PROPOSAL FOR AN UPPER DIVISION CLUSTER COURSE

Name of faculty member

Robert Liebman

Title of proposed course

500 350 / US in Comparative Perspective

When will the is course be offered?

Winter / Spring 97

Name of Cluster/Cluster coordinator

Tom Bolt / Am Studies

Please address the following items in your narrative, keying your text to the corresponding item below:

A. COURSE DESCRIPTION (100 words or less).

B. COURSE DEVELOPMENT. Please indicate whether the course is based on an existing course (and if so, please specify), or is a new course in development. If the course is a revision of an existing course, please explain what form the revision will take (this may be addressed under item C.). Please be aware that the new General Education requirement is based on different premises from the former "distribution" requirement, and therefore the academic role of upper division courses in General Education will necessarily be different from the previous role.

C. GENERAL EDUCATION GOALS. Please describe how your pedagogical goals for the course promote the University's goals of General Education as adopted by the Faculty Senate. Please review the relevant sections of the General Education Working Group Report (the document adopted by the Senate in 1993) or the September 16, 1994, report of the General Education Committee (both documents are available in the Office of University Studies, 245 CH). Applicants are reminded that the upper division courses are expected to focus on program goals related to Human Experience and Ethical Issues & Social Responsibility, while continuing to build on the Inquiry and Communication program goals. Course instructors should use active learning strategies and challenge students to display increasingly sophisticated research and communication abilities. Examples of strategies for each of the General Education program goals are listed in the General Education Working Group Report and the in report of the General Education Committee. Attention should also be given to how this course functions in tandem with other courses in the cluster in working toward curricular integration within the cluster. Colleagues are also reminded that upper division UnSt courses are a replacement of the former distribution requirement for coursework in the Arts and Letters, Sciences, and Social Sciences. The Committee therefore anticipates upper division courses with scholarly content of the highest standard, consistent with the content level of the "distribution" courses under the previous General Education requirement, and befitting the University's core undergraduate curriculum.

D. COURSE OUTLINE. Please provide a detailed outline of the proposed course. This need not be a completed syllabus, but should include an outline of topics, a preliminary reading list,
U.S. in Comparative Perspective

Course Description:
The course examines principles of social organization (e.g. hierarchy, segregation) by comparing schooling and work in the U.S. and other industrial societies, especially Japan. Its major purpose is to explore whether the practices and ideologies of American schools and workplaces are typical of advanced societies or are particular to the U.S. and to explain why. A second purpose is to examine calls for restructuring U.S. schools and workplaces by borrowing from other societies.

General Education Goals:

Human Experience/Diversity: Through comparative analysis, the course the ways that American institutions came to be and the ways that the shape the lifetimes of Americans.

Ethical issues and social responsibility: By looking at how schooling, work, and other institutions are organized, the course asks students to consider examines how and how well American institutions actualize American ideals such as equal opportunity, justice for all, and freedoms of conscience. By looking at the question of what might be borrowed from other societies, the course challenges students to judge what is possible and what is desirable considering American ideals.