**General Education Course Inclusion Proposal**

**PERSPECTIVES ON SOCIETY**

*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 101: Origins of Western Values— Antiquity”

**Home Department:** Honors Program

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

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

**Official Course Status**: Has this course been approved by CUP and Senate? X 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**: Hon 101 offers an interdisciplinary examination of representative social, political, and artistic works of antiquity explored against the backdrop of a historical grounding in the various and distinct societies of the period. As the NMU Bulletin indicates: “This interdisciplinary course investigates the origins of the ideas and values central to Western culture from antiquity through primary sources.” Students in Hon 101 focus on social structures and issues facing various peoples in a variety of locales during several different time periods. Students then examine and think about the ethics and impact of those structures and issues on people over time, and analyze how modern society deals with similar issues.

Throughout the course, the importance of becoming active readers and participants in a collaborative learning community will be stressed. Students will complete reading and writing/multimodal assignments designed to build upon their development in the following areas: reading comprehension, critical thinking, academic writing, and societal analysis.

Finally, as a writing intensive course, Hon 101 involves writing with revision, academic research, and the production of a substantial final paper, as well. Successful completion of Hon 101 and EITHER Hon 111 OR Hon 112 allows Honors students to fulfill credit for EN 211.

**B.Explain why this course satisfies the Component specified and significantly addresses both learning outcomes**. Hon 101 provides keen perspective on various societies of antiquity (often focused, for example, upon Greco-Roman and/or biblical traditions) as figured via the interdisciplinary study of their political, historical, and artistic traces. In addition, this course is writing intensive, requiring writing with revision and a significant term paper.

***Critical Thinking***

Critical thinking undergirds all of the work students engage in for Hon 101. All students compose several written reader response forum postings, compose analytical and/or reflective essays, and/or complete exams.

* In order to satisfy the ***Evidence*** learning outcome dimension, students will be required to incorporate evidence from texts to generate and support assertions.
* For the ***Integration*** learning outcome dimension, students will synthesize and integrate insight from texts and experiences into conclusions about the human condition.
* For the ***Evaluate*** learning outcome dimension, students will not only assess the quality, appropriateness, and credibility of texts, but will also appraise the quality of their own learning through reflective practice.

***Perspectives on Society***

Developing new perspectives on society serves as the principal focus in this Honors course. All students engage in numerous reading, writing, and discussion activities to accomplish the following goals.

* In order to satisfy the ***Analysis of Society*** learning outcome dimension, students will be required to examine a range of texts that promote the “analysis of social issues, structures and processes or events.”
* For the ***Ethical Issues*** component of the learning outcome dimension, students will explore texts and experiences into conclusions about the human condition.
* For the ***Development and Context of Society***, students will explore themes pertaining to the development of human society, with a focus upon antiquity.

Upon successful completion of this course, students will be able to demonstrate a sophisticated understanding of the readings through personal connections to the texts, as well as identify ways that such texts reflect the human condition and the societies that foster them. To achieve these outcomes, students will be required to read texts and communicate their views on them to a broader audience, and in doing so demonstrate how they have synthesized the ideas they glean from actively reading such texts.

Students will participate in multiple forum postings and/or in-class discussions about the works they read for class, and students must demonstrate obvious engagement with and understanding of the texts. Insights, predictions, connections, evaluations, inferences and conclusions will be supported by textual evidence. Students will actively read, discuss, analyze, evaluate, and synthesize texts, demonstrating obvious engagement with and understanding of the texts read for class. The instructor will use rubrics to evaluate students’ writing and/or exam answers which should demonstrate students’ understanding of ways that such writing reflects the insights into the human condition and the societies that foster them*.*

**C.Describe the target audience (level, student groups, etc.)** Hon 101 is designed for freshmen or sophomores within the NMU Honors Program. It is crucial that these bright and talented students develop and demonstrate the ability early in their academic careers to read, analyze, evaluate, synthesize, and write knowledgably about a range of texts; in fact, doing so is absolutely central to academic, career, and personal achievement. This course draws students from all majors and minors. As a 100-level class, the course is accessible to first-year students but can be taken by students at any point in their college career.

**D.Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)**  Successful completion of Hon 101, with a grade of “B” or higher, along with successful completion of Hon 201, will allow Honors students to fulfill the “Perspectives on Society” component of NMU’s new General Education Program. In addition, successful completion of Hon 101 and EITHER Hon 111 or Hon 112 allows the student to receive a waiver for EN 211. Since Hon 101 thus functions as a writing intensive course, writing with revision, library research, and the production of a substantial final paper are key elements of the course, as well. Finally, Hon 101 also serves as 1 of 4 Honors courses that allow students accepted into the Honors Program to fulfill requirements for Lower Division Honors.

**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 very first or second semesters at NMU. The course provides ample encouragement for students to improve their reading comprehension, researching skills, understanding of a range of societal analysis, cultural studies, and, most importantly, on becoming strategic readers and talented writers.

**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** *(This is one illustrative example. This will change if course is taught during a regular term of shortened term and whether it is taught online, face-to-face*, *or as a hybrid course.)* |
| **Evidence** | Assesses quality of information that may be integrated into an argument | ***Task Type:*** Students will create multiple **reader response forum posts** and/or participate in several **forum/classroom discussions**. *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 101 is an Honors class, 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 compose an **analytical essay or answer essay questions on exam**. *Evidence* dimension is assessed via assignment-specific rubrics. **Frequency:**  at least twice**Overall Grading Weight:** 60%**Expected Proficiency Weight:** The criterion weight level for *proficient* is at 90% because HON 101 is an Honors class, 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 take reflective exam and/or construct a reflective essay. *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 101 is an Honors class, and as such draws upon students who have self-selected to take on the challenge of an Honors curriculum. |

**PLAN FOR LEARNING OUTCOMES
PERSPECTIVES ON SOCIETY**

*Attainment of the PERSPECTIVES ON SOCIETY 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** |
| **Analysis of society**  | Analysis of social issues, structures and processes or events | **Task Type:** Students complete **written analytical assignments and/or exams**. *Evidence* dimension is assessed via assignment-specific rubrics.**Frequency:** at least twice**Overall Grading Weight:** 60% **Expected Proficiency Weight:** The criterion weight level for *proficient* is at 90% because HON 101 is an Honors class, and as such draws upon students who have self-selected to take on the challenge of an Honors curriculum. |
| **Ethical Issues** | Addressing ethical issues in society | **Task Type:** Students compose a **reflective essay or answer essay questions on exam**. *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 101 is an Honors class, and as such draws upon students who have self-selected to take on the challenge of an Honors curriculum. |
| **Development and context of society** | Explore themes in the development of human society | ***Task Type:*** Students compose several **reader response forum posts** and participate in several **forum/classroom discussions**. *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 101 is an Honors class, and as such draws upon students who have self-selected to take on the challenge of an Honors curriculum. |

Hon 101: Origins of Western Values, Antiquity

“Devising Divinity in

the Classical Period”

**Fall, 2015**

Instructor: Dr. David Wood

Office: Jamrich 3228/ Cohodas 401B

E-mail: dwood@nmu.edu

Office hours: T B A

**Course Description**

This course serves as an introduction to a range of classical traditions (broadly construed), most of which involves our Western inheritance, but some of which involves the wider world. Starting with the earliest literatures, from c.3000 B.C. in the Middle East, we will work our way across Judeo-Christian, Greco-Roman, and even European Renaissance traditions, exploring generally the ways in which literature documents how the ‘there and then’ can frequently, and sometimes uncomfortably, relate to the ‘here and now.’ In addition to our engagement with the history, politics, and socio-cultural backdrop of the societies of these periods, our texts will be drawn from a variety of different genres—from poetry to prose, from drama to epic—and from a variety of cultures and original languages (everything we read, however, will be in English). As part of our study, we will attempt to locate the role of individual human identity, of representations of subjective selfhood (such as it is) frequently identified as ‘autonomy,’ in works drawn from these disparate traditions. In doing so, we will focus specifically on the way in which “culture” facilitates the framing of a given society’s concept of otherness, frequently based on issues related to monstrosity, class, race, age, health (both mental and physical), and gender (such as female unruliness, and effeminate masculinity): and all the ways in which these topics intersect. While our focus may involve representations of the divine, in its various forms, you can expect as well to consider the unique social, economic, medical, political, and theological influences that shape each text, and to examine the universalizing similarities such texts tend to bring to bear on that most significant of questions: what does it mean to be human?

## Course Objectives

In this class you will learn to:

* Read socio-cultural texts carefully and analytically
* Respond to literature both orally and in writing: **this is a writing intensive course, so please note that there will be quite a bit of writing with revision**
* Analyze the influences that impact these texts
* Understand the ideas and literary genres that define these historical periods
* Develop your own ideas regarding how literature reflects the various forms human identity has taken throughout the ages

***Required Texts and Items***

1. *Norton Anthology of World Literature*. Volume A. Sarah Lawall, gen. ed.(Norton, 2nd edition, 2003). ISBN-10: 0393924505
2. *The Aeneid of Virgil*, trans. Allen Mandelbaum. (New York: Bantam Classics, 1981). ISBN-10: 0553210416
3. William Shakespeare. *A Midsummer Night's Dream: Text and Contexts*. Bedford Shakespeare (paperback). Gail Paster and Skiles Howard, eds. Bedford/St. Martin's; First Edition, 1999. ISBN-10: 0312166214
4. *The Bacchae of Euripides*. Trans., C.K. Williams, and Forward by Martha Nussbaum. Farrar, Strauss, and Giroux, 1990. ISBN-10: 0374522065
5. Dodds, E.R. *Greeks and the Irrational* (Sather Classic Lectures). U California P, 2004. ISBN-10: 0520242300
6. Boardman, John, Jasper Griffin, and Oswyn Murray. *The Oxford History of the Roman World*. Oxford UP, 2001. ISBN-10: 0192802038
7. As a component of this course, the Honors Program is thrilled to offer an OPTIONAL field trip related to our studies this term. On Saturday, Sept. 20th, participants will be heading to the Chicago Shakespeare Theater to view a play entitled *King Lear*; and on Sunday, Sept. 21st, participants will pursue their own artistic interests at the Art Institute of Chicago. The cost for this trip will be $70. The Honors Program will therefore be covering the bulk of your lodging, travel, and theater ticket expenses. See my e-mail post sent to you in August for more information.

**Graded Assignments : with an emphasis on writing and revision**

1. Three formal essays (6-7 pages each). (60% of your grade)
2. One final exam. (20%)
3. Active participation: including random reading quizzes, class discussion and participation, and regular attendance. (20%)

**Grading Policy**

A 93-100 B 82-87 C 72-77

A- 90-92 B- 80-81 C+ 70-71

B+ 88-89 C+ 78-79 D 60-69

 F <60

**Course Policies**

* **Attendance**: Your presence is required for this class. Your final grade will diminish by ten points for each absence beyond 4 from the class. I will assign a final grade of F for the class to any student who misses more than 6 classes. Further, you will engage the class (both me and your classmates) in a spirit of honest inquiry and will show up for class both prepared and on time.
* **Participation**: Discussion is a major aspect of this course and your participation will help you to succeed on all of the graded assignments.
* **Plagiarism**: All work completed for this class will be your **original** work created during **this semester**. Any plagiarism will not be tolerated and will result in a final grade of F for the term for this class, in addition to the disciplinary action deemed appropriate by the University.
* **NMU’s Non-Discrimination Statement**
Northern Michigan University does not unlawfully discriminate on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, familial status, handicap/disability, sexual orientation, or veteran status in employment or the provision of services, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. Anyone having civil rights inquiries may contact the Equal Opportunity Office, 502 Cohodas Hall, telephone number 906-227-2420.
* **Disability Service**

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.

* **Late Work**: In order to be fair, all students must complete and hand in every assignment on the due date identified by the Instructor in class; in order to be even fairer, I will permit each student to single out one assignment to hand in late, at the discretion of the Instructor.

**Class Calendar**

It is required that you read the homework before you come to class and that you always bring the assigned text. Handouts will be made available in class or via the Internet.

***Middle East: Comparative Mythology***

Weeks 1/2— Epic Poetry and (Anti-) Heroism in the Middle East

*The Epic of Gilgamesh*

*The Bible*

Genesis 6-9: Noah and the Flood

Assorted poems of Percy Shelley

*Greeks and the Irrational* (First Half)

***Classical Greek Drama***

Weeks 3-8— Greek Drama

*Greeks and the Irrational* (Second Half)

1. ***The Oresteia***

Aeschylus, *Agamemnon*

---. *The Eumenides.*

Assorted poems of Sylvia Plath

**\*Essay # 1 Due\***

1. ***A Theban Play***

Sophocles*, Antigone*

Aristotle, *The Poetics*

1. ***Euripidean Tragedy***

Euripides, *Medea*

---. *The Bacchae.*

1. ***Aristophanean Comedy***

Aristophanes, *Lysistrata*

**\*Essay # 2 Due\***

***from Roman Epic to Renaissance Drama***

Weeks 8-11—Singing the Muse: Roman Epic Adventure

*The Oxford History of Rome* (157-300)

Virgil, *The Aeneid*

Assorted works by Hippocrates and Galen.

Related passages in Renaissance drama: *Hamlet*; Dante’s *Inferno*; and the *Georgics*.

**\*Essay # 3 Due\***

Weeks 13-14—Roman Epic, part 2

Ovid. Selections from *Metamorphoses*

*The Oxford History of Rome* (301-500)

adapting Ovid: William Shakespeare, *A Midsummer Night’s Dream*

passages in *The Geneva Bible* and *The* *King James Bible*

**\*Final Exam Due\***

**Please note: Depending on the pace of our course— guided by teacher and student interests— the entire reading schedule is subject to change.**