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: Philosophy (PHL)

Subject: PHL
Course Number: 163

☐ 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: Rhetoric of Hate and Fear
2. Credit Hours: (3)
3. Repeat Status: (see CURRENT Course Description below)
4. Crosslisting(s): COM 163.
5. GE Distribution: h

REQUESTED CHANGE

to:

Total ____ -or- Variable ____ to ____

Max of ____ credits -or- _______________

to:

No Crosslist

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:
Examination of appeals to hate, fear, and related emotions and the place of such appeals in moral, political and ideological reasoning and persuasion. Critical analyses of assertions and arguments of individuals and groups active in contemporary American society, including paramilitary groups, radical religious movements and cults, anti-Semitic organizations, and extremist black and white supremacy groups. Theoretical analyses of the thinking of such groups and the place of such thinking in modernism and post-modernism. Emphasis on conspiracy theories, religious fanaticism, racism, misogyny and extreme anti-homosexuality.

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

REVIEWED 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

Catalog Editor
Date

Provost
Date

Catalog Coordinator (Registrar's Office)
Date

L:\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.

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**No. 3 Learning Outcome: Demonstrate the ability to think critically**

Narrative: Students shall examine and critique the ways in which various groups, beliefs, practices, and cultures have become the objects of hate and fear, and, especially, the language and argumentation by which they have become despised. For instance, they may investigate why many have believed and continue to believe that homosexuality is evil, or how terrorists have come to widely be viewed as proper subjects of torture. Further, they shall examine the truth and/or falsity of the claims made by those for and against the various objects of hate and fear.

Assessment tools: Papers, quizzes, oral presentations, online discussions, short answer assignments.

**No. 4 Learning Outcome: Demonstrate the ability to think creatively**

Narrative: Students shall work to extract hidden assumptions and unstated implications contained in the works of those promoting and defending against various discourses of hate and fear, while also working to relate events and controversies of the present day to those discourses. For instance, they may be asked why there is widespread fear of small animals such as mice and roaches when they seem to pose only a very minor annoyance to human beings. Further, students shall provide their own interpretations of the works reviewed in class.

Assessment tools: In-class discussions, papers.

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

Narrative: Narrative: Students shall produce a variety of written pieces each of which is held to standards of philosophical rigor. These writing assignments shall meet standards of clarity and economy of thought and language.

Assessment tools: Various writing assignments, such as short analytical papers, longer research papers, and online discussions.

**No. 6 Learning Outcome: Participate in dialogue that involves respectful and careful listening**

Narrative: The essence of philosophical activity is the engagement of dialogue with others. Students shall participate in class conversation, debating issues, offering and considering and replying to arguments both in the assigned works and those offered by others in the classroom. Students shall listen and carefully consider ideas, questions and suggestions of others. Students participation in this dialogue shall be sincere, taking seriously the legitimacy of opposing viewpoints.

Assessment tools: Class discussion, oral presentations, online discussions.

**No. 10 Learning Outcome: Use multiple perspectives and methodologies to analyze real or hypothetical problems**

Narrative: Students shall study texts and other media presenting competing ideas as well as works that provide different answers to the same issue or problems. Students shall consider philosophical puzzles, create counterexamples and/or analogies to justify their point of view.

Assessment tools: Written work, oral presentations, exams, class discussion.