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: 252  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 Ideas II

2. Credit Hours: (3)

3. Repeat Status: (see CURRENT Course Description below)

4. Crosslisting(s):

5. GE Distribution: h or s

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:
Continued focus on 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):
Focus on key concepts, ideas, and themes in the history of civilization and how they are influenced by technological advances, particularly in technology relating to information flow and dissemination.

REQUESTED BY:

Department Chair  Date

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

Dean  Date

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

GECAC  Date

REVIEWED BY:

Catalog Editor  Date

Provost  Date

Catalog Coordinator (Registrar's Office)  Date

I:\Catalog\Course Change Request Form for GenEd Dist.doc  Revised 7/22/09
Rationale:

This course focuses on how key ideas and themes in the history of civilization are strongly influenced by technological changes particularly changes relating to information flow and dissemination. The course will begin with the earliest technology relating to information gathering, research, and archiving for future generations in the earliest libraries, using developments from clay tablets, to scrolls and parchment as central information “clearing houses” were first developed in the form of libraries. The course traces the history of technological development which went hand in hand with changes in the world picture and the concepts of education from the time of the monasteries, through the discovery of the printing press in the fifteenth century, to the new concept of education, and the place of human beings in society reflected in the Carnegie Libraries with their open stacks and their new emphasis on education for everyone, not just the cultural elite. The course will also focus on how the google project and current technology (in which the University of Michigan-Flint has been an active participant from the outset) are radically changing how we view information, and even how we view the world. Students will also be using new forms of information technology such as RefWorks in order to develop research skills and an understanding of research both within and outside their discipline.
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: Ideas II: Cultures of Research</th>
<th>Department: Honors Program</th>
<th>Course Prefix: HON</th>
<th>Course Number: 252</th>
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No. 2 & 5  Demonstrate facility with research methods, produce competent written work

Narrative: Narrative: In this 3 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 required to use responsible documentation strategies across the disciplines, and are expected to use such new technological tools as RefWorks to aid in the research process. They were introduced to these new research technologies and their attendant strategies in HON 156. The research process is designed to result in carefully written essays that synthesize the material they have found on a specialized topic in their discipline, 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 expected to see their own research tools in relation to the wider picture of how information flow and dissemination has changed historically through technological advances that have had a strong impact on the cultures of the time. They are to use the new information technology such as RefWorks and other electronic resources 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. Annotated bibliography

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 technological developments which first increased the efficacy of information gathering and dissemination in the form of the first great libraries of the ancient world. The students are invited to understand how the library developed through the interplay of technological and social/cultural changes from private collections, available only to the few and the elite, to social institutions which made information and education available to everyone. Social structure and social processes of the particular period and society are viewed in relation to the development of libraries and universities from the Ancient Greeks to the present.

Assessment tools: Short Essays, written response questions, exams.

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

Narrative: This course introduces multiple disciplinary perspectives, viewing the technologies involved in research, writing, and documentation making information more universally available across cultures, so that we can now speak of a global view of knowledge gathering. At the same time, students are invited to understand how individual disciplines view research from a variety of perspectives, so that research and its attendant technologies may be seen differently through the lenses of one specific discipline compared to another. They will have hands-on experience in their research, of how technology has changed our approach to research across the discipline; at the same time they will be expected to recognize that each discipline represents an individual culture with its discipline-specific codes and assumptions about research and research methodology.
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<th>No. 12</th>
<th>Apply knowledge to complex issues</th>
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**Narrative:** Students apply the knowledge and understanding they have gained about how technology has radically changed our approach to information gathering, through research in their discipline.

**Assessment tools:** Major essay applying research methodologies to issues in the discipline.