

HONORS COLLEGE GENERAL EDUCATION SEMINARS

Guidelines for Proposals

The Honors College invites full-time faculty members from all colleges to submit proposals for special-topics general education seminars to be taught in the 2021–2022 academic year.

Our proposal deadline is November 6, 2020

We're asking you to give us your "dream courses" — topics and approaches you've always thought would truly engage and transform students, but that may not fit easily in a departmental program or find an obvious place in a major. Rather than being "harder" versions of courses already offered in the UTC catalog, honors seminars should value intellectual experimentation and innovative pedagogies. Honors seminars are indeed seminars, and should emphasize interaction and shared knowledge; ideally, these classes will become intellectual communities of their own.

While we always welcome (and rely on!) single-instructor courses, this year the Honors College is especially encouraging of proposals for courses that stress truly interdisciplinary, collaborative teaching – that is, topics that cross the boundaries of traditional disciplines, taught by pairs of instructors who normally speak different disciplinary "languages" (think of things like "Nuclear War and Peace," taught by a political scientist and a physicist, or "Music and the Civil Rights Movement," taught by a musician and a historian). So, we are excited to announce that the Honors College and the Walker Center for Teaching and Learning are partnering to support interdisciplinary team-teaching at UTC. *Members of three interdisciplinary teams who successfully propose Brock Scholar Seminars will each be eligible to receive a \$1000 stipend to plan their course, to be offered in the Honors College in the 2021–2022 academic year.*

A few things to consider while thinking about proposing a seminar...

The Seminars:

- Honors College special-topics seminars are 3 credit hours (except for UHON 3565r – Topics in Natural Sciences: Lab, which is 4 credit hours).
- Seminars may fulfill General Education requirements in the following categories:
 - Fine Arts and Humanities
 - Literature
 - Historical Understanding
 - Thought, Values, Beliefs
 - Visual and Performing Arts
 - Behavioral and Social Sciences
 - Natural Sciences
 - Mathematics
 - Statistics
 - Non-Western Cultures

- Honors College general education seminars are offered at the 3000 level as an indication of their rigor and an expected level of student engagement. This means that while the courses may be introductory, they are not elementary; while no prior knowledge of the particular subject is assumed, an advanced degree of preparation in college-level studies — reading, writing, discussion, and commitment to inquiry — is expected.
 - It's best not to think of these seminars as equivalent to departmental 3000-level courses in, say, Math or Biology or History, etc. They are not departmental courses; they are Honors College general education courses in which students will learn about mathematics, or natural sciences, or historical understanding, etc. So, the 3000 level indicates not what students can be expected to know prior to enrolling, but what you can expect students to be capable of learning during the course, if you are willing to teach them.
- Unless it is practically impossible to do so, we will schedule classes to meet in the newly (and beautifully) renovated Guerry Center, the home of the Honors College. These classrooms are especially suited to seminar-style pedagogy, and are technologically well equipped.

The Proposal Process:

- Your proposal will not follow the format used by the University's Curriculum or General Education Committees. (In fact, you won't have to go through those processes at all; the Honors College has already secured approval authority for proposed courses).
- Instead, your proposal will be considered by the Honors College Advisory Committee this Fall semester. If selected for inclusion in the 2021–2022 honors course schedule, you will participate in some faculty development activities in the Spring 2021 term to share ideas with colleagues working in honors, think about effective course assignments and pedagogy, and develop a full syllabus for the seminar.
- All honors seminar proposals must have approval from the proposing faculty member's department head. The department head's signature verifies that, if selected, the faculty member will be released from 3–4 hours of departmental teaching duties to teach the proposed honors seminar sometime in the 2021–2022 academic year. (We prefer that the courses not be taught as overloads.)
- If the class has an experiential element (field work, travel, service, other learning beyond the classroom), it can also be considered for Experiential Learning Designation in the class listings.

HONORS COLLEGE
GENERAL EDUCATION SEMINAR PROPOSAL

Please type your answers into the document below, and submit your signed, scanned form via email to:
gregory-odea@utc.edu by **November 6, 2020**

Name(s) and department(s) of faculty member(s) submitting the proposal:

Name: _____ Department: _____

Email: _____ Phone: _____

Title of course:

Indicate preference for semester to be taught:

_____ Fall 2021

_____ Spring 2022

Have you taught the course you are proposing in the Honors College before? If so, please indicate when you last offered the course.

Please indicate the General Education category(ies) in which you intend to offer the course (interdisciplinary team-taught courses to be cross-listed in more than one):

_____ Historical Understanding

_____ Literature

_____ Thought, Values, and Beliefs

_____ Visual and Performing Arts

_____ Behavioral and Social Sciences

_____ Natural Sciences (Non-lab)

_____ Natural Sciences (Lab)

_____ Mathematics

_____ Statistics

_____ Non-Western Cultures

Does the class have an experiential element (field work, travel, service, other learning beyond the classroom) and would you want it to be considered for Think/Achieve designation:

_____ Yes

Course Description:

Please include as much information as possible about the general themes of the course, topics to be covered, and goals to be accomplished in the course. It is especially helpful to identify central questions that the course poses for students to explore.

Course Outline:

How do you plan to structure the course? Please provide a brief outline of the course (this may be a weekly schedule of topics, a sequence of "units," etc.).

General Education Outcomes

Please explain how the course will meet each of the learning outcomes for the general education category in which it will be offered (learning outcomes can be found here:

<https://new.utc.edu/academic-affairs/general-education/faculty-information/goals-and-outcomes>)

Reading Assignments:

Honors courses should emphasize core use of primary source reading, not textbook learning. Please provide a tentative reading list for your proposed course.

Written Assignments:

Honors courses are should be writing intensive wherever appropriate to the learning outcomes of the course. Please estimate the amount and the nature of written work that will be expected of students in this course. (Short/long papers? Term papers? Oral exams? Researched writing?)

Other Assignments:

Beyond reading and writing, what other kinds of assignments do you envision for the course?

Classroom Procedures:

Honors courses are intended to emphasize active as opposed to passive learning. Will this be primarily a lecture or discussion course? If the course is intended to have significant lecture content, how will interaction be fostered among students and faculty? What specific methods will be used to encourage an active learning experience?

Repeat Offering

If you are proposing a course you have previously taught in Honors, please indicate how you have responded to student comments and evaluations to craft your approach this time around – what have you maintained and changed in this proposed version of the course and why have you made these choices?

Experiential Learning Designation

For the course to be considered for Experiential Learning Designation, please include evidence of reflection before, during and after a required learning experience, demonstrating preparation, intention, and authenticity in outcomes and assessment. More information on this designation can be found at <https://new.utc.edu/academic-affairs/walker-center-for-teaching-and-learning/thinkachieve/faculty-and-staff-development>

Each faculty member submitting this proposal should have his or her chairperson sign below.

Faculty Signature

Department Head signature

Faculty Signature

Department Head signature

Department Head's signature verifies that, if selected, the faculty member will be released to teach the proposed course sometime in the 2021–2022 academic year

Date submitted: _____

HONORS COLLEGE
GENERAL EDUCATION SEMINAR PROPOSAL
SAMPLE

Please type your answers into the document below, and submit your signed, scanned form via email to:
gregory-o'dea@utc.edu by **November 6, 2020**

Name(s) and department(s) of faculty member(s) submitting the proposal:

Name: Dr. Sigmund Freud

Department: Psychology

Email: sigmund-freud@utc.edu

Phone: x5555

Title of course: A History of Madness

Indicate preference for semester to be taught:

 X Fall 2021

 Spring 2022

Have you taught the course you are proposing in the Brock Scholars Program before? If so, please indicate when you last offered the course.

N/A

Please indicate the General Education category in which you intend to offer the course:

 X Historical Understanding

 Natural Sciences (Non-lab)

 Literature

 Natural Sciences (Lab)

 Thought, Values, and Beliefs

 Mathematics

 Visual and Performing Arts

 Statistics

 Behavioral and Social Sciences

 Non-Western Cultures

Course Description:

Please include as much information as possible about the general themes of the course, topics to be covered, and goals to be accomplished in the course.

More than perhaps any other set of human afflictions, the phenomena that have gone under the names of “madness,” “insanity,” “lunacy,” and “mental illness” have historically provoked a wide variety of often contradictory reactions. Those who have been in the throes of “madness” have described experiences ranging from an ecstatic sense of holiness to being beset by undeniable impulses to feelings of unending despair. Observers have sought explanations for the behavior of “mad” individuals by invoking such concepts as sin, destiny, heredity, moral degeneracy, upbringing, trauma, fatigue, and body chemistry. Those afflicted have been admired, pitied, mocked, hidden from public view, canonized, imprisoned, restrained, operated on, sterilized, hospitalized, killed, counseled, analyzed, and medicated. Why?

This seminar will explore that question by surveying and comparing ways in which the idea of madness has been constructed, understood, and treated in Western history. Preliminarily, we will begin in the ancient world by examining religious and early medical conceptions, then consider the very different responses of the middle

ages and the early modern period. More extensive attention will be given to ideas of and responses to madness during the European enlightenment (madness in the age of reason, as Foucault puts it), and during the nineteenth-century "age of the asylum," when insanity became aligned with ideas of degeneracy and criminality. This focus will provide a means of comparison with twentieth-century's ideas of psychoanalysis and psychiatry, and contemporary ideas of mental health.

Course Outline:

How do you plan to structure the course? Please provide a brief outline of the course (this may be a weekly schedule of topics, a sequence of "units," etc.).

Weeks 1–2: Madness in the Ancient World
Week 3: Medieval and Early Modern Europe
Week 4: Enlightenment and Reform
Week 5: Film; Student Debate
Week 6: The Asylum
Week 7: Brain Science, Neurology, and Clinical Psychiatry
Week 8: Nerves, Nervousness, and the “Nervous Breakdown”
Week 9: Psychoanalysis; Film; Student Debate
Week 10: World War I, Shellshock, and Their Legacy
Week 11: Psychiatric Eugenics
Week 12: Somatic Treatments and Heroic Medicine
Week 13: From Anti-Psychiatry... ; Student Debate
Week 14: ...to Social Psychology

Reading Assignments:

Honors courses should emphasize core use of primary source reading, not textbook learning. Please provide a tentative reading list for your proposed course.

- Greg Eghigian, ed., *From Madness to Mental Health: Psychiatric Disorder and its Treatment in Western Civilization*. [A reader of primary historical texts and essays]
- Michel Foucault, *Madness and Civilization*.
- Roy Porter, *Madness: A Brief History*

Written Assignments:

Honors courses are should be writing intensive wherever appropriate to the learning outcomes of the course. Please estimate the amount and the nature of written work that will be expected of students in this course. (Short/long papers? Term papers? Essay exams? Researched writing?)

- 2 short (5 page) papers
- 2 Film responses
- Electronic reading journal
-

Other Assignments:

Beyond reading and writing, what other kinds of assignments do you envision for the course?

- Student debates on questions like, "Are Freud and Jung relevant anymore?" and "Does mental illness (or mental health) really exist?"
- Interviews with mental health professionals

Classroom Procedures:

Honors courses are intended to emphasize active as opposed to passive learning. Will this be primarily a lecture or discussion course? If the course is intended to have significant lecture content, how will interaction be fostered among students and faculty? What specific methods will be used to encourage an

active learning experience? If Experiential Learning opportunities that go beyond the classroom are included, please describe them here.

Class time will be spent largely in discussion, with short lectures as necessary for context. Several classes are given over to active student debates. For the Experiential Learning component, students will interview mental health professionals, reflecting both before and after this process. This experience is mapped to three of the course learning outcomes which are assessed in the journal and reflective presentation assignments, all in the syllabus.

Repeat Offering

If you are proposing a course you have previously taught in Honors, please indicate how you have responded to student comments and evaluations to craft your approach this time around – what have you maintained and changed in this proposed version of the course and why have you made these choices?

N/A

Each faculty member submitting this proposal should have his or her chairperson sign below.

Faculty Signature

Department Head signature

Department Head's signature verifies that, if selected, the faculty member will be released to teach the proposed course sometime in the 2019–2020 academic year

Date submitted: _____