**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: “**Honors 302: World Cultures—Social Science”

**Home Department:** Honors Program

**Department Chair Name and Contact Information** (phone, email): David Wood ([dwood@nmu.edu](mailto:dwood@nmu.edu)) ext. 2112

**Expected frequency of Offering of the course** (e.g. every semester, every fall): once or more per year

**Official Course Status**: Has this course been approved by CUP and Senate? YES IN PROGRESS

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

Honors 302 generally focuses from a social science perspective upon the changing patterns of interaction among the world’s peoples from Ancient times into the modern era. As the NMU Bulletin observes of Hon 302: “Critical reading and comparative analysis will be used to explore a non-western European culture from a social science perspective. The discipline (anthropology, economics, geography, health, history, political science, and/or sociology) through which a specific culture and its people are explored will vary with faculty expertise.” Students’ awareness and appreciation of cultural differences will be enhanced in each iteration of the course. Nevertheless, certain key elements, as set forth in this document, will link all such iterations of Hon 302.

**B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes:**

***Critical Thinking***

Critical thinking undergirds all of the written and oral work students engage in for Hon 302. Students will critically analyze texts, cultures and societies from numerous perspectives, taking into account the various histories that influence the texts. Students will compose several multi-draft written, oral, and multimodal assignments.

* In order to satisfy the ***Evidence*** learning outcome dimension, students will be required to recognize crucial information pertaining to any number of aspects of a given culture or many such cultures and generate and support assertions.
* For the ***Integration*** learning outcome dimension, students will synthesize and integrate knowledge of various peoples in their own specific contexts.
* For the ***Evaluate*** learning outcome dimension, students will incorporate and explore multiple ideas about Western and non-Western concepts of the self and society and demonstrate knowledge of course texts.

**Social Responsibility in a Diverse World**

The major focus of Hon 302 is critical analysis of non-Western societies and authors. To that end, students in Hon 302 will examine texts through careful close-reading and a range of historical, social, and cultural contexts, engaging in textual and multimodal essays/projects which will require that they synthesize and integrate knowledge of self and context.

* In order to satisfy the ***Knowledge of Cultural Worldview Frameworks*** learning outcome dimension, students will recognize key societal elements among selected course readings (which may include fiction, nonfiction, filmic documentary, or other primary or secondary texts from a social studies perspective), and then integrate that knowledge through at least two written/oral/multimodal projects (argumentation, analysis, and research).
* To address the ***Intercultural Awareness*** learning outcome dimension, students will learn to locate, evaluate, and integrate primary and secondary information within a minimum of one major assignment (research). They will also trace specific themes and examine how authors explore particular subjects and meanings in different ways.
* To address the ***Intercultural Engagement*** learning outcome dimension students will analyze and engage readings from a particular non-Western worldview, perhaps including spirituality, material culture, scientific knowledge, land ethics, and/or community relationships. This engagement will be reflected in artifacts that may include researched presentations, analytical essays, and/or class discussion.
* To satisfy the ***Ethical Issue Recognition*** learning outcome dimension, students will analyze how particular historical and cultural contexts surrounding a text impact how we understand it. Students will demonstrate knowledge through artifacts such as reading quizzes, short essays, discussions prompts, performance, exam, etc.

**C. Describe the target audience (level, student groups, etc.)**

Hon 302 will generally attract upper-division Honors Program students—generally juniors or seniors. Students are required to have EN 211 credit in order to take the course, or, since these are Honors students, more likely they will have passed Hon 101 and EITHER Hon 111 OR Hon 112 in order to waive the EN 211 requirement for this course.

**D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)**

This course will provide the course credit needed for Honors students to complete the 4-credit requirement in our new NMU GEN ED program’s “Social Responsibility in a Diverse World.” In addition, for Honors students intent on completing the Honors Program’s Upper Division credit, the course helpfully provides one-third of the needed 12 credits’ worth of upper-level Honors courses. It thus serves as a substitute for one “Honorized” course in a student’s major or minor.

**E. Provide any other information that may be relevant to the review of the course by GEC**

This course will be an excellent choice for Honors students in their third or fourth years at NMU. The course provides ample encouragement for students to improve their reading comprehension, understanding of a range of societal analyses, cultural studies, and, most importantly, encourages them to become talented writers.

**CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | ***Task Type:*** Students will be required to recognize key course elements in course readings and generate and support assertions by creating multiple **reader response forum posts** and/or participate in several **forum/classroom discussions**. The *Evidence* dimension is assessed via assignment-specific rubrics.  ***Frequency*:** at least twice  ***Overall Grading Weight*:** 20%  ***Expected Proficiency Weight*:** The criterion weight level for *proficient* is at 90% because Hon 302 is an Honors course, and as such draws upon students who have self-selected to take on the challenge of an Honors curriculum. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | ***Task Type:*** Students will produce a minimum of 2 thesis-driven essays over the course of the semester. Each essay will require students to read critically and analytically and produce a coherent, critical argument.  ***Frequency:*** At least twice.  ***Overall Grading Weight:*** 60%  ***Expected Proficiency Weight:*** We expect a 90% proficiency rate, as this is an Honors course, and as such draws upon students who have self-selected to take on the challenge of an Honors curriculum. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | ***Task Type:*** Students will produce a final assignment (for example, a seminar paper or a cumulative final exam). In this final assignment, students will draw from their work during the semester, identify key ideas and concepts, and synthesize what they have learned.  ***Frequency:*** At least once.  ***Overall Grading Weight*:** 20%  ***Expected Proficiency Weight:*** We expect a 90% proficiency rate because this is an Honors course, and as such draws upon students who have self-selected to take on the challenge of an Honors curriculum. |

**PLAN FOR LEARNING OUTCOMES  
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks** | Knowledge of elements important to members of another culture | ***Task Type* :**Students will analyze texts in historic and societally specific contexts. Students will demonstrate their understanding of worldview frameworks and their connections through in-class assignments (group work, presentations, discussions) and/or multiple analytical essays that require students to analyze texts from specific perspectives.  ***Frequency***: at least twice.  ***Grading Weight***: 20%  ***Expected Proficiency Weight*:**We expect a 90% proficiency rate because this is an Honors course, and as such draws upon students who have self-selected to take on the challenge of an Honors curriculum. |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | ***Task Type***: Students will examine a range of cultural artifacts with an eye on both Western and non-Western conventions. Students will demonstrate their awareness through integration of insights from texts and experiences through reflection. For example: in-class response papers, longer analytic essays, and/or exams.  ***Frequency***: at least twice.  ***Grading Weight***: 20%  ***Expected Proficiency Weight***: We expect a 90% proficiency rate because this is an Honors course, and as such draws upon students who have self-selected to take on the challenge of an Honors curriculum. |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | ***Task Type***: Students will read and analyze writing from within particular worldviews – which may include such concepts as spirituality, material culture, scientific knowledge, land ethics, and/or community relationships. This engagement will be reflected in artifacts such as researched presentations and analytical essays.  ***Frequency***: at least once.  ***Expected Grading Weight***: 40%  ***Expected Proficiency Weight***: We expect a 90% proficiency rate because this is an Honors course, and as such draws upon students who have self-selected to take on the challenge of an Honors curriculum. |
| **Ethical Issue Recognition** | Awareness of ethical issues as they relate to cultures | ***Task Type:*** Students will be engaging with ethical issue recognition that may include analysis of spiritual belief systems, material culture, scientific knowledge, land ethics, and/or world views. The artifacts that demonstrate successful recognition of the above items include: researched presentations and analytical paper assignment(s). Assessment will be ongoing throughout the course.  ***Frequency***: at least once.  ***Expected Grading Weight***: 20%  ***Expected Proficiency Weight***: We expect a 90% proficiency rate because this is an Honors course, and as such draws upon students who have self-selected to take on the challenge of an Honors curriculum. |

**HON 302:**

**Globalization in Historical Perspective**

*Alan Scot Willis:*

*Cahodas 208DD*

*Extension 1228; email: awillis@nmu.edu (email is by far the better method for getting in touch with me)*

*Coffee Hours*

*Tuesday: 11:00-1:50*

*Thursday: 11:00-1:00*

**Course Description:**

“Globalization in Historical Perspective” focuses on the changing patterns of interaction among the world’s peoples from Ancient times into the modern era, though the course has a heavier emphasis on the eras since 1492. The course focuses on trade patterns, and explores how these patterns were influenced by geography, technology, politics, and religion. “Globalization in Historical Perspective” provides a framework for understanding the historical developments as interrelated phenomena and to explain the apparent disparities in today’s world in terms of their historical roots.  The course is also designed to engage students in thinking specifically about their place in globalization.

**“Social Responsibility in a Diverse World”**

* Ability to write and communicate clearly and effectively
  + You have four essays, all of which will include drafting and revising.
* Ability to evaluate various forms of evidence and knowledge
  + You will be required to engage in research to produce the assigned essays.
* Ability to engage in analytical reasoning and argumentation
  + The essays must present arguments which rest on the logical analysis of the evidence.
* Ability to see across disciplinary boundaries
  + The course explores the interplay of economics, technology, and geography. The course also considers the importance of the role of religion and politics in the development of economic institutions, and the development and application of technology.
* Understanding the world as a diverse and interrelated community
  + This is, ultimately, the fundamental point of the course.
* Understanding the relationship of the individual to society and its culture and institutions
  + The course examines how history has shaped the universe of possibilities in which people make decisions about their lives, including what *you* eat, the technology *you* use, and the purchases *you* make.

***A Liberal Education:***

 Since this course fulfills requirements within the Liberal Studies program, it is worth reflecting on the nature of a liberal education. A lot has been written on liberal education over the past couple of centuries, but the Association of American Colleges and Universities’ “Statement on Liberal Learning” is concise distillation of the best thoughts on the matter. You may read the entire statement online at <http://www.aacu.org/about/statements/liberal_learning.cfm> (it is not long) but I offer you this excerpt here:

 We experience the benefits of liberal learning by pursuing intellectual work that is honest, challenging, and significant, and by preparing ourselves to use knowledge and power in responsible ways. Liberal learning is not confined to particular fields of study. What matters in liberal education is substantial content, rigorous methodology and active engagement with the societal, ethical, and practical implications of our learning. The spirit and value of liberal learning are equally relevant to all forms of higher education and to all students.

**Required Texts:**

                Pomeranz and Topic, *The World the Trade Created*

                Bales, *Modern Slavery*

Kostigen, *You Are Here*

                Anderson, *Creatures of Empire*

                Stiglitz, *Globalization and its Discontents*

Arnold, *Everyday Technology*

Osterhamel and Petersson, *Globalization: A short history*

           Reichman, *The Broken Village*

                Wild, *Coffee*

                 Shell, *Cheap: the High Cost of Discount Culture*

**Other readings will be provided via EDUCAT or in class**

**General Course Policies:**

The student is responsible for knowing what the assignments are and when they are due.

The student is responsible for making absolutely sure that they have successfully completed and submitted all work for the course.

If you do not get a paper or test back that you expect to get back, you should notify the professor immediately, not at the end of the semester.

Please turn off the ringers/beepers of all cell phones and pagers.

Students are expected to come to class on time and stay through the entirety of the class.

**Students with Disabilities**

*University Statement:*

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Offices at 2001 C. B. Hedgcock (227-1700; TTY 227-1543). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state and university guidelines.

*My Statement:*

I am happy to work with you and with the Disability Services Office; however, you need to notify me of the situation as early in the semester as possible. I will not lower standards or eliminate assignments as these are not *reasonable* accommodations.

**Assignment Policies:**

Students are expected to turn in papers on time. Problems must be dealt with prior to the due date; Papers will *not* be accepted by e-mail or in any other electronic form.

Students are expected to properly document their papers and to use the sources available to them via the assigned readings, EDUCAT, class handouts and class discussions. Students are, expected to do additional research for each of the four essays.

**EDUCAT**

EDUCAT does not replace the class period in any way; looking at EDUCAT regularly is a good idea, but coming to class remains an absolute necessity.

Reading Updates and Assignment instructions will be posted on EDUCAT in as timely a manner as possible.

**Participation:**

Participation accounts for 40% of your semester grade.

Participation means, perhaps obviously, regular attendance in class. It also requires regular and informed participation in class discussion.

Participation in this class will also mean presenting your research findings to your colleagues in the class. Of the four topics which you will research (see “Essays”) you will present your findings regarding two to your colleagues. You have some say regarding which topics you present, but there must be presenters for all four topics; thus, the professor reserves the right to assign a student a particular topic if such is necessary to ensure that all topics are covered.

**Essays**

The essays make up 60% of your semester grade.

You will have four "regular" papers, each will be 15% of your essay grade

You will have one "expanded" paper which will be 40% of your essay grade

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