**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: Fall 2010</th>
<th>School/College: University of Michigan - Flint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: University of Michigan - Flint</td>
<td></td>
</tr>
<tr>
<td>Subject: HON</td>
<td>Course Number: 251</td>
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</tbody>
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☐ 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.

<table>
<thead>
<tr>
<th><strong>AS CURRENTLY OFFERED</strong></th>
<th><strong>REQUESTED CHANGE</strong></th>
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<tbody>
<tr>
<td>1. Title: Great Ideas</td>
<td>to: Total _____ -or- Variable _____ to _____</td>
</tr>
<tr>
<td>2. Credit Hours: (3)</td>
<td>to: Max of _____ credits -or- ________________</td>
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<tr>
<td>3. Repeat Status: (see CURRENT Course Description below)</td>
<td>to:</td>
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<tr>
<td>4. Crosslisting(s):</td>
<td>to: FYE First Year Experience CAP Capstone</td>
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<tr>
<td>5. GE Distribution: h or s</td>
<td>H Humanities S Social Science</td>
</tr>
<tr>
<td></td>
<td>GB Global Studies F Fine Arts</td>
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<tr>
<td></td>
<td>HW Health &amp; Well Being FO Finance &amp; Quant Lit</td>
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<tr>
<td></td>
<td>N Nat Science and/or NL Nat Sci Lab</td>
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<td>T Technology</td>
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6. **CURRENT Course Description:**

*In-depth exploration of key concepts, ideas and themes in the history of civilization. Emphasis on class discussion, critical reading and writing.*

Course content determines whether h or s credit applies.

7. **NEW Course Description** (as it should appear in the Catalog): **No Change.**

*Note that the course description in the catalogue remains generic, since over the years different professors teach this course. However, the emphasis will remain cross-cultural understanding. However, if the committee requires a change in the more generic course description, we will be happy to do so."

**REQUESTED BY:**

[Signature]
Department Chair  Date

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

Dean  Date

Dean of Crosslist(s) or Prerequisite(s)  Date

GE CAC  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
Rationale for this course:

HON 251 has been taught over the past five years as a cross-cultural course emphasizing an understanding on the students’ part of cross-cultural issues pertaining specifically to the cultures of South and Central America, and Mexico. It corresponds to a strong emphasis in the honors program as at the University of Michigan-Flint on internationalization of the campus. The course is taught in translation, so that students from all disciplines can participate actively in the discussion and conversation, and thus promote a better understanding of cultures other than their own.

We expect to teach this course in the future essentially as a course that emphasizes and understanding of other cultures. We do not foresee a change in the professor currently teaching the course. However, with a growing number of global studies courses, in the future keeping the international/global course content will correspond to the growing internationalization of the campus itself.
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 Ideas I: The cultures of Mexico, South and Central America</th>
<th>Department: Honors Program</th>
<th>Course Prefix: HON</th>
<th>Course Number: 251</th>
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</thead>
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No. 2 **Demonstrate facility with research methods**

**Narrative:** In this course, the students engage in multiple research strategies, gathering information from a variety of sources including library print and electronic materials, film, the web, and class texts and handouts. 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 will focus on historical and cross cultural issues in South and Central America and Mexico.

**Assessment tools:** Essays demonstrating thoughtful and critical response to sources.

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. The papers will demonstrate an understanding of the cultural issues introduced in the course, and will invite the students to reflect on the relationship between their own and other cultures.

**Assessment tools:** written notes and summaries analyzing sources, essays synthesizing sources.

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

**Narrative:** Students are introduced to social, cultural and historical issues pertinent to the many cultures and the complex history of Mexico, and South and Central America through literary and historical texts. 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 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 and cross-cultural context.

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

No. 11 **Engaged Citizenship: local to global:**

**Narrative:** The theme of this course, the cultures of Mexico, South, and Central America, points toward the movement in the course toward an understanding of global issues involving history, cross-cultural influence, social and cultural difference, ethnicity and forms of government. The students reflect on their own culture in relation to cultures with a different language base, and with different views of citizenship and membership in a specific 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:** Essays of responses dealing with cross-cultural issues.