources, essay and major paper synthesizing sources.

No. 8  Demonstrate knowledge of culture and the arts, social structure and process

Narrative: As part of this team-taught course, students are introduced to the social, cultural and historical context of literary texts, demonstrating the interrelationship between the arts (literature and graphic art of a particular period) and it context. Social structure and social processes of the particular period and society are viewed in relation to the literary and artistic products of that time period and society.

Assessment tools: Essays, written response questions based on group discussion.

No. 10  Use multiple perspectives and methodologies to analyze ...problems:

Narrative: This course introduces multiple disciplinary perspectives, viewing texts and films from historical, social, and literary points of view in order to show how areas of knowledge, practice, and creative work inform one another in a historical context.

Assessment tools: Essays, response questions based on group discussion.

No. 11  Engaged Citizenship: local to global ::

Narrative: The theme of this course, “multiple cultures, multiple identities” points toward the movement in the course from the local to the global as the students examine the historically changing concept of what it means to be a citizen of the United States and the wider international community. Students explore and evaluate questions of cultural, racial, and gender differences and they focus on the cultural contact zones in which cultures interact.

Assessment tools: Major paper dealing with cross-cultural issues, short essay