**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: “**HON211: The Social Sciences.”

**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): every semester

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

*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**

As the NMU Bulletin suggests of Hon 211: “This interdisciplinary course introduces the evolution, application and social impact of major ideas and developments in the social sciences such as anthropology, economics, geography, history, political science and sociology.” Course content thus varies with each iteration of the course. Nevertheless, certain key elements, as set forth in this document, will link all such iterations of Hon 211.

**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 211. Students will critically analyze texts 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 related to the social sciences, and both generate and support the assertions they develop based upon that information.
* For the ***Integration*** learning outcome dimension, students will synthesize and integrate knowledge of various peoples— or people in general— in their own specific contexts.
* For the ***Evaluate*** learning outcome dimension, students will incorporate and explore multiple ideas about concepts of the self and society and demonstrate knowledge of course readings.

**Integrative Thinking**

The major focus of Hon 211 involves analysis of the world via the social sciences. To that end, students in Hon 211 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 ***Connections to Experience*** *OR* ***Connections to Discipline*** learning outcome dimensions, students will EITHER “Connect academic knowledge to experience,” OR “Make connections across disciplines.” In doing so, depending upon the specific iteration of the course and the training and field of the Instructor, students will recognize key societal elements among selected course readings (which may include any primary or secondary texts from a social studies perspective), and then integrate that knowledge through at least two written/oral/multimodal projects (involving argumentation, analysis, and research).
* To address the ***Transfer*** learning outcome dimension, students will learn to “Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations.” In doing so, students will 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 ***Integrated Communication*** learning outcome dimension, students will “Communicate complex concepts by choosing appropriate content and form.” In doing so, they will analyze and engage readings via close-reading and discussion. This engagement will be reflected in artifacts that may include researched poster presentations, analytical essays, and/or class discussion.

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

Any student in the NMU Honors Program, generally of sophomore standing, having passed Hon 101 and EITHER Hon 111 OR Hon 112.

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

Successful completion of Hon 211, with a grade of “B” or higher, will allow Honors students to fulfill the “Integrative Thinking” component of NMU’s new General Education Program. It is also 1 of 4 Honors courses that allow student 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 second year at NMU. The course provides ample encouragement for students to improve their reading comprehension, researching skills, understanding of a range of societal analyses, cultural studies, and, most importantly, encourages them to become strategic readers and 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 211 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 Hon 211 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 Hon 211 is an Honors course, and as such draws upon students who have self-selected to take on the challenge of an Honors curriculum. |

**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:*** Students will be required to connect key academic knowledge encountered via course readings with experiences that lead the student both to generate and to support assertions by creating multiple **reader response forum posts** and/or participate in several **forum/classroom discussions**.  ***Frequency*:** at least twice  ***Overall Grading Weight*:** 20%  ***Expected Proficiency Weight*:** The criterion weight level for *proficient* is at 90% because Hon 211 is an Honors course, and as such draws upon students who have self-selected to take on the challenge of an Honors curriculum. |
| **Connections to Discipline** | Makes connections across disciplines | ***Task Type:*** Students will be required to recognize academic knowledge within course readings that, in making connections across disciplines, lead students both to generate and to support assertions by creating multiple **reader response forum posts** and/or participate in several **forum/classroom discussions**.  ***Frequency*:** at least twice  ***Overall Grading Weight*:** 20%  ***Expected Proficiency Weight*:** The criterion weight level for *proficient* is at 90% because Hon 211 is an Honors course, and as such draws upon students who have self-selected to take on the challenge of an Honors curriculum. |
| **Transfer** | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations | ***Task Type:*** Students will be required to recognize academic knowledge, skills, abilities, or methodologies in course readings and to adapt such concepts in new situations. In doing so, the student will generate assertions and support them by creating multiple **reader response forum posts** and/or participate in several **forum/classroom discussions**.  ***Frequency*:** at least twice  ***Overall Grading Weight*:** 20%  ***Expected Proficiency Weight*:** The criterion weight level for *proficient* is at 90% because Hon 211 is an Honors course, and as such draws upon students who have self-selected to take on the challenge of an Honors curriculum. |
| **Integrated Communication** | Communicates complex concepts by choosing appropriate content and form | ***Task Type:*** Students will be required to communicate complex course concepts by choosing appropriate content and form. This engagement may be reflected in artifacts such as researched poster presentations, research papers, and analytical essays.  ***Frequency***: at least once.  ***Expected Grading Weight***: 60%  ***Expected Proficiency Weight***: We expect a 90% proficiency rate because Hon 211 is an Honors course, and as such draws upon students who have self-selected to take on the challenge of an Honors curriculum. |

**“Honors 211: Philosophy and Psychology of Emotion”**

**Professor:**  [Zac Cogley](http://www.zaccogley.com) **Phone:** 906-227-2014

**Office:**  202D Cohodas Hall **Class Times:** Mon, Wed 5-6:40pm

**Classroom:** Jamrich 2320  **Mailbox:** 208 Cohodas Hall

**Website:** NMU EduCat

Office Hours: Mon, Wed 3-5pm Email: [zcogley@nmu.edu](mailto:zcogley@nmu.edu)

and by appointment Email is usually the best way to

contact me; expect to hear back

within 24 hours. However, I break from email on Friday afternoon until Sunday evenings, so if you email on Fri or Sat please don’t expect to hear back until Sunday.

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**Course Texts:**

All readings will be to provided electronically. You may need to be on campus or signed in through the NMU VPN to access some of them. Note: articles must be printed out to refer to in class.

# Course Aims

In general, philosophy encourages us to reflect on how we should live. It involves asking fundamental questions about the good life, what should be important for us, about how to think critically and not accept the conventional wisdom. Psychology, by contrast, is the study of mental functions and behaviors: what our brain and nervous system do and how it all happens. One shared interest for philosophers and psychologists is emotion.

Our aim is to try to understand as much as we can in this course about what emotions are, the roles they play in human psychology, and to reflect on various ways in which they provide value or harm in our lives. To that end, in the first half of the term we’ll do a crash course on the psychology of emotions, familiarizing ourselves with the major psychological approaches to emotion. In the second half of the term we’ll move to considering our responsibility for emotions, evaluations of emotion as appropriate or inappropriate, morally significant, beneficial or harmful, as fulfilling certain functions, as rational or irrational, even as virtuous or vicious.

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**Course Learning Outcomes**

Upon completion of this course, students should be able to:

1. Comprehend, question, and analyze philosophical and psychological texts about emotion.
2. Identify, discuss, and explain significant theories of emotion, including the justifications given for such theories.
3. Formulate and defend a philosophical and psychological thesis about emotion.

# Course Requirements

Regular attendance is strongly encouraged and participation is mandatory. You will also be responsible for writing reading responses and two longer papers. Points will be allocated to assignments as follows:

Attendance 10%

On-Call 10%

Reading Responses 25%

First Paper 20%

Second Paper 35%

ATTENDANCE (10% of Final Grade)

Attendance will be taken at the beginning of every class. Students begin with 100 points for attendance and can miss up to three classes with no excuse necessary and no reduction in their attendance score. Beginning with the fourth unexcused absence, students will lose 5 points for each class missed. So, for example, a fourth absence reduces the attendance score to 95 out of 100, a fifth absence reduces the attendance score to 90 out of 100, and so on.

ON-CALL (10% of Final Grade)

Every student will spend three weeks “on-call.” During their weeks, the on-call students will be the go-to people for questions about the readings we cover during those weeks. On-call students are responsible for having summarized and understood the assigned readings. I’ll ask the on-call students questions about the assigned material; their answers will present the material for consideration. During your on-call weeks you are expected to have read the material carefully and attend class every day. Failure to attend (with no legitimate excuse) for an on-call day will result in a zero grade for that day.

Reading Responses (25% of Final Grade)

Reading responses help ensure that students have done the readings carefully and help me know what topics are best for class discussion. You are required to post one reading response for each week of the term (14 total). Responses to the upcoming week’s readings must be posted by 10am on the first day of the week (typically Monday).

Reading responses enhance your understanding of the texts we are covering, help develop your textual analysis skills and your communication skills, and allow me to see how well you grasp the main points of the texts so that I can prepare better for class. See the reading response assignment sheet in the relevant section of EduCat for more information.

First Paper (20% of Final Grade)

This first paper is an opportunity to offer your own view on what emotions are, by either defending one of the views that we have read throughout the first half of the term, or by synthesizing your own account from the material we have read. The paper should be approximately 7-12 pages.

Second Paper (35% of Final Grade)

The second paper provides an opportunity for you to write on a topic of your choice, selected in consultation with the instructor. You are welcome to take up a theme from the second half of the course about the emotions and art/literature/music, appropriateness of emotions, their goodness or badness, morality and emotion, or some other topic. The final paper should be 10-20 pages.

Both papers will be peer- and instructor-reviewed in poster format before they are submitted. More information on the poster format, as well as the papers themselves, will be provided later in the term.

If there are changes to the course timeline or syllabus, I will announce the changes in class, post them to EduCat and also send them via your NMU email account. Therefore, checking your NMU email account regularly *and* regularly logging into EduCat is a requirement for this course.

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**Portable Electronic Devices**

Many students find it challenging to avoid using portable electronic devices (laptops, cell phones, headphones, etc.) for non-academic purposes during class. Such behavior decreases the benefit of class and is distracting to others. Further, [people recall material better](http://www.theatlantic.com/technology/print/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/) when they take hand-written notes, rather than typed. Therefore, you may not use portable electronic devices in the classroom while class is in session. Students who use electronic devices in class will be asked to leave.

I am happy to make exceptions to this policy if you require an electronic device for a disability-related reason (see below).

**Academic Dishonesty**

I view academic misconduct of any sort as a *very* serious violation of University requirements. University rules provide for sanctions for academic misconduct. I encourage you to familiarize yourselves with Section 2.3.1 of the NMU Student Handbook and Student Rights and Responsibilities, Section 1.2.3. I also recommend studying the [Writing Center’s page on Citations and Plagiarism](http://webb.nmu.edu/Centers/WritingCenter/SiteSections/CitationsAndPlagiarism/CitationsAndPlagiarism.shtml).

**Disability Services**

If you would like disability-related accommodations or services, please inform the Coordinator of Disability Services in the [Disability Services Office](http://webb.nmu.edu/DisabilityServices/) at 2001 C. B. Hedgcock. Accommodations and services will be provided to students in accordance with federal, state, and University guidelines. To contact Disability Services, e-mail [disserv@nmu.edu](mailto:disserv@nmu.edu), call 906-227-1700 or fax 906-227-1714.

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**Course Timeline (topics, readings, assignments)**

Week 1: Introduction and the Feeling Theory

Aug 25: Welcome, Course Overview, The Problems of Parts and Plenty

Aug 27: Guidelines on Reading Philosophy, Guidelines on Reading Psychology, William James, “What Is an Emotion?,” *Mind* 9, no. 34 (April 1, 1884): 188–205.

Week 2: Critique of the Feeling Theory

Sept 1: Labor Day, no class

Sept 3: Walter B. Cannon, “The James-Lange Theory of Emotions: A Critical Examination and an Alternative Theory,” *The American Journal of Psychology* 39, no. 1/4 (December 1, 1927): 106–124.

Week 3: Cognitive Theories

Sept 8: Stanley Schachter and Jerome Singer, “Cognitive, Social, and Physiological Determinants of Emotional State,” *Psychological Review* 69, no. 5 (1962): 379–399.

Sept 10: Robert C. Solomon, “Emotions and Choice,” *The Review of Metaphysics* 27, no. 1 (1973): 20–41.

Week 4: The Affect/Cognition Debate, Critique of Cognitive Theories

Sept 15: R. B Zajonc, “On the Primacy of Affect.,” *American Psychologist* 39, no. 2 (1984): 117–123; R. S Lazarus, “On the Primacy of Cognition.,” *American Psychologist* 39, no. 2 (1984): 124–129.

*Background*: R. B Zajonc, “Feeling and Thinking: Preferences Need No Inferences.,” *American Psychologist* 35, no. 2 (1980): 151–175.

R. S Lazarus, “Thoughts on the Relations Between Emotion and Cognition.,” *American Psychologist* 37, no. 9 (1982): 1019–1024.

**First Paper Assigned**

Sept 17: Paul Griffiths, *What Emotions Really Are* (Chicago: University of Chicago Press, 1997)., Chapter 2.

Week 5: Basic or Socially Constructed?

Sept 22: J. R Averill, “A Constructivist View of Emotion,” in *Emotion: Theory, Research, and Experience*, ed. R Plutchik and H Kellerman, vol. 1 (Orlando, FL: Academic Press, 1980), 305–339.

Sept 24: Paul Ekman, “An Argument for Basic Emotions,” *Cognition and Emotion* 6, no. 3 (1992): 169–200.

Week 6: Poster Session, An attempt to make sense of it all

Sept 29: **First Paper Poster Due**

**First Paper Poster Review**

Oct 1: Jenefer Robinson, *Deeper Than Reason: Emotion and Its Role in Literature, Music, and Art* (Oxford University Press, USA, 2005), Chapter 3: Emotion as Process.

Week 7: Empirical Disccusion; An attempt to make sense of it all, concluded

Oct 6: Carlson, Joshua M., and Lilianne R. Mujica-Parodi. 2014. “Facilitated Attentional Orienting and Delayed Disengagement to Conscious and Nonconscious Fearful Faces.” *Journal of Nonverbal Behavior*, April, 1–9; Carlson, Joshua M., and Karen S. Reinke. 2014. “Attending to the Fear in Your Eyes: Facilitated Orienting and Delayed Disengagement.” *Cognition & Emotion* 0 (0): 1–9.

Oct 8: Robinson Chapter 3, concluded

**Oct 10: First Paper Due**

Week 8: Student Research Meetings

**Second Paper Assigned**

**No regular class, Student Research Project Meetings**

Week 9: Evaluating Emotions

Oct 20: Justin D’Arms and Daniel Jacobson, “The Moralistic Fallacy: On the ‘Appropriateness’ of Emotions,” *Philosophy and Phenomenological Research* 61, no. 1 (July 2000): 65–90.

Background: Gabriele Taylor, “Justifying the Emotions,” *Mind* 84, no. 335, New Series (July 1, 1975): 390–402.

Oct 22: Bennett, Christopher. 2002. “The Varieties of Retributive Experience.” The Philosophical Quarterly 52 (207): 145–63.

Week 10: Morality and the Emotions

Oct 27: Justin Oakley, *Morality and the Emotions* (New York: Routledge, 1992). Chapter 2, “The Moral Significance of Emotions”

Oct 29: Oakley “The Moral Significance of Emotions” continued

Week 11: Responsibility for Emotions

Nov 3: Justin Oakley, *Morality and the Emotions*, Chapter 4, “Responsibility for

Emotions”

Nov 5: Oakley “Responsibility for Emotions” continued

Week 12: Emotion and Behavior

Nov 10: Baumeister, Vohs, DeWall, and Zhang “How Emotion Shapes Behavior:

Feedback, Anticipation, and Reflection, Rather Than Direct Causation”

Nov 12: Baumeister et al, continued

Week 13: Second Paper Poster, TBA

Nov 17: **Second Paper Poster Due**

**Second Paper Poster Review**

Nov 19: Jones, Karen. 2006. “Quick and Smart? Modularity and the Pro-Emotion

Consensus.” Canadian Journal of Philosophy 32 (January): 3–27.

Nov 23-30: Thanksgiving Recess

Week 14: Professor Research, Course Overview

Dec 1: Cogley/Aumann “Forgiveness”

Dec 3: Course Conclusion

Final Exam Week

Tuesday, Dec. 9, 2014

4 pm-5:50 pm

**Second Paper Due**