**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 301: World Cultures—A Humanities Perspective”

**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

*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 301 generally focuses from a humanities perspective upon the changing patterns of interaction among the world’s peoples. As the NMU Bulletin observes of Hon 301: “Critical reading and comparative analysis will be used to explore a non-western European culture from a humanities perspective. The discipline 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 301.

**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 301. 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 301 is critical analysis of non-Western societies and authors. To that end, students in Hon 301 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 301 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 both Hon 101 and Hon 111 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 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 academic 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.*

|  |  |  |
| --- | --- | --- |
| **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 presentations**. The *Evidence* dimension is assessed via assignment-specific rubrics.  ***Frequency*:** at least twice per semester.  ***Overall Grading Weight*:** 20% (Please see attached syllabus)  ***Expected Proficiency Weight*:** The criterion weight level for *proficient* is at 90% because Hon 301 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 per semester.  ***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 per semester.  ***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) 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 research 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: research 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. |

**Jaspal K. Singh**

**Course Proposal**

**Hon 301: World Literature and Culture**

**Apartheid and Post-Apartheid South African Literature and Culture**

**Course Description:**

Apartheid, an Afrikaans word meaning “apartness” or “separate development” enacted in 1948, institutionalized racism in South Africa.  Through literature, students will examine the history of apartheid’s divisive policy of racial segregation to analyze its impact on South African identity formation and representation. The selected texts deal with resistance to colonial and apartheid rule, ranging from students’ movementsto collective action by women, from violence, strikes, demonstrations, to sabotage, which were met with severe penalties, imprisonment, torture; the texts also raise questions about forgiveness, reconciliation, reconstruction, and retribution following the Truth and Reconciliation Commission’s efforts in a post-apartheid democratic nation-state. This course is especially designed for students to tackle issues of identity through an examination of trauma, defiance, resistance, forgiveness, reconciliation and reconstruction in the “Rainbow Nation.” A postcolonial critical approach to the reading and analysis of texts will be employed throughout the semester.

**Required Texts: Literature**                                                

Alan Paton, *Too Late the Phalorope*

J.M. Coetzee, *Waiting for the Barbarians*

Zakes Mda, *Ways of Dying*

Zoey Wicomb, *David’s Story*

Pregs Govender, *Love and Courage: A Story of Insubordination*

Recommended Texts:

Njabulo S. Ndebele, *The Cry of Winnie Mandela*

Mark Behr*, The Smell of Apples*

**Theoretical Texts**:

Albert Memmi, *The Colonizer and the Colonized*

Ashcroft, et al., *The Post-colonial Studies Reader*

**Films:**

*Come Back, Africa*

*Between the Devil and the Deep*

*Cry, the Beloved Country*

*Sarafina!*

*Long Night’s Journey Into Day*

*Yesterday*

**Course Requirements:**

* One mid-term paper (5-7 double-spaced pages) (30%)
* One presentation paper (2 double-spaced pages) and discussion

on assigned Fiction (10%)

* One presentation paper (2 double-spaced pages) and discussion on

assigned Theory (10%)

* Weekly one-page response paper/discussion on assigned readings (10%)
* Five Film Review Papers, each worth 2 points (10%)
* Final paper (10 double-spaced pages) (30%)

**Policies:**

* More than one unexcused missed assignment will significantly affect your grade. After the second missed assignment, your grade will drop down one letter grade. *After the third missed assignment, you will automatically receive an F grade.* You are responsible for keeping track of your missed assignments.
* A grade off for late papers. One day late will drop your grade from an A to an A- and so on. If extension is needed, you must ask one week before the due date. If it’s a medical emergency, do provide a doctor’s note.
* Keep track of your grades; if grades are missing on Educat, inform me a.s.a.p.
* All work submitted for this course must be your own and written exclusively for it.  The use of sources such as ideas, quotations, or paraphrases must be properly documented in the MLA style.  Please consult your student handbook for a definition of **plagiarism** and information on documentation.  From the NMU Student Handbook, Student Code (section 2.2.3):  “No student shall submit as their own to an instructor any work which contains ideas or materials taken from another without full acknowledgement of the author and source.”

**GRADE CONVERSION CHART:**

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| --- | --- | --- |
|  | 100 | 20 |
| A | 100 | 20 |
| A- | 92.5 | 18.5 |
| B+ | 82.5 | 16.5 |
| B | 75 | 15 |
| B- | 67.5 | 13.5 |
| C+ | 57.5 | 11.5 |
| C | 50 | 10 |
| C- | 42.5 | 8.5 |
| D+ | 32.5 | 6.5 |
| D | 25 | 5 |
| D- | 17.5 | 3.5 |
| F | 0 | 0 |

Accommodations/Services

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock Building (227-1700 or [disserv@nmu.edu](mailto: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.

All assignments must be posted on **Educat** for grading purposes. However, you are also required to bring hard copies of all papers to class.

**Assignments Descriptions:**

**Midterm and Final Papers** (Interpretive/Critical Analysis): You must write two interpretive and analytical papers with a clear, argumentative and persuasive thesis on one of the fictional texts. Midterm papers will be 5-7 double-spaced pages. Final paperswill be 10 double-spaced pages. Your claim or thesis about the fictional text(s) framed by *postcolonial theory* must be supported by textual examples and analysis.

**One Fifteen Minute Literature Presentation/Leading Discussion Paper**: Each student will sign up for a presentation paper on the assigned fiction reading. You will write a two double-spaced page paper on the assigned reading, along with two discussion questions. Read the assigned text and provide a critical analysis of the texts.  Research the author’s background and historical context of the text. Provide a critical framework for your analysis. A short summary followed by a longer analysis is required.  You must direct questions to the class to facilitate a discussion. I will grade your presentation by evaluating the content of the papers and by how well you facilitate discussion. You may use film/video clips or PowerPoint to enhance your discussion.

**Weekly Response/Discussion Paper**: A one double-spaced page response paper is required each week for all students, including those conducing reading presentations. Examine a particular passage, theme, or idea from the text(s) and provide specific textual examples for critical analysis.  Remember to locate the purpose of the reading, the key points, the author’s assumptions and conclusion and so forth in your discussion. Write one discussion question at the end of your paper.

**One Fifteen Minute Theory Presentation/Leading Discussion Paper:** You will sign up for the theory section on the assigned date from the list provided on the syllabus and conduct a presentation and discussion. Write a two double-spaced page paper and bring two discussion questions to class. You may use film/video clips or PowerPoint to enhance your discussion.

**Film Review:** After watching the films in class, you will write a one double-spaced page film review/critical analysis paper. How would you use post-colonial theory to analyze the film? Where was the film produced and who is the target audience?

**Tentative Course Syllabus:**

Week One: 25th August

Course Overview and Introductions

*The Post-Colonial Studies Reader* (henceforth *PCSR*)*, “*General Introduction,” 1-4, “Introduction to the Second Edition,” 5-8

View *Cry, the Beloved Country;* Film Review not required

Week Two: 1 September

Memmi, *Colonizer and the Colonized, “*Preface,” vii-xviii, “Introduction by Sartre,” xxi-xxix, Part One, “Portrait of the Colonizer,” 1-76

Paton, *Too Late the Phalorope,* 9-89

*PCSR,* Part One, “Issues and Debates,” 9-13, JanMohamed, “The Economy of Manichean Allegory,” 19-23

Film, *Come Back, Africa;* Film Review

Presentation: Fiction

Presentation: Theory

Week Three: 8th September

Memmi, Part Two, “Portrait of the Colonized,” 77-153, “Afterword,” 155-169

*PCSR,* Said, “Orientalism,” 24-27

*Too Late,* 90-184

Film, *Come Back, Africa;* Film Review

Presentation: Fiction

Presentation: Theory

Week Four: 15th September

*PCSR,* Part Two, “Universality and Difference,” “Introduction to Part Two,” 71-72, Serqueberhan, “The Critique of Eurocentricism,” 89-92

*Too Late,* 185-end

Film, *King Solomon’s Mines*; Film Review

Presentation: Fiction

Presentation: Theory

Week Five: 22 September

*PCSR*, Part Three, “Representation and Resistance,” 93-94, Said, “Resistance, Opposition and Representation,” 95-98

Coetzee, *Waiting for the Barbarians,* 1-75

Film, *King Solomon’s Mines*; Film Review

Presentation: Fiction

Presentation: Theory

Week Six: 29th September

*PCSR,* Stam and Spence, “Colonialism, Racism and Representation,” 109-112

Coetzee, *Waiting,* 75-end

Film, J.M. Coetzee, Nobel Lecture (No Film Review)

Presentation: Fiction

Presentation: Theory

Week Seven: 6th October

Midterm Paper Rough Draft Peer-Review Workshop

Film, *Sarafina!* Film Review

Week Eight: 13th October

Rajendra Chetty, *The Vintage Book of South African Indian Writing,* “Introduction,”i-vi; Agnes Sam, “Jesus is Indian,” 50-68; Ashwin Desai, “Tatunya Mochi,” 99-100; Phyllis Naidoo, “Charlie and Jo,” 167-173; Ahmed Kathrada, “A Boy from Schwizer,” 181-188; and Imtiaz Cajee, “Indians can’t fly: the death of Ahmed Timol,” 255-258 (posted on Educat)

*PCSR*, “Diaspora,” “Introduction,” 425-427; Said, “The Mind of Winter,” 439-442

Film, *Gandhi*; Film Review not required

Presentation: Fiction

Presentation: Theory

Week Nine: 20th October

*PCSR,* Part Four, Nationalism, “Introduction,” 117-118; Frantz Fanon, “National Culture,“ 119-122

Zoe Wicomb, *David’s Story*, 1-117

Film, *Between the Devil and the Deep*; Film Review

Presentation: Fiction

Presentation: Theory

Week Ten: 27 October

Zoe Wicomb, *David’s Story,* 117-end

Film, *Between the Devil and the Deep;* Film Review

Presentation: Fiction

Presentation: Theory

Week Eleven: 3rd November

Mda, *Ways of Dying*, 17-98

*PCSR,* Part Eleven, “The Body and Performance,” “Introduction,” 289-290; Fanon, “The Fact of Blackness,” 291-294

Film, *Long Night’s Journey into Day;* Film Review not required

Presentation: Fiction

Presentation: Theory

Week Twelve: 10th November

*PCSR,* Ngugi, “The Language of African Literature,” 263-267; Achebe, “The Politics of Language,” 268-271

*Ways of Dying,* 294-end

Film, *Long Night’s Journey into Day;* Film Review not required

Presentation: Fiction

Presentation: Theory

Week Thirteen: 17th November

*PCSR,* Hardt and Negri, “Imperial Sovereignty,” 481-484

Govender, *Love and Courage,* 1-99

Film, *Yesterday*; Film Review

Presentation: Fiction

Presentation: Theory

Week Fourteen: 24th November

**Thanksgiving Break**

Week Fifteen: 1st December

*PCSR*, Mohanty, “Feminist Solidarity Through Anticapitalist Struggles,” 485-489

Govender, *Love and Courage,* 100-end

Film *Yesterday;* Film Review

Presentation: Fiction

Presentation: Theory

Thesis Workshop

**Week Sixteen: Final Paper due by MONDAY 7th December at 12:00 Noon on Educat**