**General Education Course Inclusion Proposal**

**INTEGRATIVE THINKING**

*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:** HS 313X Culture in Context

**Home Department:** History

**Department Chair Name and Contact Information (phone, email):** Dr. Keith Kendall

227-1648

kkendall@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall):

This course may be offered in Summer, Fall or Winter. The frequency of the course will largely depend on student interest. Because it involves a Faculty-Led Study Abroad, additional considerations come into play, such as the cost of the study abroad program and student/parent concerns about travel safety. Faculty members have to actively recruit students to be able to offer this course, and it may or may not pan out in a given year.

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

\*NOTE: This course is cross-listed with IP 313X and SN 313X. Both of these courses were already approved by GEC.

*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

Students will learn about the culture of a particular country or countries through a combination of class sessions on the campus of Northern Michigan University and a Faculty-Led Study Abroad. This course may be offered from 3-4 credits and may be repeated for credit if topic varies (such as HS 313X Culture in Context: Cuba and HS 313X Culture in Context: Greece). Course content may include history, politics, key figures, media, literature, cinema, performing arts, fine arts, religion, and social customs, among others. Class discussion is based on readings from the textbook(s), articles, literary works, films, and/or documentaries. Students also experience course material first-hand through a Faculty-Led Study Abroad in the country or countries being studied, including visits to museums and other cultural activities. This is a newly-approved course number, but History has been offering FLSA opportunities to students for many years.

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

This course satisfies the learning outcomes of Integrative Thinking. Students will connect academic knowledge to experiences by relating course material to their time spent in the country or countries being studied. Through this first-hand experience students will transfer the knowledge gained in class to the new situation of living/traveling in the country or countries, and they will be able to communicate about their experience by choosing the appropriate content and form.

This course also satisfies the learning outcomes of Critical Thinking. Students will assess the quality of information presented in class and acquired in the country or countries being studied. Students will integrate this information with their existing understanding and evaluate this information to draw their own conclusions.

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

This course is open to all students. It generally appeals to students interested in history, international studies, languages, political science, economics, education, and art.

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

This course counts toward the History major/minor and the Secondary Education History major/minor.

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

The sample syllabus is for HS 313X Culture in Context: Cuba. Since reliable internet access is not currently available, students are not able to choose the blog assignment mentioned in the Integrative Thinking rubric.

**PLAN FOR LEARNING OUTCOMES
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**: Homework and/or response papers to assigned readings and/or films. Students will assess the quality of information presented.**Frequency**: The number of homework assignments and/or response papers will depend on the number of course credits (3-4).**Overall Grading Weight**: 20-40%**Expected Proficiency Rate**: 90%**Rationale**: Because this course involves a Faculty-Led Study Abroad, along with its associated costs, students tend to be more interested in the course content. We expect that the great majority of students will meet this outcome. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | **Task Type**: Reflection paper (approximately 2000 words) or equivalent formal PowerPoint presentation synthesizing the entire experience. Students will integrate information presented in class and acquired in the country or countries with their existing understanding.**Frequency**: Once.**Overall Grading Weight**: 20-40%**Expected Proficiency Rate**: 90%**Rationale**: Because this course involves a Faculty-Led Study Abroad, along with its associated costs, students tend to be more interested in the course content. We expect that the great majority of students will meet this outcome. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type**: Reflection paper (approximately 2000 words) or equivalent formal PowerPoint presentation synthesizing the entire experience. Students will evaluate information to draw their own conclusions.**Frequency**: Once.**Overall Grading Weight**: 20-40%**Expected Proficiency Rate**: 90%**Rationale**: Because this course involves a Faculty-Led Study Abroad, along with its associated costs, students tend to be more interested in the course content. We expect that the great majority of students will meet this outcome. |

**PLAN FOR LEARNING OUTCOMES
INTEGRATIVE THINKING**

*Attainment of the INTEGRATIVE 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 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** |
| **Connections to Experience** *OR* | Connects academic knowledge to experiences | **Task Type**: Journal or blog (if internet access is available) relating material presented in class to the students’ experience in the country or countries being studied. **Frequency**: The number of journal/blog entries will depend on the number of course credits (3-4) and the amount of time spent abroad.**Overall Grading Weight**: 20%-40%**Expected Proficiency Rate**: 90%**Rationale**: Because this course involves a Faculty-Led Study Abroad, along with its associated costs, students tend to be more interested in the course content. We expect that the great majority of students will meet this outcome. |
| **Connections to Discipline** | Makes connections across disciplines | (Although we will formally assess only Connections to Experience, students will make connections across various disciplines encompassed by the term “culture.”) |
| **Transfer** | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations | **Task Type**: Journal or blog (if internet access is available) relating material presented in class to the students’ experience in the country or countries being studied. Students will transfer the knowledge gained in class to the new situation of living/traveling in the country or countries.**Frequency**: The number of journal/blog entries will depend on the number of course credits (3-4) and the amount of time spent abroad.**Overall Grading Weight**: 20%-40%**Expected Proficiency Rate**: 90%**Rationale**: Because this course involves a Faculty-Led Study Abroad, along with its associated costs, students tend to be more interested in the course content. We expect that the great majority of students will meet this outcome. |
| **Integrated Communication** | Communicates complex concepts by choosing appropriate content and form | **Task Type**: Journal or blog (if internet access is available) relating material presented in class to the students’ experience in the country or countries being studied. Students will communicate about their experience by choosing the appropriate content and form.**Frequency**: The number of journal/blog entries will depend on the number of course credits (3-4) and the amount of time spent abroad.**Overall Grading Weight**: 20%-40%**Expected Proficiency Rate**: 90%**Rationale**: Because this course involves a Faculty-Led Study Abroad, along with its associated costs, students tend to be more interested in the course content. We expect that the great majority of students will meet this outcome.**Task Type**: Reflection paper (approximately 2000 words) or equivalent formal PowerPoint presentation synthesizing the entire experience. Students will communicate about their experience by choosing the appropriate content and form.**Frequency**: Once.**Overall Grading Weight**: 20-40%**Expected Proficiency Rate**: 90%**Rationale**: Because this course involves a Faculty-Led Study Abroad, along with its associated costs, students tend to be more interested in the course content. We expect that the great majority of students will meet this outcome. |

SYLLABUS Professor Rebecca Mead

HS 313X FLSA Office: 244 Gries Hall

Culture in Context: Cuba (4 cr.) Office hours: TBD

Winter 2017 Office phone: 227-1365

W 5:00-7:00pm Email: rmead@nmu.edu

Classroom: TBD

PREREQUISITE:

None.

COURSE OBJECTIVES:

Students will learn about Cuban culture and film through a combination of class meetings and film screenings on the campus of Northern Michigan University and a trip to Cuba in May. By the end of the course, students will be able to:

* identify the important historical events and key figures that shaped modern Cuban culture (as measured by homework assignments and/or film response papers)
* discuss the main points regarding several aspects of Cuban culture, including religion, social customs, media, cinema, music/dance, and art (as measured by homework assignments and/or film response papers)
* relate material covered in class to many different historical sites and cultural activities in Cuba (as measured by daily journal)
* synthesize the entire experience and discuss what the future may hold in store for Cuba and its relationship with the U.S. (as measured by reflection paper/PowerPoint presentation)

REQUIRED TEXTS/MATERIALS:

1. *The Cuba Reader: History, Culture, Politics,* by A. Chomsky, B. Carr, and M. Smorkaloff, eds.
2. *Cuba: A New History,* Richard Gott
3. *Culture and Customs of Cuba*, by William Luis
4. *Lonely Planet: Cuba*
5. Small journal/notebook for daily journal assignments in Cuba

GRADING SCALE:

Attendance/Participation 20%

Homework 20%

Films/Documentaries 20%

Daily Journal 20%

Reflection Paper/PowerPoint 20%

ATTENDANCE/PARTICIPATION:

Your performance in this class will directly affect the performance of every other student in this class. When all students attend, are prepared, and participate, the entire class will benefit (learn more, more time for questions and discussion, etc.). Conversely, when students are absent, are unprepared, or do not participate, the entire class will suffer (more time repeating same information). Therefore, you are expected to attend class every day, including ALL planned excursions and cultural activities in Cuba, to arrive on time, to be prepared for class, to pay attention, to be respectful and cooperate with others, and to participate actively in class discussions. Your participation grade will be lowered if you arrive late, are unprepared for class, cannot give an answer when called on, chat while the professor or another student is speaking, or if you sleep, read the paper or your e-mail, surf the web, do homework for this or another class, or otherwise disrupt the class. **Unexcused absences will have a drastic impact on your final grade. In addition to affecting your participation grade, your final class grade will be lowered 1/3 of a letter grade for each unexcused absence beyond a grace period of 1.** **Furthermore, you will not be allowed to make up any missed work.** An absence may be excused only in documented cases of sickness, accident, emergency, death of a family member, or religious holiday. It is your responsibility to contact the instructor outside of class to explain circumstances, furnish documentation, and find out what you missed (by e-mail, phone, or appointment). All decisions regarding excused absences will be rendered by the instructor, and all missed work must be made up within one week.

COMPUTER/CELL PHONE USAGE:

I require your mental presence in class, as well as your physical presence. Therefore, computers should not be used during class unless I specifically request it. **If you use your computer or cell phone to read email, text, or surf the web**, **you will be counted absent.**

HOMEWORK:

Homework will consist of written assignments from the textbooks and/or other readings. Homework assignments must be completed prior to our trip to Cuba.

FILMS/DOCUMENTARIES:

You will be required to watch a total of **eight (8)** approved Cuban films/documentaries outside of class. I will leave a selection of films on reserve in Olson Library. You may check them out for up to 3 days. Many of the films can also be found on Netflix, YouTube, vimeo.com, kubaneando.net, or other websites. For each film/documentary you will write a summary and response paper of approximately 500 words, typed and double-spaced. What was the film/documentary about? How did it relate to material covered in class or in the textbook? What did you learn about Cuban history/culture/daily life? What surprised you the most? Is there anything you didn’t understand? Would you recommend the film/documentary to others? Why or why not? There are no set due dates for the response papers; however, you may only turn in one per week, and all response papers must be completed prior to our trip to Cuba.

DAILY JOURNAL:

You will be required to keep a journal during the trip to Cuba (approximately 300 words per day). You should describe **all historical sites and cultural activities** – **keep your journal handy in order to take notes**. You should discuss how the historical sites and cultural activities relate to material covered in class, what you learned from these experiences (**be specific**), what surprised you the most, and what was the best/worst part of your day. You will hand in the entire journal when we return to Marquette. If you prefer, you may e-mail it to me as an attachment by August 15: rmead@nmu.edu.

REFLECTION PAPER/POWERPOINT:

After returning from Cuba, students will write a reflection paper (approximately 2000 words, typed, double-spaced) synthesizing the entire experience. What were your reasons for wanting to participate in this study abroad program? What were your expectations regarding daily life in Cuba before we traveled there? How did the on-campus portion of the class prepare you for the trip? How did what you experienced in Cuba meet or not meet your expectations? What surprised you the most? How did the trip increase your knowledge of Cuban culture and history? Did you learn anything about the United States or about yourself on the trip? How did you feel after returning to the U.S.? What do you think the future holds in store for Cuba and its relations with the U.S.? Why? The reflection paper will be due by August 15. You should e-mail it to me as an attachment: rmead@nmu.edu. With instructor approval, students may, instead, give an equivalent formal PowerPoint presentation on campus or for a community organization.

ADDITIONAL REQUIREMENT FOR TRIP TO CUBA:

**You must be passing the course during Winter 2017 in order to participate in the trip to Cuba in May.**

POLICY ON LATE WORK:

Because the efficient use of class time depends on the students’ preparedness, **it is necessary that you complete assigned homework on time**. **Late work will be accepted only if the student has a documented excuse,** in which case the missed work must be made up within one week**.**

POLICY ON PENMANSHIP:

If I can’t read it, it’s wrong. Be sure to write clearly, or type if necessary!

ACADEMIC DISHONESTY:

Please review the *NMU Student Handbook* for university policies related to academic dishonesty. Students are expected to complete all work on their own. Any student suspected of academic dishonesty will be immediately reported to the Dean of Students. **Penalties may range from an F in the course to suspension or expulsion. Please note that I do not give second chances.**

DISABILITY SERVICES:

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office by: coming into the office at 2001 C. B. Hedgcock; calling 227-1700; or e-mailing disserv@nmu.edu.  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.

TENTATIVE SCHEDULE:

Wednesday, January 18 Introduction

Wednesday, January 25 Indigenous Society and Contact

Wednesday, February 1 Sugar, Slavery, and Colonialism

Wednesday, February 8 The Struggle for Independence

Wednesday, February 15 Neocolonialism

Wednesday, February 22 Building a New Society

Wednesday, March 1 Culture and Revolution

Wednesday, March 15 The Cuban Revolution and the World

Wednesday, March 22 Broadcasting and Print Media

Wednesday, March 29 Cinema

Wednesday, April 5 Music/Dance

Wednesday, April 12 Art

Wednesday, April 19 Religion

Wednesday, April 26 Social Customs

Wednesday, May 3  Wrap-up

May 10-24: Trip to Cuba!!!