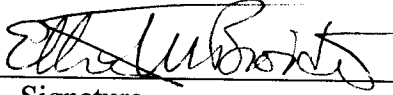


Proposal to the University Curriculum Committee  
Freshman Inquiry Course


I. Cover Sheet

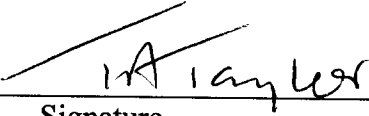
Course Title	Metamorphoses: Constructions, Visions, and Strategies for Change
Date first offered	Fall 1999
Sections per year	4
Statement of theme/ Topical area	We will examine the process of change as a fundamental paradigm for understanding personal, cultural, and historical transformations.

Signatures of participating faculty:

Ellen Broido  5/18/99  
 \_\_\_\_\_  
 Name (typed)                      Signature                                      Date

Grace Dillon  5/18/99  
 \_\_\_\_\_  
 Name (typed)                      Signature                                      Date

Barbara Guetti  5/18/99  
 \_\_\_\_\_  
 Name (typed)                      Signature                                      Date

Teresa Taylor  May 18, 1999  
 \_\_\_\_\_  
 Name (typed)                      Signature                                      Date

Contact Faculty:

Grace Dillon                      ENG                      725-3579                      dillong@pdx.edu  
 \_\_\_\_\_  
 Name                                      Mail code                                      Telephone                                      Email

## Proposal to the University Curriculum Committee/Freshman Inquiry Course

### II. Course Narrative

#### A. Statement of theme/topical area

Metamorphosis is the ancient Greek name for "shape-changing." This course investigates the process of change in human culture: how do we envision and experience transformation in our bodies, our minds, and our social lives? How do we shape and interact with the physical and virtual environments we inhabit? By exploring these issues through myth, folklore, and art; human development, genetic engineering, and science fiction; political, cultural, and technological revolution; comparative and historical perspectives and popular culture, we will approach a better understanding of how the process of change is fundamental to our sense of being.

#### B. Learning objectives specific to this theme

By the end of the course, students should be able to:

1. Recognize the motif of change as a paradigm for understanding personal, social, and historical phenomena.
2. Discuss the process of change from multiple perspectives, including sociological, biological, and historical.
3. Respect differences in other people (e.g., age, gender, ethnicity) and cultures as critical aspects of a changing world.
4. Appreciate the personal changes that are affecting their own lives and gain a longer-term perspective on their lives and learning.
5. Grapple with the changes that are most relevant to current U.S. culture, including technological and environmental shifts.
6. Frame the concept of revolution—both personal and sociological—within a context informed by the study of metamorphosis.

#### C. Assessment of student learning

Assessment of theme-specific student learning will be based on graded written work and oral presentations; supplementary work such as personal journals; a theme-specific measure of knowledge, attitudes, and behaviors related to metamorphosis and change; and appreciation of diversity; and a theme-specific measure of writing ability based on a common writing assignment shared by the team. Over the course of the three terms, student course grades will be based on the following: written work, 40%; class discussion, 10%; formal oral presentations, 15%; attendance and participation, 10%; computer competencies, 15%; group-work skills, 5%; and community service, 5%.

D. Description of methods to ensure coherence of theme across participating faculty's sections

The Metamorphosis team will meet weekly throughout the academic year to discuss course implementation. Faculty will visit each other's classes regularly. Each term, we will share major assignments and readings.

E. Interdisciplinarity of theme

The Metamorphosis team represents multiple disciplines and perspectives, including expertise in cultural diversity and college student development (Ellen Broido), popular culture and early modern literature (Grace Dillon), literary and film theory (Barbara Guetti), and history and social anthropology (Teresa Taylor).

F. Relation of this course to other University Studies offerings (cohesion, ties to future learning)

The Metamorphosis theme is not explicitly linked to any Sophomore/Junior cluster. However, due to the readings used as touchstones for discussion of metamorphosis and change in personal and historical contexts, it should provide a gateway course for students interested in pursuing the following clusters: African Studies, American Studies, European Studies, Freedom/Privacy/Technology, Global Environmental Change, Medieval Studies, Nineteenth Century, Popular Culture, Renaissance, and Women's Studies.

G. How this theme will address the University Studies Goals

University Studies Goal	Representative Assignments	Assessment Plan
Communication: Writing	2 <sup>nd</sup> term: a 10+ research essay on a revolutionary change: e.g., technological or biological	University Studies writing assessment (embedded in final portfolio); theme-specific pre- and post-module writing assessment (e.g., prior knowledge probes re: student background in a given topic)
Graphics	All terms: graphical representation of data used to support or illustrate arguments in oral and panel discussions, papers, etc.	Assess ability to supplement textual analysis with appropriate kind and placement of graphic aids.
Oral Communication	All terms: Panel and individual presentations	Assess collaborative contributions to panel presentations
Numeracy	2 <sup>nd</sup> and 3 <sup>rd</sup> terms: analysis of data on shifts in population profiles and distribution, pre- and post-industrialization	Assess ability to analyze data for significance, implications, and accuracy of interpretation
Visual Communication	1 <sup>st</sup> and 2 <sup>nd</sup> terms: Power Point and Web page presentations designed to communicate visually as well as textually	Assess design and layout for persuasive presentation and appropriate visual communication
Group Process	1 <sup>st</sup> and 3 <sup>rd</sup> terms: Final Group Projects on ideas generated from course texts	Assess individual efforts to function as part of a team and assess group efforts to integrate all members
Computer Literacy	All terms: creation and deployment of web pages, Power Point, and Excel applications	Assess appropriateness of materials converted to web-based presentations
Inquiry and Critical Thinking	2 <sup>nd</sup> term: unit on Karl Marx and social/industrial change	Assess ability to present effective, well reasoned arguments to illustrate individual opinions and ideas
Diversity and Human Experience	1 <sup>st</sup> term: unit on representations of the elderly and the aging process	Assess written responses (e.g., dialogue response journal entries) to unit assignments
Ethics and Social Responsibility	Community-based service learning project to be arranged	Assess outcomes of service project in relation to goals of the community partner

### III. Course Schedule

Term	Topical Outline	Faculty
First Term	<ol style="list-style-type: none"> <li>1. Metamorphosis in myth, folklore, and fairytales.</li> <li>2. Ovid.</li> <li>3. Rites of individual passage: birth and death.</li> <li>4. Transformation and Intertextuality</li> </ol>	<p>Barbara Guetti, Grace Dillon</p> <p>Ellen Broido, Teresa Taylor</p>
Second Term	<ol style="list-style-type: none"> <li>1. Kafka</li> <li>2. The Industrial Revolution and 19<sup>th</sup> century change</li> <li>3. Marx</li> <li>4. Science and change: biogenetic engineering, cloning, and artificial intelligence</li> </ol>	<p>Dillon</p> <p>Taylor</p> <p>Guetti</p> <p>Broido</p>
Third Term	<ol style="list-style-type: none"> <li>1. Technology as change; cyber vision (virtual revolution)</li> <li>2. Environmentalism and Chaos theory (physical revolution)</li> <li>3. Politics of art as a medium for social change</li> <li>4. Film theory and <i>trucage</i></li> </ol>	<p>Broido</p> <p>Dillon</p> <p>Taylor</p> <p>Guetti</p>

#### IV. Preliminary Reading List

Octavia Butler, *The Parable of the Sower*.

John C. Cavanaugh, *Adult Development and Aging*, Brooks/Cole 1996.

Steve Connor, *Postmodernist Culture*, Blackwell 1989.

Jonathan Crary and Sanford Kwinter, eds., *Incorporations*, Zone 1992.

Mircea Eliade, *Myth and Reality*, Harper 1963.

Paul Di Filippo, *Ribofunk*, Avon 1996.

James Gleick, *Chaos: Making a New Science*, Viking 1987.

Franz Kafka, *The Metamorphosis*

Stuart Kauffman, *At Home in the Universe: The Search for the Laws of Self-Organization and Complexity*, Oxford 1995.

Douglas Kellner, *Media Culture*, Routledge 1995.

Karl Marx, *The Communist Manifesto*.

Ovid, *The Metamorphosis*.

Simon Penny, eds., *Critical Issues in Electronic Media*, SUNY Press 1995.

Ed Regis, *Nano: The Emerging Science of Nanotechnology*, Little, Brown, & Co. 1995.

Victor J. Vitanza, *Cyber Reader*, Allyn and Bacon, 1996.

Edward Wilson, *In Search of Nature*, Island Press 1996.