Thematic Encounter Course Proposal

Top of Form

**Thematic Encounter**

In these courses, the theme should be a primary lens used to frame or supplement course content, not necessarily to replace course content. While instructors are encouraged to use the theme to interpret existing content, they are welcome to add course content that directly contributes to a greater understanding and/or appreciation of the theme.

Requirements:

       % of course on the theme:

* 1. 4-credit course:  Minimum 25%
	2. 2-credit course:  Minimum 50%
	3. 1-credit course:  100%

Themes

**Justice**This theme focuses on historical and contemporary social change, whether forms of oppression or advocacy for human dignity and inclusion. Courses might explore concepts of justice, or historical or contemporary calls for fair and equitable conditions, institutions and laws, or the fight for human rights and equality, or various policies and movements that have restricted the same.

**Movement**
This theme examines the interactions of ideas, people, energy, information, or matter as they flow from one location, literal or metaphorical, to another. This theme recognizes that movement can occur across conceptual, historical and stylistic boundaries, and that humans, other animals, and even the most basic components of our world move in one form or another, and often, from one form to another.

**Truth**This theme examines what truth is, why it is valuable, how it shapes choices and our perceptions of ourselves and our world. This theme might explore efforts to discover and promote truth, or the ways in which lies, errors, biases, or faulty science subvert, obscure, and misidentify truth.

---------------------------------------------------------------------------------------------

MOST RECENT Official course description from the Academic Catalog. If this is a topics course, please list description for this specific topic:

Please note:

A.  The committee understands that some courses may still be in development. Prompts that ask for examples of assignments seek information about the spirit of what students will do and instructors are not bound to the specific details (e.g. writing prompts) provided.

B.  The committee includes faculty from a variety of disciplines. Please remember to briefly explain disciplinary terms, contexts, and/or texts to allow all the members of the committee to best understand how your responses address the question.

C.  As you are answering these questions, please keep in mind that students will need to produce work to assess their fulfillment of the related learning outcomes if applicable.

1. Please provide an introductory overview of the course by elaborating on course content.

2.a. How will the course content meet the thematic encounter percentage requirement (see above)? Your answer should address how students will engage directly with the theme.

2.b. Please provide an example(s) of assignment(s), reading(s), lab(s), and/or activity(ies) where students will engage directly with the theme.

3.a. How will the course’s disciplinary perspective (and/or associated Way of Thinking) contribute to students’ understanding of the theme?

3.b. Students will submit an artifact to their portfolio that demonstrates how students use the course’s disciplinary perspective to examine the theme. Please describe a type of artifact students might produce. (The students will use this artifact in Learning Integrations their junior or senior year).

(Optional) Additional information (is there anything else that you would like the GECC to know about this course or application?):

Bottom of Form