

**Colonnade General Education Committee
Western Kentucky University**

Report to the University Senate Executive Committee

Date: April 17, 2016

From: Dr. Marko Dumančić, Chair

The Colonnade General Education Committee met on April 18, 2016 and submits the following report for consideration to the University Senate:

Explorations Courses

- PHYS 201 (Natural and Physical Sciences)
- PSYS 160 (Natural and Physical Sciences)

Connections Courses

- ART 317 (Systems)
- BIOL 372/SOCL 372 (Local to Global)
- BIOL 380 (Local to Global)
- DCS 363 (Systems)
- ENT 312 (Systems)
- GEOG 452 (Local to Global)
- GEOL 315 (Systems)
- HIST 300 (Local to Global)
- PH 401 (Local to Global)
- PSYS 353 (Systems)
- RELS 242 (Local to Global)
- SWRK 300 (Local to Global)
- BIOL 390 (Systems)

Colonnade Program Course Proposal: Explorations Category

1. What course does the department plan to offer in Explorations? Which subcategory are you proposing for this course? (Arts and Humanities; Social and Behavioral Sciences; Natural and Physical Sciences)

Physics 201- College Physics 1 **Subcategory: Natural and Physical Sciences**

2. How will this course meet the specific learning objectives of the appropriate subcategory. Please address **all** of the learning outcomes listed for the appropriate subcategory.

1. Demonstrate an understanding of the methods of science inquiry.

The laboratory activities in this class are in the form of guided discovery laboratories, where students carry out a series of inquiries, collect and analyze data, and draw conclusions from that that point at central physical principles, incorporating much of the method of scientific inquiry.

2. Explain basic concepts and principles in one or more of the sciences.

This course covers fundamental principles in mechanics, including motion of objects, forces, momentum and energy rotational motion and additional topics. Students describe these as a result of the guided discovery labs, apply them for in-class and homework exercises, and answer test questions on them.

3. Apply scientific principles to interpret and make predictions in one or more of the sciences.

Students complete a significant number of experiments where they need to interpret data. Most of the homework and test questions will ask them to do calculations to predict the value of a quantity in a given situation. For example, in a projectile problem students may be asked to calculate where the projectile will land or in a collision problem students may be asked to calculate the final velocity of one of the objects given the initial motions of the objects and the final motion of the other.

4. Explain how scientific principles relate to issues of personal and/or public importance

There are many applications of the principles discussed in this course to real life situations. Many of the in-class problem solving activities include real-life applications, such as maximum angle for a store ramp or reconstructing a traffic accident.

3. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

As a result of working through this course, you will be able to:

- Describe and predict motion and forces for linear, projectile and circular motion of objects.
- Apply principles of energy, momentum and torque to analyze systems of equations.
- Collect and analyze motion and force data, drawing conclusions about the behavior of the physical world.
- Improve problem solving skills.

4. Brief description of how the department will assess the course for these learning objectives.

1. Demonstrate an understanding of the methods of science inquiry.

- Students will engage in guided discovery laboratories which will help them generate scientific principles from their experiments and observations, for example Newton's second law ($F=ma$) and the static torque equation. At least 70% of the student groups will successfully complete these activities as demonstrated by stating the appropriate principle/equation at the end of their laboratory report.

2. Explain basic concepts and principles in one or more of the sciences.

- Laboratory reports from students will contain their data and observations, and summaries of the physics principles studied in the lab. At least 70% of the students will submit reports that correctly describe their observations and the physics principles obtained from them.
- 70% of students will score 70% or better on of conceptual questions on exams.
- 70% of students will score 70% or better on the quantitative questions on homework (assigned per chapter covered), assigned as part of interactive engagement exercises given each class period, and exams.

3. Apply scientific principles to interpret and make predictions in one or more of the sciences.

- Laboratory reports from students will contain their data and observations, and summaries of the physics principles studied in the lab. At least 70% of the students will submit reports that correctly describe their observations and the physics principles obtained from them.
- Quantitative solutions of physics problems asking students to determine an outcome. 70% of students will score 70% or higher on their quantitative solutions of physics problems on homework (assigned per chapter), interactive engagement exercises given each class period, and exams.

4. Explain how scientific principles relate to issues of personal and/or public importance

- Most of the problems students work on have real-world applications, for example determining the stopping distance for a car traveling at a certain speed or the forces needed to support an object. 70% of students will demonstrate success at determining the solution of such problems when given

on homework (assigned per chapter), in class engagement exercises given each class period, and exams.

5. How many sections of this course will your department offer each semester?

1

6. Please attach sample syllabus for the course.

Attached is a syllabus from last semester. This is a course that has evolved over many semesters, and will continue to evolve as the instructors identify better ways to address the learning objectives.

Physics 201: College Physics I

Course description: This is an algebra-based physics course required for a variety of different majors, emphasizing the application of basic physics principles through problem solving. The focus of the course is Forces and Motion, and it covers a number of related topics such as energy, momentum, torques, materials and waves. The laboratory portion of the course is formally integrated into the course. This course represents 3 credit hours for lecture and 1 credit hour for laboratory. A keen curiosity coupled with scientific skepticism is highly desirable traits for students in this class.

Pre-requisites: High School algebra, geometry and right triangle trigonometry

Colonnade General Education Outcomes in Natural Sciences

- Demonstrate an understanding of the methods of science inquiry.
- Explain basic concepts and principles in one or more of the sciences.
- Apply scientific principles to interpret and make predictions in one or more of the sciences.
- Explain how scientific principles relate to issues of personal and/or public importance.

As a result of working through this course, you will be able to:

- Describe and predict motion and forces for linear, projectile and circular motion of objects.
- Apply principles of energy, momentum and torque to analyze systems of equations.
- Collect and analyze motion and force data, drawing conclusions about the behavior of the physical world.
- Improve problem solving skills.

Textbook: College Physics: A strategic Approach, 3rd Ed. by Knight, Jones, and Field

Mastering Physics: We will be using the Mastering Physics website for homework and quizzes. You will access this website via Blackboard.

Grading: Letter grades for the course will be assigned using the following: A: ≥ 90 ; B: 80 – 89; C: 70 – 79; D: 60 – 69; F: < 60 . Grade thresholds may be lowered but will not be raised. The relative weights of the course components contributing to the final course score are listed below:

Block exams (3×15%, drop lowest)	45%
Final exam	20%
Homework assignments	10%
Laboratory	15%
In-class exercises/Attendance	5%
Reading assignment/Quizzes	5%

Exams: Exams are closed-note and closed-book. There are four block exams and one final exam scheduled. The final exam will be comprehensive. You are required to bring a calculator to each exam. If you miss one of the exams, your grade for that exam will be ZERO. Makeup exams will not be given except in extreme circumstances. If you are not able to take an exam, you need to make arrangement with the instructor before the scheduled exam period. This schedule is tentative and subject to change.

Block Exam #1:	Monday, September 28, in class (Ch. 1-3)
Block Exam #2:	Wednesday, October 21, in class (Ch. 4-5)
Block Exam #3:	Monday, November 9, in class (Ch. 6-8.2)
Block Exam #4:	Wednesday, December 2, in class (Ch. 8.3-10)
Final Exam:	Friday, December 11, 10:30 am (comprehensive)

Assignments:

- Homework: Problems will be assigned via the Mastering Physics website. You are expected to be able to work them out completely on your own, without assistance from other students. As a general rule, homework solutions will not be posted. The burden is on you to make sure you know how to solve the problems by getting help or asking about them in class. Variations on homework problems will appear in exams. It is your responsibility to make sure you understand the material by working all the problems.
- Reading Quizzes: You are responsible for reading assignments given in class. These are intended to familiarize you with material before it is covered in lecture or class discussions, so that you can grasp important points as they arise rather than frantically trying to note down everything that is said. To encourage you to keep up with the course material, reading quizzes will be given via the Mastering Physics website before the topic are discussed.
- In-Class Exercises: The in-class activities will be group conceptual or problem-solving exercises for "participation points" rather than a grade. These exercises are designed to help

you understand the material and will be given out in every class period. A diligent effort on the homework problems and exercises is the best approach to a successful learning experience in this course.

- **Laboratories:** Laboratories will be done during regular class time at appropriate times in the curriculum. Some labs will utilize electronic data collection with the computers in the classroom. The labs will be in the form of electronic worksheets that you will download from the website, fill out as you work through them in your group, and submit electronically as a group. A significant focus of the labs is the development of scientific models from experimental data. The labs will be graded partially on thoughtful effort and partially on correctness, with a particular focus on the Summary Questions at the end of each lab.

Cheating and Plagiarism: Cheating and academic dishonesty are unacceptable. Any work in which cheating is detected will be assigned a grade of ZERO, and may result in failing the course. Any use of a cell phone or other electronic device during exams without the prior permission of the instructor will be considered cheating. All work turned in for a grade must be your own. No credit will be given for work that is not demonstrably your own.

Drop/Audit Policy: Due to the nature of this course, PHYS 201 cannot be audited. If you choose to not complete the course for a grade then your only option is to drop the course and receive a grade of W by the University deadline for dropping a course.

Disabilities: In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270-745-5004. Please do not request accommodations directly from the instructor without a letter of accommodation from the Office for Student Disability Services.

Colonnade Program Course Proposal: Explorations Category

Explorations: Knowledge of Human Cultures and the Physical and Natural World

Please complete the following and return electronically to colonnadeplan@wku.edu.

1. What course does the department plan to offer in Explorations? Which subcategory are you proposing for this course? (Arts and Humanities; Social and Behavioral Sciences; Natural and Physical Sciences)

The Department of Psychological Sciences proposes offering **PSYS 160, Introduction to Biopsychology** as an Explorations course in the **Natural and Physical Sciences** subcategory

2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address all of the learning outcomes listed for the appropriate subcategory.

Students will use the scientific perspective to gain basic understanding of the contributions of molecular, cellular, physiological, and evolutionary biology to psychological processes. Theories, basic research methodology, hypothesis testing, and data interpretation will be emphasized across all topic areas.

SLO 1 Understand the methods of science inquiry.

Students will demonstrate the ability to:

- Describe the key characteristics of the scientific approach
- Understand research methodology within biological psychology, including structural and functional analysis of biological and psychological systems and the impact of scientific and therapeutic intervention on thought and behavior
- Describe the main research designs (e.g., correlational, experimental) used in the psychological sciences
- Compare several examples of psychophysiological methods and understand the advantages and disadvantages of each

SLO 2 Explain basic concepts and principles in one or more of the sciences.

Students will demonstrate the ability to explain basic concepts and principles in biological psychology including but not limited to:

- The basic structures of the brain
- Important aspects of brain function
- The development of the central nervous system
- The two systems in the peripheral nervous system
- Basic terminology and principles of hormone-behavior interactions
- The role of genetics and environment in explaining development
- Basic principles in understanding epigenetics
- The structure and function of the sensory and perceptual systems

- The key properties and neurobiological bases of drive states and emotions
- The psychophysiology of cognition, learning and memory
- Biological etiologies of psychopathology

SLO 3 Apply scientific principles to interpret and make predictions in one or more of the sciences.

Students will demonstrate the ability to apply the scientific method along with biopsychological principles to investigate the role of biological systems in thought and behavior, such as:

- Given the structure of the brain and sensory systems, what kind of information is the brain extracting from the environment?
- Based on what is known about structural changes what kind of changes in cognition, learning, and memory can be expected with development and aging?
- Predict and explain the role that hormones play in personal and social behaviors.
- Provide a set of hypothetical outcomes based on the role that epigenetic mechanisms play in disease states.
- Explain how psychophysiological principles can be applied to make predictions about social behaviors.
- Predict how biologically-based drive states will affect, and be affected, by behavior.

SLO 4 Explain how scientific principles relate to issues of personal and/or public importance

Students will demonstrate the ability to explain the connection between neurophysiological processes and human cognitive and socio-emotional functioning in areas of both personal and public importance, such as:

- How the environment is implicated in adverse epigenetic changes.
- Theoretical models of health, as well as the role of psychological stress in the development of disease.
- The controversies associated with the use of pharmacotherapy.
- Psychological factors that contribute to resilience and health.
- The relevance and importance of psychology to the field of medicine.
- How age-related changes cognitive, psychosocial, and physical changes are observed in the context of everyday life.

3. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

The following statement will appear on all PSYS 160 syllabi:

Course description: PSYS 160 is an introductory class emphasizing the contributions of molecular, cellular, physiological, and evolutionary biology to the scientific understanding of psychological processes. Topics include the brain and nervous system, sensation and perception, hormones and behavior, and the interaction of genes and environment.

Learning Objectives for Colonnade Program: *This course fulfills the Colonnade Program's requirements for the Natural and Physical Sciences subcategory of the Explorations Category. As part of that program, PSYS 160 has the following learning objectives:*

Students will demonstrate the ability to:

- 1. Demonstrate an understanding of the methods of science inquiry.*
- 2. Explain basic concepts and principles in one or more of the sciences.*
- 3. Apply scientific principles to interpret and make predictions in one or more of the sciences.*
- 4. Explain how scientific principles relate to issues of personal and/or public importance*

Upon successfully completing this class, you will be able to:

- 1. Demonstrate an understanding of research methodology within biological psychology, including structural and functional analysis of biological and psychological systems and the impact of scientific and therapeutic intervention on thought and behavior*
- 2. Explain the basic principles involved in neurobiological development, sensory machinery and perceptual systems, influences of gene-environment interactions on behavior, the neuroscience of cognition, social and affective neuroscience, and biological etiologies of psychopathology*
- 3. Apply neuroscientific principles to investigate the role of biological systems underlying thought and behavior and to make predictions about the connection between behavior and molecular biology and physiology within the disciplines of psychology*
- 4. Explain the connection between normal/abnormal neurophysiological processes and normal/abnormal human cognitive and socioemotional functioning*
- 4. Brief description of how the department will assess the course for these learning objectives.**

A pool of assessment items will be created by the faculty members involved in teaching the class. At least 10 objective items will be created to assess each SLO. A subset of these items will be selected by each instructor. Assessment items will be administered as a pre-test during the initial class session and again as a post-test during the last week, or the final exam period. Changes in performance from pre- to post-test will be used to assess student learning and to assess the modes of delivery of the instructional material at the department level. For the Colonnade assessment, the following criteria will be used to assess the students' mastery of the learning objectives in the course and will be reported:

- Excellent = at least 90% of the students answered 8 out of the 10 assessment items correctly at post-test
- Satisfactory = at least 70% of the students answered 8 out of the 10 assessment items correctly at post-test
- Unsatisfactory = fewer than 70% of the students answered 8 out of the 10 assessment items correctly at post-test

5. How many sections of this course will your department offer each semester?

The number of sections offered will be based on demand and section size, but we anticipate being able to offer at least 100-150 seats in this course each semester.

6. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

PSYS 160

Introduction to Biopsychology
Syllabus

Meeting time:	TuTh 12:45 – 2:05 GRH 3096
Professor:	Dr. TBA
Office:	3074 Ransdell Hall
Telephone:	270-745-3918
Office Hours:	TuTh 2:10 – 3:15 and by appointment
E-mail:	
Department:	http://www.wku.edu/psychological-sciences

Course description: PSYS 160 is an introductory class emphasizing the contributions of molecular, cellular, physiological, and evolutionary biology to the scientific understanding of psychological processes. Topics include the brain and nervous system, sensation and perception, hormones and behavior, and the interaction of genes and environment.

Learning Objectives for Colonnade Program: This course fulfills the Colonnade Program's requirements for the Natural and Physical Sciences subcategory of the Explorations Category. As part of that program, PSYS 160 has the following learning objectives:

Students will demonstrate the ability to:

1. Demonstrate an understanding of the methods of science inquiry.
2. Explain basic concepts and principles in one or more of the sciences.
3. Apply scientific principles to interpret and make predictions in one or more of the sciences.
4. Explain how scientific principles relate to issues of personal and/or public importance

Upon successfully completing this class, you will be able to:

1. Demonstrate an understanding of research ethics and methodology within biological psychology, including structural and functional analysis of biological and psychological systems and the impact of scientific and therapeutic intervention on thought and behavior
2. Explain the basic principles involved in neurobiological development, sensory machinery and perceptual systems, influences of gene-environment interactions on behavior, the neuroscience of cognition, social and affective neuroscience, and biological etiologies of psychopathology

3. Apply neuroscientific principles to investigate the role of biological systems underlying thought and behavior and to make predictions about the connection between behavior and molecular biology and physiology within the disciplines of psychology
4. Explain the connection between normal/abnormal neurophysiological processes and normal/abnormal human cognitive and socioemotional functioning

Textbook:

Freberg, L.A. (2016). *Discovering Behavioral Neuroscience: An Introduction to Biological Psychology, 3rd Ed.*, Belmont, CA: Cengage Learning. **ISBN-10:** 1305088700 | **ISBN-13:** 9781305088702

Assessment of performance

- Three exams and a final consisting of multiple choice and short essay questions. The third exam will be given during the final exam period along with the comprehensive final. If you must miss an exam due to a university-sponsored event for which you have official paperwork, you must arrange to take the exam early. If you miss an exam for any other reason, you will have an opportunity to make up the exam on the Wednesday morning of finals week.
- Thirteen Blackboard (BB) quizzes consisting of multiple choice questions: Each quiz will be available on Blackboard for at least 48 hours. Each quiz will have 20 questions worth 1/2 point each. Once you start the quiz, you will have 15 minutes to complete it. You may retake each quiz twice but the questions will not necessarily be the same. *Only your 10 highest quiz grades will be used to calculate your final grade.*

Grading:

10 (out of 13) Blackboard quizzes 10 pts. each	100
Exams (3@100 points)	300
Final	100
Total points possible:	500

A	excellent performance	450-500
B	good performance	400-449
C	average performance	350-399
D	poor performance	300-349
F	unacceptable performance	<300

Academic Integrity: Dishonesty of any kind will not be tolerated in this course. Academic dishonesty may result in a grade of F for the assignment, or for the entire course. Collaborating on BB quizzes, printing out BB quizzes or taking a BB quiz for someone else all qualify as academic dishonesty. If you are uncertain whether something qualifies as academic dishonesty, please discuss the matter with me.

Following is a **tentative** class schedule. **Dates are subject to change depending on time constraints.** Changes will be announced on Blackboard.

Week	Chapter	Topic
1	1	Introduction
		The science of biopsychology
		Basic research designs
		Scientific ethics
		Biological Psychology Research Methods
		Behavioral methods
		Psychophysiological methods
		Computational methods
2	2	Functional Neuroanatomy
		Central nervous system
		Peripheral nervous system
3	3	Structure and Function of neural cells
4	5	Genetics and Development
		Nature and Nurture
		Epigenetics
		Growth and Development of the Nervous System
		Sensation and Perception
5	6	Vision
6	7	Nonvisual sensation and Perception
7	9	Homeostasis and Motivation
		Hunger and Thirst
8	11	Sleep and Waking
9	10	Sexual Behavior
		Hormones and Behavior
		Biochemistry of relationships
10	14	Social and affective neuroscience
		Reward
		Aggression and violence
		Emotion
		Stress
		Cognitive neuroscience
11	12	Learning and memory
12	13	Language and Intelligence
		Disorders
12/13	15	Neurological disorders
13/14	16	Psychological disorders
14	4	Psychopharmacology

Contact Person: Dr. Guy Jordan, Associate Professor of Art History, Department of Art, guy.jordan@wku.edu, 270-745-8865

Please complete the following and return electronically to colonnadeplan@wku.edu.

- 1. What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)**

ART 317—Art and Power

Subcategory: Systems

- 2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address all of the learning outcomes listed for the appropriate subcategory.**

A. Analyze How Systems Evolve

Students will develop fluency in the grammar, iconography, and style of visual art as a tool for political, religious, and cultural communication and analyze how these techniques have evolved over time. Examples will be drawn from a wide-ranging set of historical case studies where images mediate struggles for power and authority. Some of these examples include: changing images of kingship; the visual and architectural mediation of interactions between human societies and manifestations of divinity; the authority of the written, printed, and epigraphically inscribed word; iconoclasm as a recognition of and reaction against the power of images; visual humor, satire, and caricature as a technique of social and political critique; and the techniques by which infographics make statistical arguments more impactful and persuasive and amplify their effectiveness in the public sphere. This course approaches art history from a semiotic perspective and investigates art as a complex, systemic, and evolving *visual language*.

B. Compare the Study of Individual Components to the Analysis of the Entire System.

Visual communication, like any written or spoken language, develops and changes over time through the interaction of *langue* (an existing system of grammar and conventions) and *parole* (individual interpretations and modulations of the *langue* that drive its evolution and development). Sometimes, these systems change as a result of larger macro-historical societal, economic, religious, technological, or political developments. Other times, visual communication systems (e.g. styles) change because individuals and/or smaller micro-historical movements launch endeavors and/or innovations that meet with remarkable success. When students analyze graphic design, for example, as a tool for political speech, students will compare the influence of broader technological developments that democratize artistic production (e.g. software, affordable printing, and web-based communication) with that of individual artists bent on developing a signature

style or brand (e.g. Shepard Fairey's *Hope* poster for then-Presidential Candidate Barack Obama in 2008). Another example will consider the way the Holy Roman Emperor Charlemagne innovatively presented images of his authority that both reinforced and departed from existing visual systems of royal iconography. As students analyze these and other examples, they will learn how visual communication is always a product of a mediation between individual expression and collective/systemic intelligibility.

C. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

Art has long been used as a way to endow various ideologies with a mantle of unassailability. Sculptures and monuments figuratively (and often literally) set their subjects in stone. Debates and controversies that surround works of art, such as those described in the title of a recent book as "Monument Wars," move well beyond mere aesthetic arguments. Monuments that commemorate contested interpretations of historical events and exhibitions of artworks that engage "hot button" issues are often sites of high stakes political and ideological struggles. That is to say, representation itself is always a political act. Through a series of case studies, students will discuss, debate, and evaluate the merits of various strategies of visual self-presentation and representation in order to gain a sophisticated and nuanced understanding of the power of images to shape the public sphere.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in *Colonnade*)? Discuss in detail.

Art 317 will be a highly interdisciplinary course, perhaps more so than any other course currently offered by the Art Department. It will be of interest to a wide variety of majors at WKU as the content of the course engages with issues relevant to history, political science, philosophy and religion, sociology, psychology, communications, marketing, advertising, and many other fields. We live as never before in an age of images, representations, and simulacra, and students need to be able to think critically and analytically about what they see just as much as they need to think critically and analytically about what they read. Because of the highly public nature of art and architecture, they have often been used to explicitly and implicitly reinforce and/or challenge societal norms. Any undergraduate curriculum will draw substantial benefit from a course that maps the power of art to both buttress and undermine various value systems. Students will learn how they shape and are in turn shaped by images all the time. The course will be very animated, where conflicting interpretations of and opinions about various examples of visual propaganda will prompt lively debates and discussions among students. Art 317 will provide an excellent arena for advanced students to apply the analytical skills they have learned in earlier *Colonnade* coursework to a timely and fascinating topic, one that affects their lives in ways they may not have heretofore imagined.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.

None

5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

- *Analyze How Systems Evolve*
Students will develop fluency in the grammar, iconography, and style of visual art as a tool for political, religious, and cultural communication and analyze how these techniques have evolved over time.
- *Compare the Study of Individual Components to the Analysis of the Entire System*
Students will compare and contrast examples of ideologically charged images across a wide range of historical periods in order to induce the nature of the visual sign systems they comprise.
- *Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself*
Students will compare individual examples of art made to convey political and/or ideological propaganda and analyze how these works operate to reify and sometimes to undermine and/or change existing visual iconography and sign systems in such a way that leads to a structural understanding of how images have shaped and continue to shape public opinion and public policy.

6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

The final exam will be based on essays that will be submitted to Blackboard in electronic form so that an archive of these essays (clean and ungraded) can be preserved for assessment purposes by the art department. These final essay assignments will be designed to measurably assess objectives outlined in the course syllabus and the Connections category for the Systems area. They will require students to construct an argument that synthesizes evidence drawn from multiple examples that engages with one or more thematic elements central to the course.

At the end of the term, these essays will be read and assessed by other faculty within and (if funds permit) outside the art department for their mastery of the three Connections outcomes discussed above. A rubric will be developed using a 4-point scale:

- 4 = Outstanding (far exceeds expectations)
- 3 = Good (exceeds expectations)
- 2 = Satisfactory (meets basic expectations)
- 1 = Poor (does not meet basic expectations)

The department's targets are:

70% of the work will score 2 or higher

30% of the work will score 3 or higher

Below (on the next page) is a sample rubric that may be used to assess to Connections learning objectives for the Art 317 Final Essays:

Connections Learning Objectives	1 Poor (does not meet basic expectations)	2 Satisfactory (meets basic expectations)	3 Good (exceeds expectations)	4 Excellent (far exceeds expectations)
Analyze how systems evolve	Has little or no understanding of iconography, style, or how works of art operate within a historical context	Identifies some elements of iconography and style and their ideological function within the power dynamics of a given society and how they change over time.	Fluently expresses with significant detail how visual systems and their various components developed over time within a well-articulated historical framework.	Critically analyzes key elements that animate the motive force of a series of images or objects with a highly nuanced understanding of how <i>and why</i> these visual elements change over time.
Compare the study of individual components to the analysis of entire systems	The interrelationships between individual images and objects and their bearing upon larger historical trends is barely articulated or entirely absent.	Connections between individual examples are capably articulated and generally connected to a larger matrix of historical development	Expresses all of the basic and some complex interrelationships between visual examples and explains how they motivate the historical developments of their time.	Engaged and exhaustive comparative analysis of objects that leads to highly nuanced and original insights into the complex interrelationships between images and societies within and across multiple historical examples.
Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Exhibits little or no understanding of the basic ways that visual systems inflect and are inflected by public opinion and how they shape and are shaped by public policy.	Expresses a basic and fundamentally sound understanding of how visual images embody a given ideology and how images have proactively shaped the worldviews of historical and contemporary societies	Evaluates the relative success or failure of a given visual system to being about or prevent societal changes. Expresses an informed and accurate understanding of the role images played and continue to play in human society.	Demonstrates a highly nuanced mastery of multiple ways that visual systems engage with human society that draws upon a wide range of primary visual evidence and secondary scholarship to evaluate these systemic connections in a sophisticated way.

In addition, instructors will measure and monitor the following things specific to the requirements of a systems course as delineated below:

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i> . Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
Example: Analyze how systems evolve.	Example: The department will utilize the course paper to evaluate how well students are mastering skills and content specific to systems category courses. Paper assignments will be directed to specifically address this content.	Example: At the end of each course the papers will be read and evaluated by another faculty member according to the rubric attached above. Our goal is that 70% of students receive at least a 2 (Satisfactory) and that 30% of students receive at least a 3 (Good).
1. Analyze how systems evolve.	As part of their final paper, students will discuss the development and evolution of style (e.g. visual grammar) and iconography as it relates to the ways in which the visual field is employed to instantiate and/or undermine various systems of power relationships.	70% of students receive at least a 2 (Satisfactory) and that 30% of students receive at least a 3 (Good).
2. Compare the study of individual examples to the analysis of entire visual systems.	Also as part of their final paper, students will analyze and present logical arguments for the impact of affective, cognitive, and motivational visual propaganda as it relates to other modes of ideological communication.	70% of students receive at least a 2 (Satisfactory) and that 30% of students receive at least a 3 (Good).
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Students will write about the implications of their knowledge for broader social change in their final. They will analyze the public policy implications of their knowledge.	70% of students receive at least a 2 (Satisfactory) and that 30% of students receive at least a 3 (Good).

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

This course will require students to utilize, formally analyze, and evaluate visual evidence in order to develop and express sound arguments across a multitude of oral and written formats. This will take place during class discussions, in student essays required for the midterm and final exams, and in a long-format research paper. For all of these activities and assignments students will be required to examine the explicit and implicit ideologies conveyed by visual art and develop arguments that evaluate the merits of the formal and stylistic strategies used to convey those ideologies.

8. How many sections of this course will your department offer each semester?

The department plans to teach at least one section of the course each academic year. More sections will be added if there is significant demand and faculty resources are available.

9. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

Art 317: Art and Power

Professor Guy Jordan

Time TBD

Office: FAC 413

Phone: (270) 745-8865

Email: guy.jordan@wku.edu

Office Hours: TBD

Summary

This course investigates the ways that the visual arts reinforce and sometimes undermine power structures in human societies. Examples will be drawn from various time periods and geographical areas in order to gain a systemic understanding of and fluency in the visual grammars of style and iconography and how these elements allow art to play a vital and proactive role in larger historical issues that animate human societies.

In order to achieve the outcomes required for the Systems subcategory for Connections courses in the Colonnade Program, students will:

A. Analyze How Systems Evolve

Students will develop fluency in the grammar, iconography, and style of visual art as a tool for political, religious, and cultural communication and analyze how these techniques have evolved over time.

B. Compare the Study of Individual Components to the Analysis of the Entire System

Students will compare and contrast examples of ideologically charged images across a wide range of historical periods in order to induce the nature of the visual sign systems they comprise.

C. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of

the system itself

Students will compare individual examples of art made to convey political and/or ideological propaganda and analyze how these works operate to reify and sometimes to undermine and/or change existing visual iconography and sign systems in such a way that leads to a structural understanding of how images have shaped and continue to shape public opinion and public policy.

Readings/Textbook

The main text for the class is:

David Freedberg, *The Power of Images* (Chicago: University of Chicago Press, 1989).

All other articles/chapters will be available in the library or posted in PDF format on Blackboard. ***These readings will be discussed in class, so be sure that you have read them in advance of the day for which they are assigned.*** Material from the articles will appear on quizzes, and students will be expected to be able to recall relevant material from articles that apply to images that appear on the midterm and final exams.

Grading

Two quizzes – 10%

Attendance and Participation — 15%

Midterm Essay Exam – 25%

Research Paper – 25%

Final Essay Exam – 25%

Image Statement

When accessing images for educational consultation, be sure to obtain them from a legitimate source. These include sites for universities, museums, and research institutes that are subject to professional editing and peer review. Such places are much more likely to contain accurate information about the artist, title, date, provenance, and current ownership and rights information of an object than commercial sites, personal blogs, or photo-sharing engines.

The following examples are good places to start and are known to be accurate:

The Metropolitan Museum of Art: <http://www.metmuseum.org/collections>

The Web Gallery of Art: <http://www.wga.hu/>

The British Museum: http://www.britishmuseum.org/research/search_the_collection_database.aspx

The Louvre: <http://www.louvre.fr/en/moteur-de-recherche-oeuvres#>

The National Gallery of Art: <http://www.nga.gov/collection/index.shtm>

Students with Disabilities

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room A-200, Downing University Center (DSU). The OFSDS telephone number is (270) 745-5004 V and (270) 745-3030 TDD. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

See WKU Catalog, 2013-2014, p. 356-357 for additional information.

The Learning Center (TLC) (located in the Academic Advising and Retention Center, DSU-A330)

Should you require academic assistance with this course, or any other General Education Course, there are several places that can provide you with help. TLC tutors in most major undergraduate subjects and course levels throughout the week. To make an appointment, or to request a tutor for a specific class, call 745-6254 or stop by DSU A330. Log on to TLC's website at www.wku.edu/tlc to find out more. TLC hours: M-Thur. 8am-9pm, Fri. 8am-4pm, Sat.-Closed, and Sundays 4pm-9pm.

Plagiarism and Cheating

If you plagiarize or cheat in this class, you will receive an **F for the course**, and will be referred to the university administration for further disciplinary action.

According to WKU:

"To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism." "No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination."

Do not even think about cheating or plagiarizing in this class – I will catch you.

Further Academic/Advising Assistance

As your professor, I am personally invested in your growth as a student. If you are having trouble with any of the concepts or material covered in the course, you are **welcome** and **encouraged** to stop by my office (FAC 413) at any time during my office hours (TBD). If you can't make it then, please call or email me and I'll be happy to schedule an appointment with you at a different time.

Course Topic Outline:

Week 1

Visualizing The Divine Right of Kings; Hammurabi's Code and the Transmission of Authority

Week 2

Ancient Egypt: Aesthetics, Cycles, Systems

Week 3

The Authority of the Word and the Iconicity of Text

Week 4

Images of Kingship: Alexander, Augustus, Charlemagne, and Justinian

Week 5

An Empire of Images: Power, Pomp, and Pageantry in Renaissance Venice

Week 6

Palaces: Arenas for Statecraft

Week 7

Churches and Cathedrals: Visual Maps of Sacred Order

Week 8

Iconoclasm and Spolea

Week 9

City Planning and Social Control

Week 10

Portraiture and the Art of Self-Presentation

Week 11

Monuments: History Set in Stone

Week 12

Making Statistics Persuasive: The Art and Science of Infographics

Week 13

Graphic Design and Political Propaganda

Week 14

Visual Humor as Social Critique: Sarcasm, Satire, and Caricature

Week 15

Abstraction and Ambiguity: The Democratization of Interpretation

Colonnade Connections Course Proposal Local to Global Subcategory

Proposal Contact

Jerry Daday, jerry.daday@wku.edu, and 270-745-3197

College and Department: PCAL and Sociology

Proposal Date: 02/15/16

Michael Stokes, Michael.stokes@wku.edu, and 270-745-6009

College and Department: OCSE and Biology

1. Course Details:

- 1.1 Course prefix (subject area), number and title: SOCL 372 Human Wildlife Conflict
- 1.2 Credit hours: 3
- 1.3 Prerequisites¹: None
- 1.4 Crosslisted and/or equivalent courses (prefix and number): BIO 372 Human Wildlife Conflict
- 1.5 Expected number of sections offered each semester/year: 1 per year
- 1.6 Is this an existing course or a new course? New Course
- 1.7 Where will this course be offered? Bowling Green Campus

2. Provide a brief course description (100-200 words).

Human-wildlife conflict is a persistent social, economic, and ecological problem. As human populations grow and expand into new territory, they compete with wildlife for land and resources. This conflict results in loss or destruction of habitat, poaching of wildlife, social changes in human and wildlife communities, economic losses, and loss of life within human populations. This course examines human-wildlife conflict across the globe and the different ecological and social realities that exist on different continents. The course also examines how human-wildlife conflict at a local level shapes, and is shaped by culture and by transnational, governmental, and non-governmental efforts to curb poaching, preserve valuable habitat, and address issues of extreme poverty in the developing world.

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience).

This course focuses on a complex social and ecological problem that has local and global implications. This proposed course will require students to synthesize the ontological and epistemological orientations from their two Natural and Physical Sciences Courses (Explorations) and from their one Social and Behavioral Sciences course (Explorations) to investigate the problem of human wildlife conflict on a local and global level. Moreover, the course will require students to evaluate the effectiveness and efficacy of efforts to mitigate this social and ecological problem and challenge students to develop new ways of addressing this problem in the future. Students apply their previous knowledge in addressing the problem of human-wildlife conflict using an inter-disciplinary approach. Moreover, they will demonstrate their knowledge and understanding of the problem at a local and global level, evaluate existing strategies to mitigate the problem, and propose new or revised strategies through formal communication and written work in the course.

¹ Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

Two specific assignments in this course will provide the capstone learning experience for students in the WKU Colonnade Program.

First, students will be required to give a group presentation focused on a specific case study or issue related to human-wildlife conflict. Each group will be required to divide into at least two smaller groups and present opposing sides of the case study or issue using existing theories or research presented in the course.

A second assignment will require students to submit a final research paper that examines the efficacy of a strategy used to mitigate human-wildlife conflict in a local context and to assess this strategy's potential generalizability for alleviating human-wildlife conflict on a global scale. Students will be required to investigate and research the strategy used and to evaluate and discuss the strategy's effectiveness using published research. Students may pursue an example that serves as a longitudinal case study (one strategy in one location over time) or one that yields a comparative study (one strategy compared across different geographical areas).

4. List the *course goals* (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze issues on local and global scales.	<p>Students will analyze the problem of human-wildlife conflict within a variety of local contexts using sociological and ecological theories and research.</p> <ul style="list-style-type: none"> • Course will focus on case studies that demonstrate the complex relationship between social, cultural and economic variables and the challenges of wildlife and ecological conservation. Students will apply theories and empirical research from community-based sociology, conservation biology, and natural resource management to the problem of human-wildlife conflict at the community level (i.e. local) and evaluate the implications of this conflict on global institutions and trade.
2. Examine the local and global interrelationships of one or more issues.	<p>Students will examine the relationship between human-wildlife conflict at a local level and the development of transnational and non-governmental institutions tackling this social and ecological problem</p> <ul style="list-style-type: none"> • Course will focus on the illegal trade of animal parts and the ways in which non-governmental and governmental organizations are trying to curb this growing ecological and criminological problem. Poaching of wildlife, especially elephants and rhinos, represents a multi-billion-dollar illegal trade. Organized criminal organizations support the illegal hunting of these rare species, often recruiting impoverished residents of local communities to assist in these efforts. In response, paramilitary organizations have evolved to combat organized poaching. Students will examine and evaluate

	<p>how social, cultural, and economic realities in local communities influence the global trade of animal parts. They will also examine and evaluate how global market forces, and the use of paramilitary and criminal networks affect this trade.</p>
<p>3. Evaluate the consequences of decision-making on local and global scales.</p>	<p>Students will evaluate the effectiveness and efficacy of specific strategies designed to mitigate human-wildlife conflict, especially in developing countries with extreme poverty</p> <ul style="list-style-type: none"> • Course will focus on specific case studies of human-wildlife conflict in various continents and strategies developed at the local level to mitigate this conflict. A significant number of case studies will focus on strategies to mitigate and reduce human-wildlife conflict in developing countries, ground-zero for the intersection of extreme poverty, population growth, political corruption, poaching, and the origins of illegally traded wildlife. At the global level, the course will examine and evaluate efforts by non-governmental and transnational institutions to stop the trade and poaching of wildlife and steps taken to mitigate extreme poverty in low income countries where poaching represents a significant source of income or food security. The course will examine and evaluate the efficacy of local and global strategies and their impact on each other.

5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

Students will collect relevant research evidence and argue different perspectives on the inherently divisive issue of conservation vs utilization of natural resources given the socio-cultural realities in a selected case/cases through group research and a presentation as well as an individual final research paper.

6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*. Applicants are encouraged, but not required, to adopt or adapt the Connections Student Learning Outcomes rubric (available on [the Colonnade website](#)). Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i>. Applicants must be explicit in describing how the artifact(s)	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.

	provides evidence of student learning for each Connections SLO.	
1. Analyze issues on local and global scales.	<p>Students will work through this analysis by completing the required reading and participating in classroom discussions. Students will be provided with opportunities for short reflections and written analysis within class. Students will demonstrate their mastery of this information through their performance on a mid-term and final examination. Students will also analyze the issue of human-wildlife conflict on local and global scales in their group presentations and final research paper.</p>	<p>The group presentation or the final research paper will serve as the artifact for assessment of this Connections SLO using the rubric provided below. The professors will work with the Sociology Department's and Biology Department's assessment teams to determine the most appropriate artifact for assessment (presentation or final paper) and the appropriate sample size to meet each department's assessment needs.</p>
2. Examine the local and global interrelationships of one or more issues.	<p>Students will examine human-wildlife conflict at the local and global level. This will include a close examination of the inter-relationship between local realities and global forces, especially when assessing the efficacy of various strategies to mitigate this social and ecological problem. The group presentations and the final research paper will provide students with the opportunities to demonstrate their mastery of these inter-relationships.</p> <p>For example: For the required group presentations, students will be divided into groups of 4 or 5 students, and they will research, develop and give a 12-15 minute presentation focused on a specific case study or issue related to human-</p>	<p>The group presentation or the final research paper will serve as the artifact for assessment of this Connections SLO using the rubric provided below. The professors will work with the Sociology Department's and Biology Department's assessment teams to determine the most appropriate artifact for assessment (presentation or final paper) and the appropriate sample size to meet each department's assessment needs.</p>

	<p>wildlife conflict in a specific locale. Each group will divide itself into at least two smaller groups and present opposing sides of the issue using existing theories or research presented in the course. The case study selected must demonstrate how human-wildlife conflict at a local level impacts actions taken by nation states, non-governmental and transnational organizations at a global level. Students must also address how these global institutions impact, for better or worse, efforts to mitigate human-wildlife conflict for local communities.</p>	
<p>3. Evaluate the consequences of decision-making on local and global scales.</p>	<p>The entire course will focus on the evaluation of decision making at the local and global levels of analysis. This will include decisions made by local residents (living near wildlife and national parks), elected officials, and other stakeholders as well as decisions made by transnational, governmental and non-governmental organizations, who are responsible for enforcing global laws and treaties and providing resources to mitigate this social problem. Some transnational organizations, like organized crime affiliates, may themselves be responsible for the deepening of the problem in parts of the world. Students will be given the opportunity to examine and evaluate the decision making process in their group</p>	<p>The group presentation or the final research paper will serve as the artifact for assessment of this Connections SLO using the rubric provided below. The professors will work with the Sociology Department's and Biology Department's assessment teams to determine the most appropriate artifact for assessment (presentation or final paper) and the appropriate sample size to meet each department's assessment needs.</p>

	<p>presentations and final paper.</p> <p>For example: Students will submit a final research paper that examines and evaluates the efficacy of a strategy used to mitigate human-wildlife conflict in a local context and to assess this strategy's potential generalizability for alleviating human-wildlife conflict on a global scale. Assigned readings and facilitated in-class discussions will help students frame the topic and case study they select.</p> <p>Students will be required to investigate and research the strategy used and to evaluate and discuss the strategy's effectiveness using published research. Students must clearly demonstrate the efficacy of the approach at a local and global level using evidence from existing theories, research and case studies.</p> <p>Students may pursue an example that serves as a longitudinal case study (one strategy in one location over time) or one that yields a comparative study (one strategy compared across different geographical areas).</p> <p>Most importantly, the final paper must focus on a case study not presented in class.</p> <p>The final paper will be 5-6 pages (typed, double spaced, 12-point Times New Roman</p>	
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	font, 1 inch margins) and include a bibliography.	
	The artifact for assessment is this 5-6 page paper.	

6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). If the assessment plan will utilize the Connections rubric available on [the Colonnade website](#), state as much.

It is our intention to use the following for the assessment of the final exam, group presentation, and final paper. It is our assumption that only one artifact would be evaluated each time the course is taught. The final exam, group presentation, or final paper would serve as the artifact of assessment each time the course is offered. We do not plan to assess all three of these artifacts each time the course is offered.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
1. Analyze Issues on local and global scales (modified from item 4 of the Inquiry and Analysis AAC&U VALUE Rubric)	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to human-wildlife conflict at the local and global levels.	Organizes evidence to reveal important patterns, differences, or similarities related to human-wildlife conflict at the local and global levels.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities related to human-wildlife conflict at the local and global levels.	Lists evidence, but it is not organized and/or is unrelated to human-wildlife conflict at the local or global levels.
2. Examine the local and global interrelationships of one or more issues. (modified from item 1 of the Critical Thinking AAC&U VALUE Rubric)	The local and global influences of human-wildlife conflict are stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	The local and global influences of human-wildlife conflict are stated, described, and clarified so that understanding is not seriously impeded by omissions.	The local and global influences of human-wildlife conflict are stated, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	The local and global influences of human-wildlife conflict are not stated clearly or are presented without clarification or description.
3. Evaluate the consequences of decision-making	Evaluation of solutions to mitigate human-	Evaluation of solutions to mitigate human-	Evaluation of solutions is brief (i.e., explanation	Evaluation of solutions is superficial (i.e.,

on local and global scales. (modified from row 4 of the Problem Solving AAC&U VALUE Rubric)	wildlife conflict is deep and elegant (i.e. contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solutions, and weighs impacts of solutions at the local and global levels.	wildlife conflict is adequate (i.e., contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solutions, and weighs impacts of solutions at the local and global levels.	lacks depth) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solutions, and weighs impacts of solutions at the local and global levels.	contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solutions, and weighs impacts of solutions.
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7. Evidence & Argument Artifact. As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

The final paper in the course will be provided as the artifact in support of Evidence & Argument Assessment.

8. Attach a sample course syllabus. The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

SOCL 372 / BIOL 372 Human Wildlife Conflict

Dr. Jerry Daday

Department of Sociology
 Email: Jerry.daday@wku.edu
 Phone: 270-745-3197

Dr. Michael Stokes

Department of Biology
 Email: Michael.stokes@wku.edu
 Phone: 270-745-6009

Course Description:

Human wildlife conflict is a persistent social, economic, and ecological problem. As human populations grow and expand into new territory, they compete with wildlife for land and resources. This conflict results in loss or destruction of habitat, poaching of wildlife, social changes in human and wildlife communities, economic losses, and loss of life within human populations. This course examines human-wildlife conflict across the globe and the different ecological and social realities that exist on different continents. The course also examines how human-wildlife conflict at a local level shapes, and is shaped by culture and by transnational, governmental, and non-governmental efforts to curb poaching, preserve valuable habitat, and address issues of extreme poverty in the developing world.

Course Objectives.

This course fulfills the WKU Colonnade Connections Course Requirement - **Local to Global** Category (3 hours). Upon completion of this course, students should be able to:

1. Analyze the problem of human-wildlife conflict within a variety of local contexts using sociological and ecological theories and research.
2. Examine the relationship between human-wildlife conflict at a local level and the development of transnational and non-governmental institutions created to address this social and ecological problem.
3. Evaluate the effectiveness and efficacy of specific strategies designed to mitigate human-wildlife conflict, especially in developing countries with high level of extreme poverty
4. Collect relevant research evidence and argue different perspectives on the inherently divisive issue of conservation vs. utilization of natural resources given the socio-cultural realities in a selected case/cases.

Required Texts and Readings:

The course will require students to purchase two texts:

- Sachs J. (2015) *The Age of Sustainable Development*. Columbia University Press.
- Woodroffe R., Thirgood S., Rabinowitz A. (2005) *People and Wildlife, Conflict or Co-Existence?* Cambridge University Press.

Additional articles will be assigned and posted on Blackboard. These articles will be from journals in the field of conservation biology and sociology, which may include *Conservation Biology*, *Society and Natural Resources*, and *Human Dimensions of Wildlife*.

Evaluation:

Students will be evaluated based on the following performance indicators:

- 1) Mid-term examination (25% of final grade): The mid-term exam will be administered after completion of Lessons 1-6. It will require students to apply and synthesize information presented and discussed in Lessons 1-6 in three written essay responses.
- 2) Final examination (25% of final grade): The final exam will be administered after completion of Lessons 7-11. It will require students to apply and synthesize information presented and discussed in Lessons 7-11 and information included in the student group presentations. Similar to the mid-term examination, students will be required to respond to three essay questions.
- 3) Group Presentation (25% of final grade): Students will be divided into groups of 4 or 5 students, and they will develop and give a 12-15 minute presentation focused on a specific case study or issue related to human-wildlife conflict in the world. Each group will divide into at least two smaller groups and present opposing sides of the issue using existing theories or research presented in the course. The case study selected must demonstrate how human-wildlife conflict at a local level impacts actions taken by nation-states, non-governmental and transnational organizations at a global level. Students must also address how these global institutions impact, for better or worse, efforts to mitigate human-wildlife conflict for local communities.
- 4) Research Paper (25% of final grade): Each student will submit a final research paper that examines and evaluates the efficacy of a strategy used to mitigate human-wildlife conflict in a local context and to assess this strategy's potential generalizability for alleviating human-wildlife conflict on a global scale. Students will be required to investigate and research the strategy used and to evaluate and discuss the strategy's effectiveness using published research. Students may pursue an example that serves as a longitudinal case study (one strategy in one location over time) or one that yields a comparative study (one strategy compared across different geographical areas). Upon request, the professors are happy to meet with students individually to identify a strategy/topic they might explore for this final paper. The final paper must focus on a case study not presented in class. The final paper will be 5-6 pages (typed, double spaced, 12-point Times New Roman font, 1 inch margins) and include a bibliography in addition to the required 5-6 pages. Students may follow either the MPA or APA citation formats.

General Information:

Grades: All of your grades will be posted on Blackboard: <https://blackboard.wku.edu>

Classroom Etiquette: We fully expect you to demonstrate a degree of classroom etiquette that reflects being a respectful adult in our society. Therefore, we will not tolerate any of the following in the classroom: (1) ringing cell phones, (2) talking on a cell phone during class, (3) text messaging during class, (4) walking into class late, (5) leaving class early (without prior arrangements), (6) the use of computers for tasks other than taking notes. We will reduce your final grade by a 1/2 letter grade for each instance these classroom etiquette expectations are violated.

Academic Dishonesty: We will not tolerate any form of academic dishonesty, including cheating and plagiarism (especially on your exams and papers). Evidence of any of these behaviors will result in an automatic “F” in the course. If you are part of a working group, your individual grade will reflect in part your individual contributions to the group project. If one or two students ‘carry’ the group, those students will receive the best grades.

Special Circumstances: We realize all of you have busy lives. If anything serious or significant occurs in your life that may hurt your performance in the course, please let us know ASAP.

The Learning Center (TLC): A great resource for students who are struggling with any course at WKU. TLC provides individual and group peer tutoring for WKU Students. Located in DSU 2141; Phone: (270) 745-5065; Email: tlc@wku.edu

From the Student Accessibility Resource Center: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Course Outline

Lesson 1: Conceptualization – What is Human-Wildlife Conflict?

Lesson 2: Operationalization – What is the extent of Human-Wildlife Conflict in the world? How does it vary geographically?

Lesson 3: Human Dimensions of Conservation – Examining the Intersection of Social Theory and Principles of Conservation

Lesson 4: Ecological principles of wildlife ecology and management

Lesson 5: The roles of local culture and subsistence based farming

Lesson 6: The roles of extreme poverty and human population growth

Mid-term Examination

Lesson 7: The international trade of animal parts

Lesson 8: Transnational and Non-Governmental Institutions – a solution or problem?

Lesson 9: Gender roles in human-wildlife conflict

Research Papers Due

Lesson 10: Case studies: rhino poaching, organized crime and international trafficking

Lesson 11: Case studies: Habitat loss, agriculture and elephant populations

Group Presentations

Final Examination (per university final exam schedule)

Please complete the following and return electronically to colonnadeplan@wku.edu.

1. What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

BIOL 380: Challenges of a Changing Biosphere
Local to Global

Note: The title of the course uses the word “biosphere” rather than “planet” to emphasize the biological basis and focus of the course.

2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address **all** of the learning outcomes listed for the appropriate subcategory.

This course will focus on environmental issues from a biological perspective with emphasis on Habit loss, Invasive species, Population growth, Pollution, and Overharvesting (HIPPO). These factors are intimately connected to climate change and together these factors are contributing to the sixth mass extinction event currently in progress on Earth. The Living Planet Index shows a biodiversity loss of 53% over the past 40 years. The solution sets for these issues reside in the modification of human behavior through conservation, economics, medicine, the political process, a reconfiguration of social values, and technology.

- a. Analyze issues on local and global scales.

BIOL 380 will examine the evidence that human (anthropogenic) activities on local and global scales are disrupting ecosystem processes and services through HIPPO. The factors of HIPPO can seem so immense and make individual efforts fruitless, yet individual efforts (akin to voting) are what make a difference. For example, Kentucky has showed steady population growth over the past 20 years and this growth is projected to continue. Such growth brings a loss of wild habitat, greater use of critical resources such as water and soil nutrients, higher traffic volumes with concomitant nonpoint source pollution, enhanced probability of non-native species making inroads into existing habitat because of fragmentation and transport by human machinations, and the requisite need to supply more humans with more food and materials.

In 1800, the global population was 1 billion. By 1959, it had risen to 3 billion. In 1970, the population was about 3.5 billion and in the next 35 years, the population doubled. Today, the Earth holds some 7.3 billion people. Neither growth rates nor resources are distributed evenly across the globe, no more than they are across the state of Kentucky. Thus, the course provides an opportunity to analyze the problems from local to global scales.

- b. Examine the local and global interrelationships of one or more issues.

The five factors of HIPPO will be the focal points for making local to global connections, using the greater Kentucky region of the USA to the entire planet.

- A historical perspective of human versus wild land over the course of human history with emphasis on the industrial revolution to present period.
- The rise of invasive species as a major factor in biodiversity loss related to advancing technology and the increased movement of humans

- The relationship between human population growth, consumption, and technology on biodiversity loss
 - The effects of the rise in standard of living on pollution and how the types of pollution impact ecosystem function and services
- c. Evaluate the consequences of decision-making on local and global scales.
- The biological basis for the advent of the modern environmental ethic
 - The description of the natural world and the role of man in it goes back to the earliest writings of man. In the 19th century, the formalization of biology as a field of science and later ecology as a branch of the biological sciences brought the process of science as a way of knowing and the approach of the scientific method to bear on human's ethical consideration of the environment. The interconnectedness of an ecosystem relates to the philosophy of holism. In the 20th century, environmentalists such as Aldo Leopold and Rachel Carson were trained biologists who influenced our attitudes and approaches to nature. The advent of Deep Ecology, Lovelock's Gaia hypothesis, and E.O. Wilson's Biophilia hypothesis. Thus, the understanding and appreciation of biology affects values and decisions made from the local to the global scale.
 - The value of major biological discoveries on the appreciation for nature
 - The natural world has been considered by some as a black box given to humans by some creator for benefit of humans. We do not need to understand how nature works but rather be thankful for its presence and use it to our own ends. Such a view is challenged by our increased understanding of how nature works and in the ways the actions of humans affects nature and its processes. In 1961, Edward Lorenz coined the idea of the Butterfly Effect, which encapsulates the idea that small influences can have large effects. At the time of Darwin's formulation of the Theory of Evolution by Natural Selection, Mendel's work on genes was little read, yet the 20th century discovery of the genetic code has had tremendous impacts on human decision making from the individual to the global scale (e.g., just this year British scientists have permission to edit genes in humans). From cell theory to learning, biological discoveries continue to affect our actions on what we eat, how we exercise, what we use for fuel, how we medicate, and how we view other living things, to name a few. Ecological concepts have profound influence on our consideration of anthropogenic activities and their local to global impacts. The increasing rate of new discoveries and of greater details on existing concepts will continue to formulate how we think about and act toward our planet. Understanding the history of this process helps to explain why environmental issues have come to a 'sudden' critical point faced by the leaders of tomorrow.
 - How a global perspective and connectivity influences local activism and provides scientific information for conservation and management
 - The Butterfly Effects helps us comprehend that we are connected by much more than airplanes, cellular telephones, and the Internet. Isolationism is not really possible nor favorable in today's world. The flow of information also motivates action at the local scale by both knowing such action has been successful elsewhere and realizing that problems are not bounded by lines drawn on a map to separate countries.

We can learn from others and avoid recreating the wheel and we operate as part of a larger system. Therefore, a global perspective can clearly elucidate local problems and facilitate solutions.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)?

Starting from an early age, people are drawn to nature. We keep pets and we bring plants into our homes. We value scenic vistas, enjoy the sounds of waves and gurgling brooks, appreciate the wonder of wildlife, and draw solace from natural places. To varying degrees, we understand that many of our medicines come directly or have their origin in natural products. Yet, despite the importance of science, and one might argue especially the biological sciences, to the sustenance of nature, people are largely ignorant of the importance of science in identifying and providing information to help mitigate local to global problems that are destroying our natural resources. These problems include the local to global demise of functional ecosystems, loss of our genetic library via biodiversity reduction, unsustainable rate of use of resources, and implications of climate change resulting from anthropogenic activities.

This course strives to be a wake-up call, a foundation upon which remedies can be devised, and an action plan for implementation. In fact, the digital project provides a vehicle by which the knowledge gained and applied via this course can be transmitted explicitly and broadly. By not requiring specific course pre-requisites, the hope is that students from a variety of backgrounds and skillsets will participate and work in teams that reflect the partnerships necessary for meeting the challenges of a changing biosphere. By emphasizing biologically based problems, the course provides a unique contribution to courses in *Connections* that fall into the realm of sustainability or environmental science.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.

21 hours of Foundations and Explorations courses, or junior status.

5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

Learning Outcomes: from this class students should be able to

- explain the components of HIPPO in terms local to global causes and impacts
- recognize the roles of research, education, activism, and policy in understanding the problems and deriving environmental solutions
- demonstrate ability to use biological information to connect local issues to global problems and potential solutions
- discuss & write critically about the biological basis of problems and solutions to HIPPO

6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

Individual students will write a research paper and small teams of students will create a digital storybook. Each will be evaluated using a rubric that separately scores for the following:

- Well-defined and well justified local to global aspects on the critical nature and problem-to-solution set components involving HIPPO (*Local to Global Goal #1*)
- Veracity of the evidence and especially of the biological verification compiled to support the problem-to-solution set components (*Local to Global Goal #2*)
- Path and realism of enactment for the solution set (and when necessary on clarification of the problem) that clearly involves biology (*Local to Global Goal #3*)
- Our measure of success will be based upon a 60% combined good + excellent on the digital storybook (these are group projects with smaller sample sizes) and a 70% for the written paper (individually completed).

Rubric for Assessing Learning Outcomes for Connections Courses:

Local to Global for the **Digital Storybook**.

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Local to global scale of issue	Provides clear visual and auditory connections on the local to global components of the issue involving HIPPO	Makes arguments for the local to global aspects involving HIPPO with some weak linkages / unclear connectedness in the AV	Issue clearly has local to global ramifications involving HIPPO but arguments lack clear linkages across levels	Based on the presentation of evidence, the issue appears to lack local to global aspects and/or does not relate to HIPPO clearly
2. Quality of evidence	Excellent biological information that integrates well with material from other fields of study. Good use of case studies, authorities, and visuals to support argument	Reasonable use of supporting evidence with some issues on breadth, relevance, level of authority, support from primary literature, and the like. Good quality of product technically	Shows some clear evidence but lacking in depth and synthetic nature of the arguments and evidence. Technical quality of product needs improvement	Generally lacking in quality, depth, and synthesis of evidence and arguments. Other issues exist such as technical quality of the product
3. Solution Set	Presents an interesting, relevant, sound, and persuasive solution set in an attractive and engaging style	Solution set appropriate for problem with some weak components and / or presentation deficiencies	Solution set adequate at least for some components of the problem but holes in the logic and / or details as well as presentation deficiencies	Solution set does not address problem sufficiently and presentation lacking in depth and / or breath and / or quality

Rubric for Assessing Learning Outcomes for Connections Courses:
Local to Global for the **Research Paper**.

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Local to global scale of issue	Provides clear connections on the local to global components of the issue involving HIPPO	Makes arguments for the local to global aspects involving HIPPO with some weak linkages	Issue clearly has local to global ramifications involving HIPPO but arguments lack clear linkages across levels	Based on the presentation of evidence, the issue appears to lack local to global aspects and/or does not relate to HIPPO clearly
2. Quality of evidence	Critical analysis of primary and secondary sources. Excellent biological information that integrates well with material from other fields of study to address problem at local-to-global scales	Sound use of primary literature and / or authoritative sources from multiple fields and scales	Evidence is scant or absent for some components and lacks integration across fields and scales	Does not provide sound and / or extensive evidence to support critical nature of problem from the perspective of different fields and across local-to-global scales
3. Solution Set	Presents a sound set of solutions at meaningful temporal context across fields and scales using appropriate evidence and examples and / or case studies where possible	Clearly assesses appropriateness of solution set at local-to-global scales; Logic, relevance, and / or evidence for success could be strengthened	Lacks clarity on logic, relevance, and / or evidence for solutions with some difficulty explaining consequences across a local-to-global scales	Does not provide resolutions in a sound fashion and does not address problem from local-to-global scales

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

The course fits well with the spirit of the *Connections* component of Colonnade. Students from diverse backgrounds will learn about and discuss topics that are present and have impacts locally to globally. Individually and in small teams, they will work to uncover the sources of problems using sound evidence, and then formulate means to mitigate the problems via scientifically valid argument. The process will parallel how people worldwide are trying to deal with these environmental issues. The written and digital products will provide tangible evidence of their work, and these products can be delivered to audiences, locally and/or globally.

8. How many sections of this course will your department offer each semester?

Initially one section every other semester.

9. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

Syllabus for BIOL 380: Challenges of a Changing Biosphere

Instructor: Dr. Bruce A. Schulte

bruce.schulte@wku.edu

Course Meeting: Days, Time, Location

Colonnade Connections Statement

The **Colonnade Program** is designed to incrementally build student skills in argumentation and the use of evidence beginning with discipline-specific coursework in the *Foundations* and *Explorations* categories. By extension, *Connections* courses are intended to be summative learning experiences in which students apply basic knowledge to larger and more complex social, global and systemic issues of concern.

This course fulfills the Colonnade Program Connections category Local to Global.

Students will examine local and global issues within the context of an increasingly interconnected world. Focused on the biological basis of environmental problems and the anthropogenic impacts on biological systems, this course will consider global connectivity of the problems and solutions, the significance of local phenomena on a global scale, and the material, cultural, and ethical challenges in today's world.

1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

Course Statement

This course will focus on environmental issues from a biological perspective with emphasis on Habit loss, Invasive species, Population growth, Pollution, and Overharvesting (HIPPO). These factors are intimately connected to climate change and together these factors are contributing to the sixth mass extinction event currently in progress on Earth. The Living Planet Index shows a biodiversity loss of 53% over the past 40 years. The solution sets for these issues reside in the modification of human behavior through conservation, economics, medicine, the political process, a reconfiguration of social values, and technology.

Learning Outcomes: from this class students should be able to

- explain the components of HIPPO in terms local to global causes and impacts
 - aligns with Colonnade objective #1
- assess the roles of research, education, activism, and policy in understanding the problems and deriving environmental solutions locally and globally
 - aligns with Colonnade objective #2
- demonstrate ability to use biological information to evaluate and connect local issues to global problems and potential solutions
 - aligns with Colonnade objective #3
- discuss & write critically about the biological basis of problems and solutions to HIPPO
 - aligns with Colonnade objectives #1-3

Readings

There is no required text at this time. However, new books are published regularly on environmental topics so should a particular publication serve the needs of this course, then it could be required. Students may benefit by having a new edition of an environmental science text

at their disposal. For example, Christensen and Leege second edition (2016) *The Environment and You*. Pearson Publishing. Readings will come from the primary and secondary literature.

Examples of relevant journals

American Scientist

Biological Conservation

Biological Invasions

BioScience

Conservation Biology

Current Biology

Ecological Economics

Ecotoxicology

Environmental Change

Environmental Research Letters

Journal of Environmental Biology

Marine Policy

Marine Pollution Bulletin

Nature

Risk Analysis

Science

The Anthropocene Review

Trends in Ecology and Evolution

Examples of readings

- Barnosky, A.D., and E.A. Hadly. 2013. Scientific consensus on maintaining humanity's life support systems in the 21st century: Information for policy makers. <http://mahb.stanford.edu/consensus-statement-from-global-scientists/>.
- Barnosky, A.D., E.A. Hadly, R. Dirzo, M. Fortelius, and N.C. Stenseth. 2014. Translating science for decision makers to help navigate the Anthropocene. *The Anthropocene Review* 1-11.
- Cribb, J. 2014. *Poisoned planet: How constant exposure to man-made chemicals is putting your life at risk*. Crows Nest: Allen and Unwin.
- Dalerum, F. 2014. Identifying the role of conservation biology for solving the environmental crisis. *AMBIO*. Doi:[10.1007/s13280-014-0546-3](https://doi.org/10.1007/s13280-014-0546-3).
- Klare, M.T. 2012. *The race for what's left: The global scramble for the world's last resources*. New York City: Metropolitan Books.
- Laurance, W.F. 2015. Emerging threats to tropical forests. *Annals of the Missouri Botanical Garden* 100, 159-169.
- Weisman, A. 2013. *Countdown: Our last, best hope for a future on earth?* New York City: Little, Brown, and Company.
- Williams, K.C., R.A. Page, and A.R. Petrosky. 2014. Green sustainability and new social media. *Journal of Strategic Innovation and Sustainability* 9, 11-33.

Tentative Grading Scheme and Topics – Subject to Modification

Grading: 90.0 to 100% A; 80.0 to 89.9% B; 70.0 to 79.9% C; 60.0 to 69.9% D; <60.0% F

A. Discussions (preparation, participation, leading)	100 pts
B. Exams	200 pts
C. Digital Project	100 pts
D. Project Written Components	100 pts
Total	500 pts

Topics

1. Science & the Environment
2. Biodiversity, HIPPO (Habitat Loss, Invasive Species, Pollution, Human Population, Overharvesting) & Climate Change
3. Environmental Activism & Management - the role of biological data
4. Ecological Economics & Conservation – ecosystem functions & services
5. Environmental Policy & Sustainability – the role of the biological sciences

Discussions

- (1) Early in course: topic initiated by instructor, groups of 3-4 students will discuss, summarize in writing, open class discussion, final summation by each group on class discussion, submit.
- (2) Middle part of course: topic related to HIPPO led by a student group, similar format as #1.
- (3) Later part of course: topic related to group project led by student group, similar format as #1.

Examinations

A mid-term and a final will be given. The final will be comprehensive in that the application / solution components require an understanding of the causes and problems.

Digital Project

Each student will contribute to a small group project in digital storybook form. This will be an approximately five minute long multi-media narrative with such features as images, animations, video, and music to create an educational product based on information garnered through lectures, readings, discussions, and your own research. Factors to be considered for assessment include the following: importance of idea, quality and depth of information, organization, synthesis and flow, quality of digital storybook (images, audio), and copyright acknowledgement.

Written Components of Project

Each group member will develop expertise in one sub-area of the digital project and write a research paper on this topic. A complete draft of the paper will be due before the digital storybook is due. The expertise of each student will contribute to the formulation of the digital project. Due dates for components of the project will be due in advance of the full draft (i.e., one paragraph proposal with five references; annotated bibliography of 10 references; outline of paper with location of references and reference list).

Both the digital and written components of the project should include the following:

- Well-defined and well justified local to global aspects on the critical nature and problem-to-solution set components involving HIPPO
- Veracity of the evidence and especially of the biological verification compiled to support the problem-to-solution set components
- Path and realism of enactment for the solution set (and when necessary on clarification of the problem) that clearly involves biology
- Thus both the digital project and written paper should address the three Objectives of the Colonnade Connections as well as the Learning Outcomes for the course (see first page of syllabus).

Rubric for Assessing Learning Outcomes for Connections Courses:
Local to Global for the **Digital Storybook (group project)**.

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Local to global scale of issue	Provides clear visual and auditory connections on the local to global components of the issue involving HIPPO	Makes arguments for the local to global aspects involving HIPPO with some weak linkages / unclear connectedness in the AV	Issue clearly has local to global ramifications involving HIPPO but arguments lack clear linkages across levels	Based on the presentation of evidence, the issue appears to lack local to global aspects and/or does not relate to HIPPO clearly
2. Quality of evidence	Excellent biological information that integrates well with material from other fields of study. Good use of case studies, authorities, and visuals to support argument	Reasonable use of supporting evidence with some issues on breadth, relevance, level of authority, support from primary literature, and the like. Good quality of product technically	Shows some clear evidence but lacking in depth and synthetic nature of the arguments and evidence. Technical quality of product needs improvement	Generally lacking in quality, depth, and synthesis of evidence and arguments. Other issues exist such as technical quality of the product
3. Solution Set	Presents an interesting, relevant, sound, and persuasive solution set in an attractive and engaging style	Solution set appropriate for problem with some weak components and / or presentation deficiencies	Solution set adequate at least for some components of the problem but holes in the logic and / or details as well as presentation deficiencies	Solution set does not address problem sufficiently and presentation lacking in depth and / or breath and / or quality

Rubric for Assessing Learning Outcomes for Connections Courses:
Local to Global for the **Research Paper (individually written)**.

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Local to global scale of issue	Provides clear connections on the local to global components of the issue involving HIPPO	Makes arguments for the local to global aspects involving HIPPO with some weak linkages	Issue clearly has local to global ramifications involving HIPPO but arguments lack clear linkages across levels	Based on the presentation of evidence, the issue appears to lack local to global aspects and/or does not relate to HIPPO clearly
2. Quality of evidence	Critical analysis of primary and secondary sources. Excellent biological information that integrates well with material from other fields of study to address problem at local-to-global scales	Sound use of primary literature and / or authoritative sources from multiple fields and scales	Evidence is scant or absent for some components and lacks integration across fields and scales	Does not provide sound and / or extensive evidence to support critical nature of problem from the perspective of different fields and across local-to-global scales
3. Solution Set	Presents a sound set of solutions at meaningful temporal context across fields and scales using appropriate evidence and examples and / or case studies where possible	Clearly assesses appropriateness of solution set at local-to-global scales; Logic, relevance, and / or evidence for success could be strengthened	Lacks clarity on logic, relevance, and / or evidence for solutions with some difficulty explaining consequences across a local-to-global scales	Does not provide resolutions in a sound fashion and does not address problem from local-to-global scales

POLICIES

General: The general policies are simple and based on respect. This involves:

- Attending class on time and remaining in the class the entire period until dismissed
- Paying attention in class and taking notes / participating

- Turning off cell phones and beepers
- No excessive talking or inappropriate behavior (reading newspapers, making rude remarks etc.)
- Unless explicit permission is given, the use of phones, iPads, laptops, any other electronic devices, or any other informational aids in the classroom during any graded activities is prohibited. Such use will result in a grade of zero on the activity on the first instance. Any further instances will result in a failing grade for the course and immediate expulsion from the class.

Academic Integrity and Misconduct: Please see the Student Code of Conduct: Do not cheat or plagiarize. Cheating is not only disrespectful (violating general policies) but it is also dishonest. Cheating on exams or assignments will result in a failing grade for the course and could result in expulsion from the university. It is not worth it. Do your own work. <http://www.wku.edu/judicialaffairs/student-code-of-conduct.php>

Attendance: Experience has shown that poor attendance in class results in poor grades. You must come to class to maximize all of the resources available to you to learn course material. If you are not in class, you will not know which information is stressed. Per the Student Conduct Code, attendance in class is expected.

Deadlines: WKU sets deadlines for withdrawal from a class or the university. Credit for the course will not be changed to an audit after the university designated time due to a poor grade in the class. Please make note of these dates. Dropping the class after the university deadline requires a written explanation by you and signatures from the instructor, department head and the dean of Ogden College. These exceptions are only granted in extreme circumstances. So, ABIDE by the deadlines! See: <http://www.wku.edu/registrar/withdrawal.php> [Ceasing to attend class does not drop you from the class. If circumstances arise that keep you from attending, then go through the proper channels to withdraw.]

End of Semester:

- There is no “extra credit” for the course. Study hard, do well on the tests and quizzes.
- Final grades are posted in TOPNET {the grading scale is posted on this syllabus}.
- There is no “making up” missed homework assignments.

Extra Help: If you are having difficulty in the course, please speak with the instructor. Be responsible - it is your responsibility to look up dates and pay attention to announcements discussed in class. Free assistance may be available through the Learning Center: Call 745-6254 for more information. (<http://www.wku.edu/tlc>)

Family Educational Rights and Privacy Act: Be familiar with your rights according to this Act.

Plagiarism is another form of misconduct. The university’s definition of plagiarism is: “To represent written work taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.”

Student Disability Services

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Service.

Colonnade Program Course Proposal: Connections Category

Proposal Date: February 12, 2016

Colonnade Connections Course Proposal Systems Subcategory

Jane Olmsted, jane.olmsted@wku.edu, 5787, and Kristi Branham, Kristi.branham@wku.edu, 2943
Diversity & Community Studies, University College

1. Course Details:

- 1.1 Course prefix (subject area), number and title: **DCS 363** Narrative, Discourse, & Prison Systems
- 1.2 Credit hours: 3
- 1.3 Prerequisites: none
- 1.4 Cross-listed and/or equivalent courses (prefix and number): none
- 1.5 Expected number of sections offered each semester/year: initially, one
- 1.6 Is this an existing course or a new course? New course
- 1.7 Where will this course be offered? (Bowling Green main campus.)

2. Provide a brief course description (100-200 words).

Catalog description Narrative, Discourse, & Prison Systems, DCS 363: An examination of the ways that prison systems shape self and community, through narrative and social theory. Elaboration: Through the use of narrative—stories, memoir, fiction, non-fiction, testimonial—and social theory, students will examine the cyclical relationship between self and community, as it pertains to hotly contested social and individual processes of difference, discrimination or bias, resistance, or conciliation. Overarching themes may vary; for instance, in this application, the theme is the prison industrial complex. Narratives provide an important emotional and intellectual resource for examining recurring patterns in the self-other confrontation. Narratives will also help students see such discursive practices as scapegoating or objectification as detrimental to the overall community's sustainability. Theoretical perspectives on power, hegemony, and objectification will help students to frame their own questions, textual analyses, and research projects. This course will explore questions such as: *What habits or practices shape the individual and help the community evolve? How does one develop a sense of inclusion in the community when increasing demands on resources so often lead to alienation and atomization?* Narratives that specifically address the interconnection between the parts and the whole of self and community will help lead to an overall sense of possibility and healthy problem-solving.

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience). Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

Through the use of relevant theorists and students' own practice with producing theoretical explanations, students will be able to draw from any disciplinary perspective. As a humanities-oriented course, DCS 363 joins only a handful of courses currently offered in the Systems category and offers an advanced approach to understanding extremely difficult social phenomena that are historically connected but evolve in new social contexts. In the syllabus provided, the overarching topic is prisons. The current explosion of incarcerations represents an example of the ways in which white supremacy has evolved from slavery, through Jim Crow, to the current prison industrial complex (Michelle Alexander's thesis). Similarly, scapegoating is a social phenomenon that mutates to offset challenges to a community evolving through time. Authors of assigned readings will come from a range of racial, ethnic, class, and gender contexts, making the course relevant to all

students and helping to ensure that they continue to grapple with issues of diversity, social responsibility, and global citizenship.

4. List the *course goals* (see *Glossary of Terms*), and explain how are they aligned with the **Connections student learning outcomes.** In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Systems subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

Course Goals:

In DCS 363, you will

- Examine narratives (fiction, non-fiction, memoir, documentary) to understand how the relationship between individual struggle and hegemonic systems evolves. (Connections SLO #1)
- Analyze the ways that cultural values and habits inculcate as parts of a social system (systemic racism, structural racism, for instance) impacting the parts (individuals) of that system. (Connections SLO #2)
- Compare a range of choices made (individual and policy) and the impact on the person and community’s abilities to sustain in healthy ways. (Connections SLO #3)

Note: each of the above course goals aligns with the corresponding Colonnade SLO below.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze how systems evolve.	Students analyze how cultural values and habits are inculcated as parts of an interlocking, recursive, and evolving system that is bolstered by psycho-social strategies such as stereotyping, objectifying, and othering, or unethical networking and chryonymism.
2. Compare the study of individual components to the analysis of entire systems.	Students examine a number of narratives that provide keys to understanding the individual’s struggles and triumphs as deeply dependent on the overarching system in which the individual grows. Rising from the depths of despair or abuse is almost always an act of intellectual, emotional, and spiritual imagination, as it is also an act of great courage and profoundly moving inspiration—often against that very system that has “defined” the individual as at its mercy.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Students will analyze effective challenges to seemingly unmoving discriminatory structures. Doing so will help them see how social change can make communities more sustainable. Students will also examine the ways in which communities and their members support and undermine individual and collective interests. Decision-making and policy will be evaluated as they arise in the narratives. When a narrator, for instance, makes the effort to defy an oppressive social system, students can evaluate how that decision can potentially impact the entire community.

5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

By the end of the semester, students will be able to

- Define structural systems of oppression including race, class, and gender systems in critical reflections and a final exam.
- Compare a variety of narrative forms for individual and community impact in critical reflections and final exam.
- Apply theoretical frameworks to the analysis of the features and structure of assigned narratives in critical reflections and research paper.

6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*. Applicants are encouraged, but not required, to adopt or adapt the Connections Student Learning Outcomes rubric (available on [the Colonnade website](#)). Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i>. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
		There is currently no plan to distinguish among students from various campuses. The course will be taught in Bowling Green, though we are open to teaching at regional campuses for a portion of a semester, if resources allow.
1. Analyze how systems evolve.	Research paper	A representative pool (30%) of students’ final exams will be pulled and assessed for two of the three Colonnade SLOs, names redacted. Assessments will occur once a year, along with other course assessments, by departmental faculty. The department head will share results with course instructors and work out a plan for revising, if necessary.
2. Compare the study of individual components to the analysis of entire systems.	Research paper	A representative pool (30%) of students’ final exams will be pulled and assessed for two of the three Colonnade SLOs, names redacted. Assessments will occur once a year, along with other course assessments, by departmental faculty. The

		department head will share results with course instructors and work out a plan for revising, if necessary.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Research paper	This SLO will be assessed in a holistic review of research papers. A sample of students' work (30%) will be pulled, names redacted, and the departmental faculty will assess. We do this once a year for all Colonnade courses. The department head will share results with course instructors and work out a plan for revising, if necessary.

6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). If the assessment plan will utilize the Connections rubric available on [the Colonnade website](#), state as much.

See attachment.

- 1. Evidence & Argument Artifact.** As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

The research paper will be used for QEP assessment. Specifically, as follows:

- (1) Evidence-Gathering – gathering sound and relevant evidence to address an issue;
Students will determine relevant evidence from the narratives (fiction, non-fiction, memoir) in order to support a thesis. Students will determine relevant theory and cultural analysis from class reading assignments, an optional reading list, and their own research.
- (2) Sense-Making – analyzing and synthesizing the assembled evidence;
Critical reflections will provide one opportunity for analyzing and synthesizing; they will provide “practice” for the more advanced analysis and synthesis of theory, narrative, and cultural analysis in the research paper.
- (3) Argumentation – articulating a logical and supported argument based on the analysis.
Students will be provided with workshops and skills-based training on developing a thesis, from which a logical argument can proceed. All research papers must take a position and argue it based on the evidence (1) and experts’ and their own analysis and synthesis (2).

8. Attach a sample course syllabus. The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

Rubric for assessing the Colonnade SLOS using the research paper for DCS 363

[Adapted from Cornell College](#)

	EXPERT	PROFICIENT	APPRENTICE	NOVICE
INTEGRATION OF KNOWLEDGE	The paper demonstrates that the author fully understands and has applied systems concepts learned in the course: evolution of systems; individual components; impact on policy. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. For the most part, ties together information from all sources. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. Sometimes ties together information from all sources, but disjointedness is apparent.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
THESIS DEVELOPMENT Colonnade SLO #3: Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	The thesis is focused narrowly enough for the scope of this assignment. A thesis statement focusing on systems provides direction for the paper, either by statement of a position or hypothesis.	The thesis is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The thesis is too broad for the scope of this assignment.	The thesis is not clearly defined.
DEPTH OF DISCUSSION	In-depth discussion & elaboration in all sections of the paper, detailing the evolution of systems; individual components; and impact on policy.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content. Quotations outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.

**DCS 363 Narrative, Discourse, & Prison Systems
Elective for the Gender & Women's Studies Certificate
and for the B.A. in Diversity & Community Studies
Dr. Jane Olmsted or Dr. Kristi Branham
Spring 2016**

Phone: 270.745-5787 or 270.745-2943

Office: Women's Studies Center, 1532 State St., between EST and the Int'l Center

Office Hours: varies by instructor and semester taught

Catalog description

An examination of the ways that prison systems shape self and community, through narrative and social theory.

Course Description

Catalog description Narrative, Discourse, & Prison Systems, DCS 363: A systems approach to examining self and community through narrative and social theory. Elaboration: Through the use of narrative—stories,

memoir, fiction, non-fiction, testimonial—and social theory, students will examine the cyclical relationship between self and community, as it pertains to hotly contested social and individual processes of difference, discrimination or bias, resistance, or conciliation. Overarching themes may vary; for instance, in this application, the theme is the prison industrial complex. Narratives provide an important emotional and intellectual resource for examining recurring patterns in the self-other confrontation. Narratives will also help students see such discursive practices as scapegoating or objectification as detrimental to the overall community's sustainability. Theoretical perspectives on power, hegemony, and objectification will help students to frame their own questions, textual analyses, and research projects. This course will explore questions such as: *What habits or practices shape the individual and help the community evolve? How does one develop a sense of inclusion in the community when increasing demands on resources so often lead to alienation and atomization?* Narratives that specifically address the interconnection between the parts and the whole of self and community will help lead to an overall sense of possibility and healthy problem-solving.

Course Goals

In DCS 363, you will

- Examine narratives (fiction, non-fiction, memoir, documentary) to understand how the relationship between individual struggle and hegemonic systems evolves.
- Analyze the ways that cultural values and habits inculcate as parts of a social system (systemic racism, structural racism, for instance) impacting the parts (individuals) of that system.
- Compare a range of choices made (individual and policy) and the impact on the person and community's abilities to sustain in healthy ways.

Connections Student Learning Outcomes

A systems course in the Colonnade Program will:

- Analyze how systems evolve.
- Compare the study of individual components to the analysis of entire systems.
- Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

Course Student Learning Outcomes

At the end of this course, students will

- Define structural systems of oppression including race, class, and gender systems in critical reflections and final exam.
- Compare a variety of narrative forms for individual and community impact in critical reflections and final exam.
- Apply theoretical frameworks to the analysis of the features and structure of assigned narratives in critical reflections and research paper.

Course Materials (required):

Books and Media

Baldwin, James. *If Beale Street Could Talk*. Vintage (Reprint), 2006 (Orig. 1974). 978-0307275936
Kerman, Piper. *Orange Is the New Black: My Year in a Women's Prison*. Spiegel & Grau, 2011. 978-0385523394
Malamud, Bernard. *The Fixer*. Farrar, Straus and Girous, 2004 (Orig. 1966). 978-0374529383
Parsell, T.J. *Fish: A Memoir of a Boy in a Man's Prison*. Da Capo Press, 2007. 978-0786720378
Stein, Deborah Jiang. *Prison Baby*. Beacon Press, 2014. 978-0807098103
Selected documentaries

Supportive Articles and Excerpts (On Reserve at the Library)

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*.
Bartky, Sandra, *Femininity and Domination*. Routledge, 1990. 978-0415901864

Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. Vintage Books, 1995 (Orig. 1975). 978-0679752554

Nussbaum, Martha. "Feminism, Virtue, and Objectification," in *Sex and Ethics: Essays on Sexuality, Virtue, and the Good Life*, R. Halwani (ed.), New York: Palgrave Macmillan, 49–62.

Grading:

Participation	100 points
Reflections	200 points
Research Paper	300 points
Final Exam	300 points

Requirements:

Note: on occasion it becomes necessary to revise the syllabus, and I reserve the right to do so. However, I won't do that to anyone's disadvantage (if possible).

Participation	This class functions as a forum in which participants can engage the text and exchange ideas, interpretations, and insights with each other. The success of this format depends on everyone's preparation and participation. Therefore, I expect you to participate in class activities and discussion. Successful participation requires that you prepare for class by completing the reading, doing your homework, and engaging the course material. Any in-class work will count toward your participation grade. I expect you to attend class and to be an active participant in class discussions.
Personal/ Critical Reflections	Personal reflections are informal, like journal entries, and give you the opportunity to reflect on the course material—what it means to you, how it affects you, connections to your own life—and gives you an opportunity to ask me questions about topics or course material that you don't understand or are uncomfortable with. Critical reflections are 3- to 5-page essays that examine a primary text closely with the aid of supporting readings.
Research Paper	The research paper will address a particular topic of the course and examine it more fully. With a 10- to 12-page length, the paper will allow you to integrate other material, i.e., at least five scholarly sources including three of the assigned readings.
Final Exam	The final exam is cumulative, consisting of both a take-home and an in-class portion. The exam will require you to recall and synthesize material from the assigned readings and class discussion.

University Policies:

Plagiarism

Do not copy from the internet (or anywhere else) and then paste it into a post or paper as if it were your own writing. All students are expected to follow the WKU Student Code of Conduct, completing homework and papers independently unless instructions specify otherwise. I electronically check all assignments for plagiarism. All sources of information are to be appropriately cited to avoid any gray areas. Anyone turning in plagiarized work or cheating on exams will receive an F for the assignment(s), perhaps for the course, and will be reported to the Office of Judicial Affairs. For further information, see the Student Handbook.

ADA Notice

Students with Disabilities: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004

[270.745.5121 V/TDD] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from The Student Accessibility Resource Center.

Campus Resources

If you are experiencing any type of physical, emotional or psychological distress, there are university resources to help you.

- Counseling Center: 270-745-3159 (<http://www.wku.edu/Dept/Support/StuAffairs/COUNS/index.htm>)
- The Office of Equal Opportunity/Affirmative Action/University ADA Services: 270-745-5121 (<http://www.wku.edu/Dept/Support/Legal/EOO/>)
- WKU Writing Center (<http://www.wku.edu/pcal/writing-center>)

Schedule of Assignments:

Introductions

Date	Activities	What's due?
Jan. 25-29	Introduction to the class; overview	In-class work
Feb. 1-5	Film: Nick Broomfield's <i>Tattooed Tears</i> ; Michel Foucault, "The Body of the Condemned" and "Complete and Austere Institutions" (from <i>Discipline and Punish: The Birth of the Prison</i>)	Personal Reflection #1

Unit One: Key Concepts: Scapegoating, Objectification, Othering

Date	Activities	What's due?
Feb. 8-12	Read Michelle Alexander's <i>The New Jim Crow</i> , chapters 1 and 3 ("The Rebirth of Caste" and "The Color of Justice"); article: Martha Nussbaum, "Feminism, Virtue, and Objectification"	In-class work
Feb. 15-19	James Baldwin's <i>If Beale Street Could Talk</i>	In class group work
Feb. 22-26	Finish Baldwin	Personal Reflection #2
Feb. 2-March 4	Bernard Malamud's <i>The Fixer</i> (first half)	In class work
March 14-18	Bernard Malamud's <i>The Fixer</i> (finish)	Critical Reflection #1

Unit Two: Women and Prisons

Date	Activities	What's due?
March 21-25	Susan Glaspell, "A Jury of Her Peers"; Bartky, <i>Femininity and Domination</i>	In-class group work
Mar 28-Apr 1	<i>Prison Baby</i> , Deborah Jiang Stein	Personal Reflection #3
April 4-8	Documentary: <i>Mothers of Bedford</i>	
April 11-15	Piper Kerman, <i>Orange Is the New Black: My Year in a Women's Prison</i>	Critical Reflection #2

Unit Three: Kinds of Prisons and Ways Out

Date	Activities	What's due?
April 18-22	Charlotte Perkins Gilman, "Yellow Wallpaper";	Personal Reflection #4

	Tillie Olson, "I Stand Here Ironing"	
April 25-29	<i>Fish</i> , T.J. Parsell	In-class work
May 2-6	Film: <i>The Stanford Prison Experiment</i> (2015)	Research Papers due
May 9-13	Final exam	

Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact Name: Whitney Oliver Peake

E-mail: whitney.peake@wku.edu

Phone: 270-745-3531

College and Department: Gordon Ford College of Business, Management

Proposal Date: 03/07/2016

1. Course Details

1.8 *Course prefix, number and title:* ENT 312 - Entrepreneurship

1.9 *Credit hours:* 3

1.10 *Prerequisites²:* Junior Standing – we will add “21 hours of Foundation and Exploration Courses, or junior status”

1.11 *Crosslisted and/or equivalent courses:* Not Applicable

1.12 *Expected number of sections offered each semester/year:* Fall: 3, Spring: 2, Summer: 1

1.13 *Is this an existing course or a new course?* Existing course

1.14 *Where will this course be offered?* Bowling Green main campus and online

2. Course Description

Current Course Description: A study of the entrepreneurial process. Topics include new business opportunities, market entry, access to resources, start-up steps, acquisition, franchising, and careers. Text, cases and hands-on business projects are used.

Proposed Course Description: *Entrepreneurship* examines the entrepreneur as the basic building block of the economic system via the discovery or identification of opportunities. Emphasis is placed on identifying and defending feasible opportunities within the industry and market, while recognizing and managing the complex systems in which entrepreneurs live and work that motivate or constrain innovation. [Note: *We will propose changing the catalog description to this along with the prerequisites*].

This course observes entrepreneurs as the building block of economic systems, which exist in the realm of other political, social-cultural, financial, education, and legal-regulatory systems– all of which function concurrently, yet dynamically. Entrepreneurs discover or identify opportunities to solve problems in their environment, but must do so within the parameters of the relevant systems. Systems and institutions affect the level of entrepreneurship and innovation, but in turn entrepreneurial innovations force evolution across systems over time.

As a result of the interplay between innovation and these macro systems, individual entrepreneurs develop and refine functional systems within the firm, such as research and development, human resources, operations, and information management, to address the many macro systems influencing the business. Attention will be placed on understanding how entrepreneurs maintain viability in the economy, both locally and globally, and how other macro systems (i.e., political, social-cultural, financial, legal-regulatory, education, etc.) influence business planning and operations at the firm level. Further, students will consider how entrepreneurs and innovation influence the myriad of systems at play.

² Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

Since entrepreneurs operate in such a complex web of relationships and systems, students will be challenged to examine the entrepreneur as a benefit maximizer, weighing the wins and losses across this variety of systems both now and into the future. As global citizens, entrepreneurs must carefully weigh not only the feasibility of their ideas for personal gain, but also the systems-wide effects of the implementation of innovation.

3. Explain how this course provides a *capstone* learning experience for students in Colonnade. *Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.*

Entrepreneurship by nature is a multidisciplinary field, attracting scholars from business, the arts, social sciences, natural sciences, engineering, hospitality, legal studies, health sciences, and beyond. Innovation occurs in every domain over time; thus, no discipline is immune from entrepreneurship and vice versa. Horoszowski (2015) argues that “The biggest challenges of our time do not require patchwork solutions, innovative smartphone apps, or miracle pills, instead they require systems-level innovations that can tackle the root cause of the world’s most serious issues.” As such, current and future entrepreneurs must take a system thinking, inherently multidisciplinary, approach to craft solutions that address multiple stakeholder and system needs simultaneously.

Students in this course will be encouraged to view entrepreneurship and opportunity through the lens of a telescope, rather than a microscope, and will be challenged to consider both the “forest” and the “trees” in evaluating their own ideas as well as those of others. Current and future entrepreneurs are more than simply profit maximizers operating within the economic system. Entrepreneurs are required to work as benefit maximizers, weighing the wins and losses across numerous systems both now and into the future. One such example is the emergence of microfinance opportunities. Born out of the lack of access to capital for the rural poor in developing economies, microfinance emerged as an opportunity to help provide seed funds for start-ups through entities such as Grameen Bank in Bangladesh. The implementation of such opportunities influenced the economies of those communities and nations, social-cultural systems as women were the greatest recipients of the largesse, and educational systems of the rural poor in developing nations since recipients were expected to make increased investments in their children’s education. A boost in the economic system for these locales can subsequently influence health systems (with access to more disposable income for food and greater demand for healthcare), the environment (with implications for food production, further industrialization and a growing middle class), and social-cultural factors (with women gaining more power in the developing world, which often affects both household income and birth rates). As global citizens, entrepreneurs must carefully weigh not only the feasibility of their ideas for personal gain, but also the systems-wide effects of the implementation of innovation.

In this course, students will be challenged to analyze both the feasibility of their own proposed innovations (i.e., potential economic impact), and the systems-wide effects of implementation. To help students undertake systems thinking in this process, they will likewise be presented with multiple opportunities to examine others’ innovations across systems, such as crowdfunding (economy, finance, legal-regulatory), bitcoin (economy, finance, legal-regulatory), the Lowline Lab (environment, economy, education, social-cultural), hoverboard scooter (economy, health, transportation, social-cultural), drone port (food, environment, legal-regulatory, economy, health, and transportation), and Hackaball (economy, education, social-cultural).

4. List the *course goals* (see *Glossary of Terms*), and explain how are they aligned with the **Connections student learning outcomes.** In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Systems subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze how systems evolve.	Utilize current theories to examine the entrepreneur as a catalyst and building block of evolution within economic systems. Communicate the role of entrepreneurs in the evolution of financial, legal-regulatory, socio-cultural, and environmental systems.
2. Compare the study of individual components to the analysis of entire systems.	Analyze the entrepreneur within the industrial system to determine how niches evolve within industrial systems. Compare and/or contrast the functional systems formed by entrepreneurs relative to differing industrial, political, financial, legal-regulatory, sociocultural, and environmental systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Identify and analyze how innovations spur shifts in industrial, economic, financial, socio-cultural, and legal-regulatory systems, and the feedback among these systems in constraining or catalyzing innovation within the firm and society as a whole.

5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

Upon successfully completing the course, students should be able to:

- utilize the creative and innovation processes to “identify” or “discover” problems as opportunities
- communicate the elements of entrepreneurs’ functional processes
- gather and synthesize evidence to analyze the industry, product, and financial feasibility of an opportunity
- analyze the feasibility of an opportunity through a written and oral defense

6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*. Applicants are encouraged, but not required, to adopt or adapt the Connections Student Learning Outcomes rubric (available on [the Colonnade website](#)). Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i>. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
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1. Analyze how systems evolve.	On the first exam, students will have two short answer questions which (1) examines the entrepreneur as the building block of evolution within economic systems, and (2) explains entrepreneurs' role in facilitating evolution in another system.	A random sample of 25% of exams from within the course (both online and Bowling Green campus) will be examined by a faculty member prior to the beginning of the subsequent semester according to the attached rubric. Achievement of this learning objective will be met if at least 70% of the random sample scores 70% or above on each of these questions.
2. Compare the study of individual components to the analysis of entire systems.	The course will culminate in a final written feasibility analysis assignment. Through this assignment, students will assess their idea within the framework of the industry system and local markets, as well as the associated profitability with occupying a niche within the industry and market.	A random sample of 25% of the written feasibility analyses within the course (both online and Bowling Green campus) will be examined by a faculty member prior to the beginning of the subsequent semester according to the attached rubric. Achievement of this learning objective will be met if at least 70% of the random sample scores 70% or above on the assignment.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Students will write four impact papers throughout the semester. The final impact paper requires students to examine how entrepreneurs have impacted an innovation that spans more than two systems (e.g., Bitcoin in the financial and legal-regulatory systems) and how those systems affect the implementation of the innovation, as well as the subsequent impact on the economy.	A random sample of 25% of the final impact papers (both online and Bowling Green campus) will be examined by a faculty member prior to the beginning of the subsequent semester, according to the attached rubric. Achievement of this learning objective will be met if at least 70% of the random sample scores 70% on the final impact paper.

For each assessment method described above, faculty and student names will be removed prior to undergoing assessment. Assessment results will be communicated to the Department Head, who will then follow up with the faculty who teach the course, as well as the entire department.

6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). If the assessment plan will utilize the Connections rubric available on [the Colonnade website](#), state as much.

The assessment plan will utilize the Connections rubric adapted for particular assignments. Please see the attached example.

7. Evidence & Argument Artifact. As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

Dr. Peake is an E&A Fellow working on materials to integrate E&A artifacts into the entrepreneurship curriculum. ENT 312 will yield an E&A artifact for assessment: a written feasibility analysis. By the end of the semester, students will produce a formal feasibility analysis, which will also allow for the assessment of students’ ability to identify, synthesize, and make use of evidence to support their business idea.

8. Attach a sample course syllabus. The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

Please see the attached example ENT 312 syllabus (intended for face-to-face delivery).

TENTATIVE FEASIBILITY ANALYSIS SYSTEMS RUBRIC – ENT 312*

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Analyze how systems evolve	Provides detailed analysis of primary and secondary material to explain how entrepreneurs underpin economic systems and how economic systems develop in reciprocal relation to other systems.	Can show based on primary and secondary sources the role of entrepreneurs in the development of economic systems, as well as major interactions among economic systems and other systems.	Is aware of the role of entrepreneurs in the development of economic systems, but the analysis is incomplete.	Cannot identify the role of entrepreneurs in the evolution of economic systems or the relationship between economic systems and other systems.
2. Compare the study of individual components to the analysis of entire systems.	Provides detailed analysis of primary and secondary material to analyze the entrepreneur's role in niche development within industrial systems, as well as how functional systems formed by entrepreneurs respond to differences across macro systems (e.g., financial, socio-cultural, legal-regulatory, etc.)	Can show, based on analysis of primary and secondary material, the entrepreneur's role in niche development within industrial systems or how functional systems formed by entrepreneurs respond to differences across macro systems (financial, socio-cultural, legal-regulatory, etc.), but not both.	Is aware of the relationship between entrepreneurs and industrial system development, as well as the functional systems developed by entrepreneurs in response to macro systems, but cannot provide sufficient evidence based on primary and secondary sources.	Cannot clearly relate the entrepreneur to the development of niches within industrial systems or how functional systems evolve in entrepreneurial ventures in response to macro systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself	Provides detailed analysis of primary and secondary material to identify and analyze how innovations spur shifts across systems and how these systems constrain or catalyze innovation within the firm and beyond.	Clearly uses source material to show how innovations spur shifts across systems or how these systems constrain or catalyze innovations within the firm and beyond, but cannot do both.	Describes with some difficulty how innovations spur shifts across systems or how these systems in constrain or catalyze innovations within the firm and beyond. Inadequate evidence in sources.	Cannot demonstrate understanding of how innovations spur shifts across systems or how these systems constrain or catalyze innovation within the firm and beyond.

ENT 312– ENTREPRENEURSHIP Sample Syllabus – Face-to-Face Offering

Instructor: Dr. Whitney Peake
 Office: GH 234D
 Email: whitney.peake@wku.edu
 Office Phone: 270-745-3531
 Google Voice: 940-448-0354
 Office Hours: MWF 9:00 – 11:00 and by appointment

Prerequisite: Junior standing or 21 hours of Foundations and Explorations Courses.

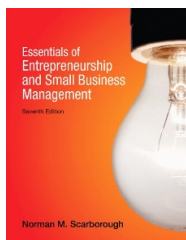
COURSE DESCRIPTION

Entrepreneurship examines the entrepreneur as the basic building block of the economic system via the discovery or identification of opportunities. Emphasis is placed on identifying and defending feasible opportunities within the industry and market, while recognizing and managing the complex systems in which entrepreneurs live and work that motivate or constrain innovation.

COURSE MATERIALS

Required Text

Scarborough, N.M. 2014. *Essentials of Entrepreneurship and Small Business Management*, 7th Ed. Pearson: Upper Saddle River, NJ.
ISBN-13: 978-0-13-266679-4



I will be using Blackboard extensively for posting class materials, submitting assignments, and sharing important information about the course. Please be sure to check the ENT 312 site every 48 hours for updated announcements or messages to the class.

LEARNING OBJECTIVES

This course observes entrepreneurs as the building block of economic systems, which exist in the realm of other political, social-cultural, financial, education, and legal-regulatory systems— all of which function concurrently, yet dynamically. Entrepreneurs discover or identify opportunities to solve problems in their environment, but must do so within the parameters of the relevant systems. Systems and institutions affect the level of entrepreneurship and innovation, but in turn entrepreneurial innovations force evolution across systems over time.

As a result of the interplay between innovation and these macro systems, individual entrepreneurs develop and refine functional systems within the firm, such as research and development, human resources, operations, and information management, to address the many macro systems influencing the business. Attention will be placed on understanding how entrepreneurs maintain viability in the economy, both locally and globally, and how other macro systems (i.e., political, social-cultural, financial, legal-regulatory, education, etc.) influence business planning and operations at the firm level. Further, students will consider how entrepreneurs and innovation influence the myriad of systems at play.

Since entrepreneurs operate in such a complex web of relationships and systems, students will be challenged to examine the entrepreneur as a benefit maximizer, weighing the wins and losses across this myriad of systems both now and into the future. As global citizens, entrepreneurs

must carefully weigh not only the feasibility of their ideas for personal gain, but also the systems-wide effects of the implementation of innovation.

The course fulfills the Colonnade requirements as outlined below.

<i>Connections student learning outcome</i>	<i>How the course meets the learning outcome</i>
1. Analyze how systems evolve.	Utilize current theories to examine the entrepreneur as a catalyst and building block of evolution within economic systems. Communicate the role of entrepreneurs in the evolution of financial, legal-regulatory, socio-cultural, and environmental systems.
2. Compare the study of individual components to the analysis of entire systems.	Analyze the entrepreneur within the industrial system to determine how niches evolve within industrial systems. Compare the functional systems formed by entrepreneurs relative to differing industrial, political, financial, legal-regulatory, sociocultural, and environmental systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Identify and analyze how innovations spur shifts in industrial, economic, financial, socio-cultural, and legal-regulatory systems, and the feedback among these systems in constraining or catalyzing innovation within the firm and society as a whole.

Additionally, upon successfully completing the course, students should be able to:

- utilize the creative and innovation processes to “identify” or “discover” problems as opportunities
- communicate the elements of entrepreneurs’ functional processes
- gather and synthesize evidence to analyze the industry, product, and financial feasibility of an opportunity
- provide a written and oral defense of the feasibility of an opportunity

GRADING

Grading in the course is based on a total points system. Your grade is determined by your performance on quizzes, exams, impact papers, an entrepreneur interview project, and a feasibility analysis project. If you require a certain grade in the course to achieve a particular

goal (i.e., maintain your 4.0 GPA, graduate, avoid your parents' wrath), then you will need to work to ensure that your performance on coursework is adequate to meet that goal.

Performance Evaluation Procedures

Item	Points Possible	Description
Quizzes	50	Top 5 @ 10 points each
1 Page Impact Papers	100	4 @ 25 points each
Exams	300	Top 2 @ 150 points each
Entrepreneur Interviews	100	2 @ 50 points each
Feasibility Project and Presentation**	150	
TOTAL POINTS POSSIBLE	700	

** Can be completed as a team Project. All team-based points subject to peer evaluation.

To determine your percentage score, you will take the total points earned divided by the total points possible.

90+%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

Please do not ask for an individualized “extra credit” to improve your grade. ***Keep in mind that to be fair to all students, I cannot offer one student an opportunity that I cannot or am unwilling to provide to the rest of the class.***

In-Class Unannounced Quizzes

Reading assigned material prior to class is imperative for you to obtain as much as you possible can from the lectures and discussions. Unannounced quizzes will be administered at the beginning of class periodically on the material to be discussed that day. Quizzes will begin promptly at the start of class. You must be **present and on time** to take the quiz. Once the last quiz reaches the last student's hands at the beginning of class, no more will be administered. If you take the quiz and leave class prior to class ending for that day, you will receive a “0” for that quiz. At least 7 unannounced quizzes will be given throughout the semester, of which your **TOP 5** will be considered in calculating your grade.

Impact Papers

Students are required to submit **4**, one page impact papers on an assigned topic. Paper topics are provided below and due dates for each paper are detailed on the course outline.

Impact Paper #1: Entrepreneurs are considered the “building blocks” of the economy. Explain why this is true, and provide an example of how entrepreneurs have changed the economy.

Impact Paper #2: Innovations created by entrepreneurs spur evolution of macro systems over time. Find and examine an example of how an entrepreneur has influenced a system other than the economy and the impact this had on society.

Impact Paper #3: Systems Effects on Entrepreneurs – How do “macro systems” affect entrepreneurs, and the opportunities available to them? Explain how two or more systems (e.g., political, social-cultural, legal-regulatory, education, healthcare, etc.) influence functional systems implemented by entrepreneurs in a country other than the United States.

Impact Paper #4: Using the TIME greatest inventions of 2015 list, examine how entrepreneurs have put forward innovations that span more than two systems. (For example, upon its introduction Bitcoin certainly influenced the financial and legal-regulatory systems.) Discuss how those systems affect the implementation of the innovation, as well as the subsequent impact and benefit this innovation will make on these systems over time.

Papers must be single-spaced, with double-spacing between paragraphs, 1 inch margins, and 12-point Times New Roman or Calibri font. APA formatting is required, with in-text citations and a reference list. The reference list does not count towards the 1-page limit. Additional details for the Impact Papers are available on Blackboard via the Impact Papers menu option.

Exams

There will be two regular exams, and an optional final exam (covering the last 4 chapters of material on the course outline). Only your top two exam scores will be considered in calculating your final grade. Exams will cover material related to chapters, as well as any additional readings, videos, and discussion shared during class time. All exams will consist of multiple choice and/or short essay type questions.

If you miss a regularly scheduled exam, then the general policy is that you will be required to take the final. However, at the discretion of the instructor, a make-up exam may be given in extreme cases beyond the student’s control. To be considered for a make-up exam, you must either discuss your situation with the professor **PRIOR TO** the exam (i.e., university sponsored event) or provide reliable documentation in the event that you missed an exam due to an emergency or extreme circumstance.

Entrepreneur Interviews

Each student will be required to personally interview two entrepreneurs, based on a set of questions and guidelines. Students will work to gain information on both the individual systems guiding the entrepreneur and his/her business, as well as how the business operates in more complex community and global systems. All guidelines and requirements for the project will be posted on Bb in the Projects folder.

Feasibility Analysis

You will be required to either work individually or form teams of 2-3 to determine whether a business opportunity you identify is feasible from industry, product/service, and financial feasibility perspective. Additionally, a brief analysis of impacted systems is required to make a final recommendation regarding implementation.

Each individual or team will “pitch” the feasibility of their opportunity during the designated class times at the end of the semester. All guidelines and requirements for the project will be posted on Bb in the Projects folder. Each individual’s score on the team project components is subject to peer evaluation.

COURSE/CLASSROOM CONDUCT

For the classroom to work in the way that it is most effective, the class must build and maintain a climate of respect and trust. Activities that diminish the learning environment will not be tolerated. Examples of such behaviors include (but are not limited to):

- Cheating (giving, using, or attempting to use unauthorized materials, information, or devices in any academic exercise).
- Copying from another student’s exam, written assignment, quiz and/or allowing a student to copy your own work.
- Using books, notes, calculators, or computers when they are not allowed by the instructor
- Producing copies of tests or examinations prior to them being administered
- Cell phone use during class time. This includes text messaging.
- Using personal computers during class periods in classes in which they are not allowed.
- Inappropriate talking.

Severe penalties will be associated with undertaking any of the aforementioned behaviors.

STUDENT DISABILITY SERVICES

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in the Downing University Center. The phone number is 745-5004. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

COURSE POLICIES

- **Attendance:** In order to maximize your potential performance in the course, regular attendance is required. If you miss **FIVE** class periods, you will lower your final grade by a letter grade. If you miss **SIX** or more class periods, you will fail the course.
- **Late Policy:** No late assignments or projects will be accepted under any circumstances. All assignments are available well in advance. Please make plans to complete them ahead of time.

- **Sundown Rule:** You have one week from the time grades are posted on Bb to inquire about a specific grade.
- **Changes to the Syllabus:** The instructor reserves the right to make modifications to the syllabus, tentative course outline, etc., if needed. Students will be provided no less than one week notification of any changes if at all possible.

COURSE SCHEDULE

Week	Chapters	Topic(s)
UNIT 1: Systems in Entrepreneurship and Entrepreneurship Basics		
1	1	The Entrepreneur and <i>Systems in Entrepreneurship</i>
2	2	Creativity, Innovation, and Intellectual Property
3	3	Business Modeling and Strategy
4	5,6	Legal Systems and Entrepreneurship
5	Assigned Readings	<i>Systems Recap:</i> How Entrepreneurship Influences Macro Systems and Vice Versa
UNIT 2: Macro Systems and Functional Systems		
6	4	Functional Systems: Feasibility and Planning
7	8	Functional Systems: Marketing (Product, Promotion)
8	14	Functional Systems: Marketing (Place)
9	10	Functional Systems: Marketing (Price)
10	Assigned Readings	<i>Systems Recap:</i> How Macro Systems Influence Functional Systems
UNIT 3: Macro Systems, Functional Systems, and Interplay		
11	11	Financials Systems and Entrepreneurship
12	12, 13	Financials Systems and Entrepreneurship
13	Assigned Readings	Entrepreneurs as Systems Thinkers of the Future
14	Assigned Readings	<i>Systems Recap:</i> System Interplay
15	FEASIBILITY PRESENTATIONS	

Please complete the following and return electronically to colonnadeplan@wku.edu.

1. What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

The Department of Geography and Geology plans to offer the existing **GEOG 452: Geoscience Field Experiences**, soon to be titled Applied Geoscience Field Experiences, in the Local to Global subcategory of the Colonnade Connections Category.

2. How will this course meet the specific learning objectives of the appropriate sub-category? Please address **all** of the learning outcomes listed for the appropriate subcategory.

Applied Geoscience Field Experiences is a unique course in that it will take place in a variety of field-based settings, including, but not limited to, Study Abroad and Study Away programs, field camps, and extended fieldtrips to national or international settings. The world becomes the classroom in GEOG 452. Each section of GEOG 452 creates an opportunity for students to see geography in action and compare it to the places with which students are more familiar. This allows students to engage in the critical thinking and analysis skills necessary for problem-solving, as their experience allows them to investigate what is taking place in a different part of the world. Students engage a local sense of space, in a variety of settings, and apply this to a global context.

Colonnade Learning Objective 1) Analyze issues on local and global scales:

- Demonstrate critical thinking skills related to the five main themes of geography, (location, place, human environment interaction, movement and region), at local, regional, and global scales.
- Evaluate local systems, particularly the cultural and/or physical landscape, to understand their position and influence in the global context,
- Describe how geographic analysis and principles allow for a deeper understanding of the evolution of a place in an effort to better understand and predict future changes to the cultural and or physical landscapes of a location.

Colonnade Learning Objective 2) Examine the local and global interrelationships of one or more issues:

- Describe and analyze the relationship between the five themes of geography, (location, physical place and cultural place, human environment interaction, movement and region), to evaluate how local practices can affect these themes on global and local scales.
- Compare the local physical landscape formation and change within its position in the global physical landscapes.

- Investigate how locations fit together, with surrounding locations, in an established mosaic understanding how they contribute and connect with the others.
- Describe the local ideology and or physical landscape of a place to draw comparisons of these observations to the learner's sense of place.

Colonnade Learning Objective 3) Evaluate the consequences of decision-making on local and global scales:

- Describe the impact of globalization, particularly the movement of people, goods, and ideas, on the cultural and/or physical landscape.
- Explain how people make decisions in their local environment and how those decisions impact their connection to the larger global system.
- Analyze how global decision making can impact smaller, local systems.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.

Applied Geoscience Field Experiences is a great fit for the Connections category because students literally go to a place they are less familiar with to study and take their personal sense of place with them. These courses leave the traditional classroom behind and investigate real world local to global issues while in a place. Students will be able to identify the uniqueness or similarities of locations. At this scale, students will begin to see the differences and appreciate those differences by expanding their sense of place. Experiences provided by this course enable students the opportunity to see the impact, particularly of living in a highly developed society, on the rest of the world and understand their position as a global citizen on local to global scales.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.

There are no prerequisites for this course.

5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

The following statement will appear in all sections of the GEOG 452: Applied Geoscience Field Experiences course syllabi.

Course Description: Applied geoscience field experiences is unique in that it will take place in a variety of field-based settings, including, but not limited to, Study Abroad and Study Away programs, field camps, and extended fieldtrips to national or international settings.

Learning Objectives for Colonnade Program: This course fulfills the Colonnade Program requirements for the Local to Global subcategory of the Connections category. As part of that program, students in GEOG 452 meet the following learning objectives:

Students will demonstrate the ability to:

- 1) Analyze issues on local and global scales.
- 2) Examine the local and global interrelationships of one or more issues.
- 3) Evaluate the consequences of decision-making on local and global scales.

Learning Objectives for GEOG 452: The course objectives for GEOG 452 are designed to integrate fully with the Colonnade Program. Upon successfully completing GEOG 452, you will be able to:

- Demonstrate critical thinking skills related to the five main themes of geography, (location, place, human environment interaction, movement and region), at local, regional, and global scales.
- Evaluate local systems, particularly the cultural and/or physical landscape, to understand their position and influence in the global context.
- Describe how geographic analysis and principles allow for a deeper understanding of the evolution of a place in an effort to better understand and predict future changes to the cultural and or physical landscapes of a location.
- Describe and analyze the relationship between the five themes of geography, (location, physical place and cultural place, human environment interaction, movement and region), to evaluate how local practices can affect these themes on global and local scales.
- Compare the local physical landscape formation and change within its position in the global physical landscapes.
- Investigate how locations fit together, with surrounding locations, in an established mosaic understanding how they contribute and connect with the others.
- Describe the local ideology and or physical landscape of a place to draw comparisons of these observations to the learner's sense of place.
- Describe the impact of globalization, particularly the movement of people, goods, and ideas, on the cultural and/or physical landscape.
- Explain how people make decisions in their local environment and how those decisions impact their connection to the larger global system.
- Analyze how global decision making can impact smaller, local systems.

5. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

The GEOG 452 colonnade course will be assessed in a variety of ways, primarily those centered on synthesis and reflection of the course activities and content. Each student in a GEOG 452

course will be required to write a series of journal essays/reflections throughout their course, many of which will be guided prompts. These reflections will be graded using appropriate categories on the attached rubric. In this reflection, if the course was a success, students should be able to address each of the categories fully, with a 70 percent or higher considered passing. If a 70 percent is not achieved by at least 70 percent of the students in each section of the course, the department will highlight areas that need more attention in forthcoming semesters to ensure learning objectives for the colonnade program are being met. Techniques for presenting material will also be adapted to ensure learning objectives are met.

<p>Products: Each course will write journal prompts for each of the objectives. Responses to prompts will be graded on a 0-2 scale. A score of 2 demonstrates a clear understanding of the material and synthesis of thoughts and ideas. A score of 1 indicates some confusion or misconceptions related to the topics. A score of 0 indicates that the student fails to understand the concepts.</p>	<p>Journal Prompts:</p>
<p>Objective 1: Demonstrate critical thinking skills related to the five main themes of geography, (location, place, human environment interaction, movement and region), at local, regional, and global scales.</p>	<p>Example Journal Prompt & Reflective writing: What were/are the environmental, political, economic impacts of the development of Dole plantation in Hawaii? What is/are the cause(s) of high prices for pineapple in Kentucky? Why would Dole have chosen that part of the island for the plantation?</p>
<p>Objective 1: Evaluate local systems, particularly the cultural and/or physical landscape, to understand their position and influence in the global context,</p>	<p>Example Journal Prompt & Reflective writing: How did the site and situation of the Hawaiian islands lend itself to becoming an important military holding?</p>
<p>Objective 1: Describe how geographic analysis and principles allow for a deeper understanding of the evolution of a place in an effort to better understand and predict future changes to the cultural and or</p>	<p>Example Journal Prompt & Reflective writing: Today migration of retirees and more are leaving the mainland to live out their lives in Hawaii. What are the pros and cons of a growing baby boomer, and warmer climate enthusiasts, alter the population and land development of the Hawaiian islands?</p>

<p>physical landscapes of a location.</p>	
<p>Objective 2: Describe and analyze the relationship between the five themes of geography, (location, physical place and cultural place, human environment interaction, movement and region), to evaluate how local practices can affect these themes on global and local scales.</p>	<p>Example Journal Prompt & Reflective writing: Hawaii is a popular tourism destination and tourism dollars make up a majority of the economic income for the state. What does Hawaii have that draws such a large number of tourist? Where are many of these tourist arriving from and why? What are the impacts to the state if these locations experience economic downturns?</p>
<p>Objective 2: Compare the local physical landscape formation and change within its position in the global physical landscapes.</p>	<p>Example Journal Prompt & Reflective writing: Along the west coast of North America large composite volcanoes make up the landscape. In Hawaii we see large shield volcanoes mostly under the water's surface. Compare and contrast the different and similar geological processes that have formed the two different volcanic landscapes of the United States.</p>
<p>Objective 2: Investigate how locations fit together, with surrounding locations, in an established mosaic understanding how they contribute and connect with the others.</p>	<p>Example Journal Prompt & Reflective writing: After spending the day at the Polynesian Cultural Center you have been introduced to the many distinct cultures of the geographical region of Oceania. Explain the migratory patterns of these cultures ancestor's that make up the present day islands of Oceania.</p>
<p>Objective 2: Describe the local ideology and or physical landscape of a place to draw comparisons of these observations to the learner's sense of place.</p>	<p>Example Journal Prompt & Reflective writing: Hawaii has long held a stereotype of being laid back surfers. Comment on the validity of any stereotypes you are familiar with and examples of why those stereotypes may have come into existence.</p>
<p>Objective 3: Describe the impact of globalization, particularly the movement of people, goods, and ideas, on the cultural and/or physical landscape.</p>	<p>Example Journal Prompt & Reflective writing: As you've now experienced, the ethnic makeup of the Hawaiian islands is extremely diverse with only a small percentage of the population of Hawaii decent. Describe the impact, on this original population, since contact with the rest of the world after the landing of</p>

	Captain Cook in 1778 to becoming the 50 th state in 1949.
Objective 3: Explain how people make decisions in their local environment and how those decisions impact their connection to the larger global system.	Example Journal Prompt & Reflective writing: While visiting Hawaii students will have an opportunity to visit a variety of sacred places and unique geologic features. Discuss the importance of not leaving your mark behind in addition to not taking any objects away from a location.
Objective 3: Analyze how global decision making can impact smaller, local systems.	Example Journal Prompt & Reflective writing: Iolani Palace is an important and culturally significant location to the people of Hawaii. There is much controversy regarding this palace as it once stood for the independent kingdom. How did the outside world leaders and businesses change the course for this once thriving kingdom?

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

GEOG 452– Applied Geoscience Field Experiences will provide students with the opportunity to go beyond the introductory topics of a typical general education course by investigating and analyzing relevant issues in a location of interest by actually visiting and studying on-site.

Course work and activities will incorporate issues within the five themes of geography, (location, place both physical and cultural, human environment interaction, movement and region), with an emphasis on policy, risk assessment, and problem solving discussions concerning contemporary issues facing local populations and global populations. Those discussions will emphasize how a decision made locally can impact populations globally. Other course work will include multiple onsite visits to a variety of places, identifying problems and solutions to related topics; organization and preparation of presentations; reflection writing and journaling; responding to daily prompts; and service learning experience. This course will provide students with applied spatial knowledge, understanding our connected world that they will bring back to Kentucky and build a case on how things they learned away are relevant to Kentucky or their hometown.

8. How many sections of this course will your department offer each semester?

Geog 452 may be offered every academic year, during any semester, but dominantly in the summer semester, with multiple sections, and the spring and winter term. Additional sections may be added as demand dictates and faculty interest in study away and abroad increases.

9. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.



Geography 452: Geoscience Field Experience

Study Away Hawaii, 3 hours

Winter 2016

Instructors: Amy Nemon & Erin Greunke

Instructor Contact:

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Erin Greunke 270-745-4162

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Course Description: Applied geoscience field experiences is unique in that it will take place in a variety of field-based settings, including, but not limited to, Study Abroad and Study Away programs, field camps and extended fieldtrips to national or international settings. This section of GEOG 452 requires participants to travel to Hawai'i as part of a Study Away program from December 28th 2015 through January 11th 2016. This academic program combines traditional classroom learning with visits to Hawaiian cultural and environmental sites. These excursions include locations on the islands of Oahu and the Big Island. A tentative, detailed itinerary can be found at the end of this syllabus.

Learning Objectives for Colonnade Program: This course fulfills the Colonnade Program requirements for the Local to Global subcategory of the Connections category. As part of that program, students in GEOG 452 has the following learning objectives:

Students will demonstrate the ability to:

- Analyze issues on local and global scales.
- Examine the local and global interrelationships of one or more issues.
- Evaluate the consequences of decision-making on local and global scales.

Learning Objectives for GEOG 452: The course objectives for GEOG 452 are designed to integrate fully with the Colonnade Program. Upon successfully completing GEOG 452, you will be able to:

- Demonstrate critical thinking skills related to the five main themes of geography, (location, place, human environment interaction, movement and region), at local, regional, and global scales.
- Evaluate local systems, particularly the cultural and/or physical landscape, to understand their position and influence in the global context,.

- Describe how geographic analysis and principles allow for a deeper understanding of the evolution of a place in an effort to better understand and predict future changes to the cultural and or physical landscapes of a location.
- Describe and analyze the relationship between the five themes of geography, (location, physical place and cultural place, human environment interaction, movement and region), to evaluate how local practices can affect these themes on global and local scales.
- Compare the local physical landscape formation and change within its position in the global physical landscapes.
- Investigate how locations fit together, with surrounding locations, in an established mosaic understanding how they contribute and connect with the others.
- Describe the local ideology and or physical landscape of a place to draw comparisons of these observations to the learner's sense of place.
- Describe the impact of globalization, particularly the movement of people, goods, and ideas, on the cultural and/or physical landscape.
- Explain how people make decisions in their local environment and how those decisions impact their connection to the larger global system.
- Analyze how global decision making can impact smaller, local systems.

During the course these are some of the activities we will engage, before, during and after, to meet our course objectives specifically studying in Hawaii: Students will be introduced to a variety of field collection techniques to enable them to better understand the complexities of the country's 50th state's location, site and situation. Spending time in Hawaii will allow students to see first-hand how it is interconnected in the era of globalization. Topics and materials covered in this program will help students attain an appreciation of the complexity and variety of the region's cultures and geography. Students will have opportunities to collect data and study the impacts of topics such as economic/social systems, geopolitics, tourism, agriculture, homelessness, public health, ethnicity, environmental, volcanism, earthquakes, tsunamis, weather and climate, marine life, folklore, and much more while participating in this program.

Upon completion of this study away course, students will also be able to:

- Understand collection of general field data.
- Have experience organizing and leading their peers in data collection.
- Presentation of field work collection via ArcGIS online.
- Written analysis and reflection of their observations in the cultural and environmental landscapes.
- Communicating their understanding of Hawaii in today's globalized world through immersion within the culture.
- Creation of a research question and formal presentation on a selected topic.
- Creation of a field journal for each of their classmate's use while on the program.
- Express an opinion about the position Hawaii occupies in the globalized context and evaluate how globalization affects Hawaii
- Develop an appreciation for cultural activities and the sanctity of the land to the people of Hawaii
- Although this is not a language course, students should practice and feel more comfortable pronouncing Hawaiian names and locations by the end of the program.

Required Texts: Selected articles will be assigned for reading prior to departure and made available via Blackboard. Students are encouraged to download these articles to their phone, tablet or computer.

Suggested Readings to increase your knowledge of the Hawaiian Islands, culture and environment:

1. Liliuokali (1898) “Hawaii’s Story By Hawaii’s Queen” ISBN-10: 0935180850
2. Walter Lord (2001) “Day of Infamy” ISBN-10: 0805068031
3. Abraham Fornander (2005) “Fornander’s Ancient History of the Hawaiian People to the Times of Kamehameha I” ISBN-10: 1566471478
4. James A Michener (2002) “Hawaii” ISBN-10: 0375760377
5. Richard W Grigg (2013) “In the Beginning ARCHIPELAGO The Origin and Discovery of the Hawaiian Islands” ISBN 1-61710-151-6
6. Herb Kawainui Kane (1997) “Ancient Hawai’I” ISBN 0-943357-02-0
7. Douglas Peebles (2005) “Volcano Images of Hawai’i’s Volcanoes ISBN 1-56647-603-8
8. Juvik (1998) “Atlas of Hawai’I” 3rd edition ISBN 0-8248-2125-4
9. Bushnell & Beger (2013) “The Illustrated Atlas of Hawai’I” ISBN 1-59700-839-7
10. Pukui, Elbert & Mookini (1976) “Place Names of Hawaii” ISBN 0-8248-0524-0
11. Gavan Daws (1974) “Shoal of Time: A History of the Hawaiian Islands” ISBN 978-0-8248-0324-7
12. Martha Beckwith (1976) “Hawaiian Mythology” ISBN 978-0-8248-0514-2
13. Alan C Ziegler (2002) “Hawaiian Natural History, Ecology, and Evolution” ISBN 0-8248-2190-4
14. John Tayman (2007) “The Colony: The Harrowing True Story of the Exiles of Molokai” ISBN 978- 0743233019

Course Evaluation & Assignments: Letter grades are assigned according to the final percentage of accumulated points. We do NOT round grades up -- Your grade is up to you and not us.

Letter	Percentage	Total Point Value	Letter	Percentage	Total Point Value
A	90 – 100 %	900 – 1000	D	60 – 69.9%	600 – 699
B	80 – 89.9%	800 – 899	F	< 60%	0 – 599
C	70 – 79.9%	700 – 799	FN	Failure due to	Non-attendance

Pre-departure meetings	2	50	100	10%	In Oct. & Dec.	Participation
Participation in Hawaii	1	100	100	10%	In Hawaii	Attendance and participation on-site activities
On-Site Presentation s Articles	1	150	150	15%	In Hawaii	On-Site Presentation Abstracts and Articles

Oversee Story Map Project	1	250	250	25%	During & After program	TBA
Field Journal creation	1	150	150	15%	Prior	Prior to departure: Completion by Dec.
Travel Journal	5	50	250	25%	In Hawaii	Handwritten Field Journal

Pre-Departure Meetings:

We discuss important information at our two **required** pre-departure meetings, such as our emergency action plan, general class orientation and what to expect during the program. These are mandatory meetings each worth 5 percent of your final grade.

You must attend these two meetings, if you are registered for the program prior to the meeting dates. These dates are subject to change: 1) Sunday, October 18th and 2) Sunday, November 29th.

Participation in Hawaii--Etiquette and Expectations:

- Students are expected to travel and participate in all program activities with a positive attitude and ready to learn!
- Follow the rules and regulations of the program
- Be on-time and prepared for all lectures, discussions, workshops, and program excursions
- Be inquisitive and think critically
- Safety first, academics second and then fun.
- Students must respect the culture and environment of the locations we will visit. Don't "leave your mark" anywhere.
- Students who are 21 and over who make a decision to consume alcoholic beverages should do so responsibly. Drinking is discouraged during the program as we will have early morning fieldtrips throughout the program. Missing activities due to being sick from drinking is not a valid excuse and your grade will be affected likewise. If you are under the age of 21, you are not allowed to drink per US Federal and State laws. Any alcohol abuse or underage drinking will be grounds for being sent home immediately.
- It is understood that all students have read the WKU student "Code of Conduct" and will abide by the rules. It is each student's responsibility to remain eligible to participate in the program.
- Plagiarism and cheating are serious violations and students should familiarize themselves with these issues.
- Any student failing to demonstrate mature and respectful behavior will be sent home immediately and will be responsible for any associated costs.

Travel Journals: Students are encouraged to keep a travel journal throughout their travels in Hawaii that catalogue and “scrap book” their experiences. These are great mementos of your trip and experience. Within the student journals, geography 452 students must demonstrate their ability to connect observations made during program activities to focused prompts, the five themes of geography, and questions given by the instructors. More details will be given during the program in Hawaii. At least five journal entries will be required and graded for 452 students. . See itinerary below for initial prompts.

Presentations: Geography 452 students will present one 15-minute oral presentation (to the class) on a topic/location assigned by the instructors, (designated during the 2nd class pre-departure meeting). Each student must provide two academic journals on the topic. Students will be required to do substantial research prior to departure for Hawaii. Presentations will be held in Hawaii and will be delivered on the day we are visiting the corresponding site. Students should be prepared to give the presentation the day we depart for Hawaii and be prepared for a change in schedule. Your instructors will provide further details. These are not to be presentations in which students read straight from their phones, tablets, or notes. Students will need to *know* their material. Students will be asked to submit an abstract of their presentation for final approval. Submission date will be given at the 2nd pre-departure meeting.

Story Map Creation: Geography 452 students will work, as a group, with the instructor to prepare a story map. Story Maps are visualizations of data to communicate the programs experience. This data will include latitude and longitude coordinates, pictures, and descriptions of the locations we visit. 452 students will work as leaders, with all program participants, in this collection field work data. The data will be collected in a field notes journal and through Facebook. The final product will be made available to all students to share with their families and friends. The Story map will also be shared with the media and social media.

Field work Journals: Prior to departure, Geography 452 students will put together a travel journal for all participants to use on the program.

Other Important Details: The Department of Geography and Geology strictly adheres to university policies, procedures, and deadlines regarding student schedule changes. It is the sole responsibility of the student to meet all deadlines in regard to adding, withdrawing, or changing the status of a course.

Only in exceptional cases will a deadline be waived. The Student Schedule Exception Form is used to initiate all waivers. This form requires a written description of the extenuating circumstances involved and the attachment of appropriate documentation.

Poor academic performance, general malaise, or undocumented general stress factors are not considered as legitimate circumstance.

Payment Schedule: Your TopNet account will be automatically charged for the Winter Term the balance of the program fee minus your deposit. Both your deposit and program fee can be paid online via TopNet.

Course Withdrawal and Refunds: Students who find it necessary to withdraw completely from the university (WKU) or from this course should report to the Office of Registrar in Potter Hall to initiate Withdrawal procedures before the last Withdrawal date. Students who cease attending class without and official Withdrawal will receive a Failing grade.

Attendance Policy: Students must travel to Hawaii to receive a grade for this course. Students are expected to attend all program events and activities and contribute to discussion.

Students with Disabilities: Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445 in Potter Hall. The Office for Student Disability Services telephone number is (270) 745-5004 V/TDD. Please do not request accommodations without a letter of accommodation from the Office for Student Disability Services.

Itinerary:

Monday, December 28: Fly from Nashville, to Honolulu, O'ahu

EVERYONE TO MEET AT BNA AIRPORT AT 4:30 AM at American Airlines Ticketing Area

- Depart Nashville 6:30am arrive Los Angeles 08:54am
- Depart Los Angeles 10:10am arrive Honolulu 2:00pm

Welcome Dinner: Hard Rock Café: <http://www.hardrock.com/cafes/honolulu/>

Tuesday, December 29: Polynesian Cultural Center

Polynesian Cultural Center (Includes Dinner) - <http://www.polynesia.com/>

Wednesday, December 30: Pearl Harbor/ Diamond Head Hike

* Will visit Missouri Battleship/USS Bowfin/Pacific Aviation Museum as time permits. Although we will have an audio tour regarding the USS Arizona Memorial, tickets to the monument are limited and cannot be guaranteed. Must be there by 7 AM.

Afternoon: Hike Diamond Head

Thursday, December 31: Community Engagement: IHS, The Institute for Human Services

Friday, January 1: Surf History and Lessons and North Shore

Check in the night before your lesson with me at [808-780-6963](tel:808-780-6963) . Bring your swim / surf wear, sunscreen, towel and sense of adventure.

Saturday, January 2: Marine Life Examination: Sea Turtles and Dolphins

Sunday, January 3: Marine Life Examination: Sharks

Afternoon: Dole Plantation

Monday, January 4: History and Culture: Iolani Palace / Marine Life Examination: Whale Watching

Morning: Iolani Palace

Afternoon: Whale Watch (Includes lunch) - <http://www.starofhonolulu.com/premier-whale-watch-cruise-lunch-booking/>

Tuesday, January 5: Chinatown/Fly from Honolulu to Big Island – Star Gazing – Mauna Kea

Morning: Chinatown in Honolulu – Place-As-Text: Map Chinatown Project

Afternoon: Flight: Depart Honolulu 3:05 pm arrive Kona

Evening: Star Gazing: <http://www.ifa.hawaii.edu/info/vis/visiting-mauna-kea/star-gazing-program.html>

Wednesday, January 6: Paniolo Day – Ranches & Riding

Afternoon: Visit Historic Parker Ranch: <http://parkerranch.com/>

Evening: Dinner at Kahua Ranch: <http://www.exploretheranch.com/evening.html>

Thursday, January 7: Hilo Historic Stops and Helicopter View of Lava

Morning: Helicopter View of Volcanoes (10:15 AM Check-In) – <http://www.bluehawaiian.com/bigisland/tours/>

Afternoon: Black Sand Beach, Japanese Garden in Hilo, Rainbow Falls, and Mauna Loa Macadamia Nut Factory

Friday, January 8: Volcanoes National

Saturday, January 9: Place of Refuge and Historic Kona

Afternoon: Puuhonua O Honaunau (Place of Refuge) National Historical Park:
<http://www.nps.gov/puho/planyourvisit/feesandreservations.htm>

Farewell Group Dinner – at Lako House with Story Teller Michea la Larson

Sunday – Monday, January 10- 11: Fly back to BNA

**EVERYONE TRAVEL TO KONA AIRPORT AT 6:00 AM at American Airlines
Ticketing Area**

- Depart Kona 1:50pm arrive Los Angeles 09:08pm
- Depart Los Angeles 11:30pm arrive Nashville 5:30am

Please complete the following and return electronically to colonnadeplan@wku.edu.

1. What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

Geol. 315 - Energy, Climate and Carbon, subcategory Systems

(note: this course was offered as a temporary course in Fall 2014. The course was approved as a new course by the University Senate on January 21, 2016).

2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address **all** of the learning outcomes listed for the appropriate subcategory.

Energy, Climate and Carbon is a multi-disciplinary course that investigates how humans are modifying the Earth System - the interconnected realms of the land (geosphere), water (hydrosphere), air (atmosphere), and life (biosphere). The Colonnade Systems Learning Objectives and Course Learning Objectives are aligned as follows:

Colonnade Systems Learning Objectives	Geol. 315 Learning Objectives	How does the course meet these learning outcomes?
1. Analyze how systems evolve	<ul style="list-style-type: none"> Analyze the current and changing energy landscape 	<p>These objectives (and those listed below) are met through homework exercises drawn from the text (<i>Global Warming: Understanding the Forecast</i>) and modified by the instructor. Specifically:</p> <p><i>Exercise 3: Fossil Fuels and Energy</i> <i>Exercise 4: Earth System Feedbacks</i></p>
2. Compare the study of individual components to the analysis of entire systems	<ul style="list-style-type: none"> Examine the carbon cycle and the causes of global climate change Compare a range of carbon sequestration strategies and emission reduction approaches from an Earth Systems perspective 	<p><i>Exercise 1: Your Carbon Footprint</i> <i>Exercise 2: Carbon on Earth</i> <i>Exercise 5: The Perturbed Carbon Cycle</i></p> <p><i>Exercise 4: Earth System Feedbacks</i> <i>Exercise 6: Regional Carbon Sequestration Partnerships</i> <i>Exercise 7: CS Partnership Presentations</i></p>

<p>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself</p>	<ul style="list-style-type: none"> Evaluate how public policies, societal norms and international agreements influence global efforts to minimize climate change. 	<p><i>Exercise 8: Site Characterization for CCS</i></p> <p><i>Exercise 9: Decisions, Decisions</i></p> <p><i>Exercise 10: Student Presentation</i></p>
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3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.

Geol. 315 examines the connection between society's reliance on carbon-based sources of energy and changes to the global Earth System. For example, the course explores how fossil fuel combustion directly influences the composition and temperature of the atmosphere and oceans, wildlife migrations and extinctions in the biosphere, and land resources and conservations issues within the geosphere. Although Earth Systems concepts are introduced in foundational and exploratory Colonnade courses, *Energy, Climate, and Carbon* investigates concepts and connections in more depth and detail than those introductory courses. Moreover, *Energy, Climate, and Carbon* creates opportunities for students to connect their own habits and use of natural resources to changes happening in the global Earth System.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.

The prerequisites for Geol. 315 are any one of the following: Geol. 103, Geog. 103, Geol. 111 or Geol. 112. All of these courses are Colonnade Explorations courses.

5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

Learning Outcomes: After the completion of Geol. 315, students will be able to:

- Analyze the current and changing energy landscape
- Examine the carbon cycle and the causes of global climate change
- Compare a range of carbon sequestration strategies and emission reduction approaches from an Earth Systems perspective.
- Evaluate how public policies, societal norms and international agreements influence global efforts to minimize climate change.

Colonnade Systems Learning Outcomes: Geol. 315 will teach students how to:

- Analyze how systems evolve.
- Compare the study of individual components to the analysis of entire systems.
- Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

Assessment of the learning objectives of Geol. 315 will be accomplished via *pre- and post-course surveys*. Each Colonnade Systems Learning Objective will be individually assessed by three multiple-choice and/or short answer questions. Examples of pre-and post-course assessment questions are presented in the table below. A pass/fail evaluation will be made of the pre- and post course assessments for each student in a particular class. A student will *Pass* when he/she correctly answers *two of the three* assessment questions (66%) for *each* Colonnade Learning Objective. At the end of the semester when the post-course assessment is complete, each student will have three Pass/Fail scores corresponding to the three Colonnade Systems Learning Objectives. The goal is for 70% of students to correctly answer two of the three assessment questions for each Colonnade Learning Objective. Results obtained from each semester's assessment will be used to strengthen Geology 315 in subsequent offerings.

Colonnade Systems Learning Objectives	Geol. 315 Learning Objectives	Sample Pre- and Post Course Assessment Questions
1. Analyze how systems evolve	<ul style="list-style-type: none"> • Analyze the current and changing energy landscape 	<p>What is the principal energy source of electrical power in the United States?</p> <p>What energy source drives the transportation sector in the United States?</p> <p>What energy resources are considered renewable?</p> <p>How will the energy sector in the United States likely change by 2050?</p> <p>How have global temperatures changed in response to society's reliance on fossil fuels?</p> <p>How do climate changes observed since the Industrial Revolution compare with the long-term, geologic history of climate?</p>

Colonnade Systems Learning Objectives	Geol. 315 Learning Objectives	Sample Pre- and Post Course Assessment Questions
<p>2. Compare the study of individual components to the analysis of entire systems</p>	<ul style="list-style-type: none"> • Examine the carbon cycle and the causes of global climate change • Compare a range of carbon sequestration strategies and emission reduction approaches from an Earth Systems perspective 	<p>What is the carbon cycle?</p> <p>How does the greenhouse effect work and how does it influence the Earth System?</p> <p>Why should society be concerned about accumulating levels of carbon in the atmosphere and hydrosphere?</p> <p>What are some of the causes of global climate change?</p> <p>How does society's reliance on fossil fuels affect the natural function of the Earth System (land, oceans, atmosphere and biosphere)?</p> <p>What is carbon sequestration?</p> <p>How can CO₂ be stored in geologic (underground) settings?</p> <p>How can CO₂ be stored in terrestrial (on land) settings?</p> <p>Can the capture and storage of carbon emitted by industry and society limit climate change?</p>
<p>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself</p>	<ul style="list-style-type: none"> • Evaluate how public policies, societal norms and international agreements influence global efforts to minimize climate change. 	<p>What are world governments doing to combat global climate change?</p> <p>What actions can individuals take to limit their carbon footprint and live more sustainably?</p> <p>How do federal policies to combat climate change influence the energy sector in Kentucky?</p> <p>What local, state, and federal agencies set policies to protect the Earth System?</p> <p>To what degree can renewable sources of energy limit the damaging effects of fossil fuel emissions on the Earth System?</p> <p>Is nuclear power the answer to society's energy needs?</p>

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

Energy resources, global climate change and to a certain extent, the carbon cycle are all topics introduced in Geol. 103, Geog. 103, Geol. 111, and Geol. 112 - Colonnade Explorations courses that individually serve as a pre-requisite to Geol. 315. *Energy, Climate and Carbon* will develop content knowledge and analytical skills necessary for an energy-aware global citizenry. For their semester project, students develop and defend a thesis topic related to the content covered in the course. This defense occurs both in writing and through a presentation to class colleagues, both of which are very much summative learning experiences.

8. How many sections of this course will your department offer each semester?

The Department will offer one section of Geol. 315 per year. Anticipated enrollment is up to 40 students.

9. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

GEOL 315 – ENERGY, CLIMATE AND CARBON (3 credit hours)

Dr. Fred Siewers

Purpose of the Course: Energy, Climate and Carbon examines our current reliance upon carbon-based sources of energy, the affect of fossil-fuel emissions on climate, and current efforts to limit fossil-fuel emissions and global climate change. The course is particularly focused on carbon-capture technologies and geological carbon sequestration.

Learning Outcomes: After the completion of Geol. 315, students will be able to:

- Analyze the current and changing energy landscape
- Examine the carbon cycle and the causes of global climate change
- Compare a range of carbon sequestration strategies and emission reduction approaches from an Earth Systems perspective.
- Evaluate how public policies, societal norms and international agreements influence global efforts to minimize climate change.

Colonnade Systems Learning Outcomes: Geol. 315 will teach students how to:

1. Analyze how systems evolve.
2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

Texts (required):

Archer, David, 2011, *Global Warming: Understanding the Forecast*, 2nd Edition. John Wiley and Sons, Inc., p. 203.

Cook, Peter J., 2012, *Clean Energy, Climate and Carbon*. CRC Press/Balkema, Leiden, The Netherlands. p. 215

Lynas, Mark, 2008, *Six degrees: Our Future on a Hotter Planet*. National Geographic Society, Washington DC. p. 335

Assessment: Your grade in this course will be based on how well you do on the exams, the exercises, and the final. The total points for the course = 500. The percent breakdown in each area is as follows:

Percentage Breakdown

Exams (2)	25%
Exercises (approx. 9)	40%
Semester Paper & Presentation	20%
Final	<u>15%</u>
	100%

Grades: Your grades on all work will be based on the following ranges:

A \geq 90%

D = 60-69%

B = 80-89%

F \leq 59%

C = 70-79%

Geology 315 - Course Outline

Note: most readings come from Archer's *Global Warming: Understanding the Forecast* and Peter Cook's *Clean Energy, Climate and Carbon*. You will also be reading on your own Mark Lynas' *Six Degrees: Our Future on a Hotter Planet*. We will be discussing that book during the final weeks of the semester.

Week	Topic	Reading
1	Setting the Context <i>Exercise 1: Your Carbon Footprint</i>	Archer: Chapter 1 Cook: Chapter 1
2	Its All About Carbon <i>Exercise 2: Carbon on Earth</i>	Archer: Chapter 8 Cook: Chapter 1
3	Our Fossil Fuel Economy <i>Exercise 3: Fossil Fuels and Energy</i>	Archer: Chapter 9 Cook: Chapter 3
4	Why Should We Care? A Natural History of Atmospheric CO ₂ <i>Exercise 4: Earth System Feedbacks</i>	Archer: Chapter 7 TBA
5	The Perturbed Carbon Cycle <i>Exercise 5: The Perturbed Carbon Cycle</i>	Archer: Chapter 10 TBA
6	Review and Assessment EXAM 1	
7	A Geological Solution <i>Exercise 6: Regional Carbon Sequestration Partnerships</i>	Carbon Storage Atlas (DOE 2012)
8	Carbon Capture and Storage (CCS) <i>Exercise 7: CS Partnership Presentations</i>	Cook: Chapter 6
9	Carbon Capture and Storage (CCS) <i>Exercise 7: CCS Partnership Presentations</i>	Cook: Chapter 8
10	CCS: Site Selection <i>Exercise 8: Site Characterization for CCS</i>	TBA

Week	Topic	Reading
11	CCS: Monitoring and Verification <i>Exercise 8: Site Characterization for CCS</i>	Cook: Chapter 9
12	The Cost of Clean Energy <i>Exercise 9: Decisions, Decisions</i>	Archer: Chapter 13 Cook: Chapter 10
13	Review and Assessment EXAM 2	
14	Renewables and Nuclear Energy	TBA
15	Our Future on a Hotter Planet Exercise 10: Student Presentations	Book Discussion: <i>Six Degrees</i>
16	Final (Cumulative)	

Make-up Policy: In general, I don't have a make-up policy. If you miss the deadline, you miss the opportunity to turn in the assignment. Be sure to note the exercise due dates and the exam schedule on the course outline. If you know of a schedule conflict or if you are absent and can not turn in an assignment due to illness, you must notify me as soon as possible! The next lecture or lab meeting is generally too late. Keep this in mind....

University Policies

Plagiarism: The academic work of a student must be his/her own. To represent written work taken from another source as one's own is plagiarism. Plagiarism also includes lifting content directly from a source without giving credit. Plagiarism is a serious offense and a failing grade will be given on any course work where plagiarism is detected.

Schedule Change Policy The Department of Geography and Geology strictly adheres to University policies regarding schedule changes. It is the sole responsibility of individual students to meet all deadlines in regard to adding, dropping, or changing the status of a course. Only in exceptional cases will a deadline be waived. The Student Schedule Exception form is used to initiate all waivers. This form requires a written description of the extenuating circumstances involved and the attachment of appropriate documentation. Poor academic performance, general malaise, or undocumented general stress factors are not considered as legitimate circumstances.

Disability Accommodations Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 1074, Downing Student Union. The OFSDS telephone number is (270) 745-5004. Please *do not* request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

General Comments

This class will be very note intensive; meaning, you will need to take notes regarding everything that I present in class, including video presentations and in-class discussions. The course will have an accompanying BlackBoard site where you will be able to review PowerPoints and access other materials. The lecture materials will be drawn from the required texts, although I will be bringing in considerable outside materials. Note that *you must read the assigned readings* as it likely that I won't be able to cover everything in class.

The exams will cover the material from lecture, the assigned exercises and any lab activities (including videos). Exam questions will be a combination of essay and short answer questions. As you might expect, the final *is* cumulative.

Nature of the Exercises: The exercises will be drawn from David Archer's *Global Warming: Understanding the Forecast*, which utilizes on-line modules and simulations housed at the University of Chicago (where David Archer is a Professor; see <http://forecast.uchicago.edu>). The remaining exercises, particularly those focused on carbon sequestration, will be from me.

Term Paper: This course gives you the opportunity to delve into and write about a topic related to the content of this course. Potential topics are wide open but could include a renewable energy option (wind, solar, hydroelectric, etc.), CCS as related to enhanced oil recovery or mineral sequestration; issues related to hydraulic fracturing, and the promise or perils of nuclear power. I anticipate the paper will be on the order of 10-15 pages of text. Deadlines for topic selection, outline with resources, first draft and final paper will be presented early in the course. Note that you will also be giving a presentation about your research paper during the final weeks of the semester. This counts for 20% of your grade.

Final Comments... This is going to be an interesting learning experience for everyone involved! I am going to be working hard to create meaningful learning opportunities for you. While I expect the course to follow the above course outline, I will likely stray a bit as I work out the flow of the course. As for you, I expect you to keep up with the assigned readings and exercises and to come to class each day ready to learn and ready to participate. Maintain a good attitude, work hard, and ask questions whenever you need help. I am glad you have decided to take the class!

Colonnade Connections Course Proposal Local to Global Subcategory

Proposal Contact Name, E-mail, and Phone: Dr. Chunmei Du, chunmei.du@wku.edu, 2707455743
College and Department: Potter College of Arts and Letters, Dep. of History Proposal Date:
02/12/2016

1. Course Details:

- 1.15 Course prefix (subject area), number and title: HIST 300 Contemporary Chinese Society and Culture
- 1.16 Credit hours: 3.00
- 1.17 Prerequisites³: 21 hours of Foundations and Explorations courses, or junior status
- 1.18 Crosslisted and/or equivalent courses (prefix and number): N/A
- 1.19 Expected number of sections offered each semester/year: 1 section per year
- 1.20 Is this an existing course or a new course? A new course
- 1.21 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Bowling Green main campus

2. Provide a brief course description (100-200 words).

This course examines contemporary Chinese society and culture from the beginning of People's Republic of China in 1949 to the present, focusing on both macro-level development and the daily experiences of ordinary citizens.

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience). Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

- China is considered an emerging superpower that plays a significant role in regional and global contexts. This course examines contemporary Chinese society and culture from 1949 to the present, utilizing readings and approaches from history and literature to anthropology, sociology, economics, and political science. This interdisciplinary course provides insight into China's contemporary social and cultural issues with an overview of its political and economic systems, social transformations, and cultural and religious values. It focuses on both macro-level development and the daily experiences of ordinary citizens.
- Students will analyze critical and controversial issues that China and the world face today including population growth and environmental crisis, religious freedom and ethnic diversity, democracy and authoritarian government, tradition and modernity, and communism and market economy.

4. List the *course goals* (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes. In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Social and Cultural subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

³ Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
<p><i>Example: Analyze issues on local and global scales.</i></p>	<p><i>Example: Students will analyze a range of issues relevant to an understanding of African American internationalism and Diaspora Studies. Two specific examples are:</i></p> <ul style="list-style-type: none"> • <i>An emphasis on African American civil rights activism, paying particular attention to how non-violent struggles for citizenship rights in communities in the southern United States impacted the direction of the civil rights advocacy on a national level as well as African independence struggles on an international level.</i> • <i>An emphasis on how African liberation movements and the image of newly independent African states inspired an African American struggle for respect and recognition. Emphasis in this regard will be given to those spaces that facilitated the creative interaction between African and African American communities, namely churches, historically black colleges, newspapers, and political organizations. Organizations like the Pan African Congress movement linked the struggle for Civil Rights in the United States to struggles for African independence.</i>
<p>1. Analyze issues on local and global scales.</p>	<p>Students will analyze a range of issues relevant to an understanding of contemporary China. Specific examples include:</p> <ul style="list-style-type: none"> • Tradition and modernity. What has been the course of political, social and cultural change in contemporary China? In what ways are China’s present patterns continuous or discontinuous with its past? How do you compare “Chinese modernity” with “Western modernity”? • Migration and equality. Millions of rural-to-urban migrant workers are called the “floating” population in China. They range from construction laborers to sex workers. What does migration in China illustrate the global patterns of class, gender, and ethnic divides and inequality? • Religion. Various Muslim groups with different origins, backgrounds, and beliefs have lived in China for centuries. How to understand the experiences of Muslims and other ethnic minorities in China today? How have their experience and policies changed in the new context of rising Islamic fundamentalism and global anti-terrorism?
<p>2. Examine the local and global interrelationships of one or more issues.</p>	<p>Students will examine how China and the world are interconnected in economic, political, and cultural ways. Specific examples include:</p>

	<ul style="list-style-type: none"> • Impacts of internet and information technology. Although google and facebook are still banned in China, the flow of information through internet has challenged the authoritarian controls of the Chinese government on unprecedented levels. Chinese government has also been suspected and criticized for stealing commercial and national security secrets through hacking and cyberwarfare. • Modernizing traditional Chinese medicine and culture. Traditional Chinese medicine has developed for several thousands of years but has been criticized for lack of scientific proof in the modern era. In 2015, Tu Youyou became the first Chinese woman to win a Nobel Prize for her work in helping to create an anti-malaria medicine. Interestingly, she does not have a medical degree and was inspired by traditional Chinese medicine in her search for the prize winning medicine. Meanwhile, Western medicine and mental health have increasingly paying attention to traditional Chinese practices and concepts such as meditation, yin-yang balance, and acupuncture and massage. • Commodities and consumption. Middle class Chinese consume Western commodities from Kentucky fried chicken to Hollywood movies. How do consumptions of foreign goods and cultures affect the Chinese society and culture?
<p>3. Evaluate the consequences of decision-making on local and global scales.</p>	<p>Students will evaluate the impacts of decision-making on local and global scales. Specific examples include:</p> <ul style="list-style-type: none"> • One-child policy. China’s one child policy was a population control policy that started in 1978. With some exceptions, Chinese were only allowed to have one child. The policy was changed to a two-child policy starting from January 2016. This policy has long term impacts on demographic trends, economic development, and environmental issues. It has also been a center issue for human rights activists for decades. How to evaluate such a major population control policy from material, cultural, and ethical perspectives? • Fear of China’s rise. China successfully hosted the Beijing Olympic Games in 2008 and the Shanghai World Expo in 2010. Chinese government used such opportunities to represent the new China to the world, namely “modernization with Chinese characteristics.” Meanwhile, China is building its “soft power” to compete with Western values, as in the example of the expanding Confucius Institute in the world. Such efforts bring China

	<p>further into the global world, creating new opportunities and challenges. How to evaluate such efforts from Chinese and global perspectives? Is the Chinese government use economic power to enforce its policies and ideologies onto the world? Is China posing threat to fundamental Western values?</p>
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5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

From this class students should be able to:

- explain the main concepts, frameworks, and controversies integral to the analysis of contemporary Chinese state and society in terms of local and global causes and impacts
- develop and demonstrate skills of textual analysis and critical thinking, especially linking local and national phenomena to global and transcultural trends and values
- improve abilities in identifying and comparing the diversity of perspectives on history and society from a global approach

6a. Explain how the department plans to assess each of the Connections student learning outcomes beyond course grades. Applicants are encouraged, but not required, to adopt or adapt the Connections Student Learning Outcomes rubric (available on [the Colonnade website](#)). Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome beyond course grades. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a separate evaluative rating for each Connections SLO.
<i>Example: Analyze issues on local and global scales.</i>	<i>Example: Students will write two book reviews, three to five pages in length. All of the assigned readings deal with an aspect of African Diaspora history, culture, and experiences. As such, students will be required, in their reviews, to identify and discuss the ways in which the author successfully addresses the</i>	<i>Example: At the end of the semester, students will be required to submit their book reviews and final research paper in a portfolio. The department's assessment team will then collect a random sample of 30% of student portfolios and evaluate the portfolios using the Connections rubric, which provides a separate rating for each Connections Learning Outcome.</i>

	<p><i>interrelationship of social realities, events, people, and/or social movements in local, national, and global contexts.</i></p> <p><i>Students will also be required to complete an eight to ten page research paper (excluding title page and bibliography) on any aspect of the African Diaspora experience.</i></p> <p><i>The artifact for assessment is a portfolio that includes these three written assignments.</i></p>	
<p>1. Analyze issues on local and global scales.</p>	<p>Students will write 3 summary papers on the assigned readings. The summary paper is three to five pages in length. All of the assigned readings deal with an aspect of contemporary Chinese society and culture that brings local and global together. As such, students will be required to identify and discuss how the authors successfully address the interrelationship of historical events, government agencies, and ordinary citizens in local, regional, national and transnational contexts.</p> <p>The artifact for assessment is a portfolio that includes these summary papers.</p>	<p>Students will be required to submit their summary papers throughout the semester on the designated dates as part of the portfolio. The department's assessment team will then collect a random sample of 30% of student portfolios and evaluate the portfolios using the attached rubric. At least 70% of the students are expected to reach levels of 2(Good) and 1 (excellent).</p>
<p>2. Examine the local and global interrelationships of one or more issues.</p>	<p>Students will be required to complete a 10 to 15 page research paper on a topic of their own choice on contemporary China. In the research paper, students will be required to analyze how contemporary China and the world are interconnected and affecting each other in social, economic, political, or cultural</p>	<p>Students will be required to submit their final research papers at the end of the semester as part of the portfolio. At the end of the semester the department's assessment team will collect a random sample of 30% of student portfolios and evaluate the portfolios using the attached rubric. At least 70% of the students are expected to reach levels of 2 (Good) and 1 (excellent).</p>

	<p>aspect. Students will be required to use primary and secondary sources in this paper and formulate their own argument using case studies.</p> <p>The artifact for assessment is a portfolio that includes the final research paper.</p>	
3. Evaluate the consequences of decision-making on local and global scales.	<p>Student will be required to do one power point presentation and one team debate on assigned/chosen topics. Topics will be related to global controversies such as China's one-child policy or strict control of the internet and information.</p> <p>The artifact for assessment is a portfolio that includes the power point presentation and a debriefing of the debate.</p>	<p>Students will be required to submit their power points and reports of the debates as part of the portfolio. At the end of the semester the department's assessment team will collect a random sample of 30% of student portfolios and evaluate the portfolios using the attached rubric. At least 70% of the students are expected to reach levels of 2(Good) and 1 (excellent).</p>

6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). If the assessment plan will utilize the Connections rubric available on [the Colonnade website](#), state as much.

Local to Global for summary papers and the final research paper

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Local to global scale of issue	Provides clear connections on the local to global components of the issues on contemporary China	Makes arguments for the local to global aspects involving contemporary China with some weak linkages	Issue clearly has local to global ramifications on contemporary China but arguments lack clear linkages across levels	Based on the presentation of evidence, the issue appears to lack local to global aspects and/or does not relate to contemporary China clearly
2. Local and global interrelationship	Critical analysis of primary and secondary sources. Excellent historical sources that integrates well with material from other fields of study to address issues about local and global interrelationship	Sound use of primary and secondary sources from multiple fields and scales to address issues about local and global interrelationship	When addressing issues about local and global interrelationship, evidence is scant or absent for some components and lacks integration across fields and scales	Does not provide sound or extensive evidence to address issues about local and global interrelationship
3. Local and global decision-making	Presents a complex set of arguments in meaningful contexts regarding local and global decision-making	Clearly assesses appropriateness of arguments on local and global decision-making	Lacks clarity on logic, relevance, or evidence when addressing local and global decision-making	Does not provide arguments in a sound fashion and does not address local and global decision-making

7. Evidence & Argument Artifact. As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

The artifact of final research paper will be used to evaluate student’s ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments.

8. Attach a sample course syllabus. The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

HIST 300 Contemporary Chinese Society and Culture

Instructor Contact Information

Dr. Chunmei Du Email: chunmei.du@wku.edu
Office: 236 Cherry Hall Phone: (270)-745-5743

Colonnade Connections Statement

The **Colonnade Program** is designed to incrementally build student skills in argumentation and the use of evidence beginning with discipline-specific coursework in the *Foundations* and *Explorations* categories. By extension, *Connections* courses are intended to be summative learning experiences in which students apply basic knowledge to larger and more complex social, global and systemic issues of concern.

This course fulfills the Colonnade Program Connections category Local to Global.

Students will examine local and global issues within the context of an increasingly interconnected world. Focused on the contemporary Chinese society and culture, this course will consider global connectivity of the problems and solutions, the significance of local phenomena on a global scale, and the material, cultural, and ethical challenges in today’s world.

1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

Course Description:

China is considered an emerging superpower that plays a significant role in regional and global contexts. This course examines contemporary Chinese society and culture from 1949 to the present. This interdisciplinary course provides insight into China’s contemporary social and cultural issues with an overview of its political and economic systems, social transformations, and cultural and religious values. In addition to major policies and ideologies of the Chinese communist party, we will study China’s dramatic changes in socio-economic life, gender and ethnic relations, artistic trends, and popular culture. We will focus on both macro-level development and the daily experiences of ordinary citizens. Readings include both secondary sources and primary sources in translation.

Learning Outcomes: from this class students should be able to

- explain the main concepts, frameworks, and controversies integral to the analysis of contemporary Chinese state and society in terms of local and global causes and impacts
- develop and demonstrate skills of textual analysis and critical thinking, especially linking local and national phenomena to global and transcultural trends and values
- improve abilities in identifying and comparing the diversity of perspectives on history and society from a global approach

Examples of Readings:

Chow, G. (2007). *China's Economic Transformation*. Oxford: Blackwell Publishing.

Gamer, R. ed. (2003). *Understanding Contemporary China*. London: Lynne Rienner.

Gillette, Maris (2002). *Between Mecca and Beijing: Modernization and Consumption among Urban Chinese Muslims*. Stanford University Press.

Gladney, Dru (2003). "Islam in China: Accommodation or Separatism?" *The China Quarterly*, pp. 451-467.

Huang, Yasheng (2008). *Capitalism with Chinese Characteristics: Entrepreneurship and the State*. Cambridge University Press.

Knight, John, Quheng Deng, Shi Li (2012). "The puzzle of migrant labour shortage and rural labour surplus in China," *China Economic Review*, Volume 22, Issue 4, pp. 585-600.

Kristof, Nicholas (1990). "China's Babies: "Better 'Elegant' than 'Red'": *The New York Times*, November 30.

"Marriage Law of the People's Republic of China", 1950.

Meisner, Maurice (1986). *Mao's China and After: A History of the People's Republic*. New York: The Free Press.

Naughton, Barry (2007). *The Chinese Economy: Transitions and Growth*. Cambridge: The MIT Press.

Yan, Yunxiang (2003). *Private Life under Socialism: Love, Intimacy, and Family Change in a Chinese Village 1949-1999*, Stanford University Press.

Zhan, Shaohua (2011). "What Determines Migrant Workers' Life Chances in Contemporary China? *Hukou*, Social Exclusion and the Market," *Modern China*, Vol. 37, No. 3, pp. 243-285.

Note: additional readings will be made available on Blackboard's course site.

Tentative Grading Scheme and Topics – Subject to Modification

Grading:

E. Participation (attendance and class participation)	15%
F. Exams (midterm and final exams)	30%
G. Power point Presentation and Team debate	5%
H. Summary papers (3 in total)	30%
I. Final research paper	20%

The course revolves around Three Broad Themes:

- a. What makes contemporary China a recognizable cultural and social entity? What cultural idioms and social institutions are distinctive, salient features of China and the Chinese? What features are common themes among the contemporary world?
- b. What has been the course of political, social and cultural change in contemporary China? In what ways are China's present patterns continuous or discontinuous with its past? How do you compare "Chinese modernity" with "Western modernity"?
- c. Profound changes are now taking place in Chinese society as new social actors are appearing among the youth, the adults, and the elderly. How will these new challenges and opportunities affect China's and the world's future?

Tentative weekly topics:

- Week1 Introduction: Stereotyping China
- Week2 The Chinese Revolutions I
- Week3 The Chinese Revolutions II
- Week4 Market Reform
- Week5 The Middle Class
- Week6 Environmental and developmental issues
- Week7 Rural and urban life
- Week8 Regional and Ethnic diversities
- Week9 Popular Culture and Consumption
- Week10 Religion, Internet and censorship
- Week11 Gender and sexuality
- Week12 Marriage and family
- Week13 Education and Chinese Pedagogy
- Week14 Mental Health
- Week15 Chinese media and global influence

Rubric for Assessing Learning Outcomes:

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Local to global scale of issue	Provides clear connections on the local to global components of the issues on contemporary China	Makes arguments for the local to global aspects involving contemporary China with some weak linkages	Issue clearly has local to global ramifications on contemporary China but arguments lack clear linkages across levels	Based on the presentation of evidence, the issue appears to lack local to global aspects and/or does not relate to contemporary China clearly
2. Quality of evidence	Critical analysis of primary and secondary sources. Excellent historical sources that integrates well with material from other fields of study to address problem at local-to-global scales	Sound use of primary and secondary sources from multiple fields and scales	Evidence is scant or absent for some components and lacks integration across fields and scales	Does not provide sound and / or extensive evidence to support critical nature of problem from the perspective of different fields and across local-to-global scales
3. Argumentation Set	Presents a sound set of arguments in meaningful contexts across fields and scales using appropriate evidence	Clearly assesses appropriateness of arguments set at local-to-global scales; Logic, relevance, and / or evidence for	Lacks clarity on logic, relevance, and / or evidence for arguments with some difficulty explaining consequences across a	Does not provide arguments in a sound fashion and does not address problem from local-to-global scales

	and examples and / or case studies where possible	success could be strengthened	local-to-global scales	
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University’s ADA Policy: “Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services for this course must contact the Office for Student Disability Services, Garrett 101. The OFDS telephone number is (270)745-5004 V/TDD. Per university policy, please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office of Student Disability Services.”

Plagiarism Policy: As a student at Western Kentucky University, you are expected to demonstrate academic integrity, as outlined in the University Statement on Student Rights and Responsibilities, in all coursework. Violations of this code of conduct include but are not limited to cheating (by giving or receiving unauthorized information before or during an exam or assignment), dishonesty (including misrepresentation and/or lying) and plagiarism. Plagiarism consists of turning in work that is not your own—including quoting material in a paper and not crediting the original author through a citation, copying from a book, pasting the text from web pages, or using an Internet source to obtain a full paper or part of a paper. The History Department utilizes Turnitin.com to detect plagiarism; acts of plagiarism will result in a failing grade for the course.

Colonnade Connections Course Proposal Local to Global Subcategory

Proposal Contact: Gary English gary.english@wku.edu 5-2678

College and Department: CHHS Public Health

Proposal Date: January 2016

1. Course Details:

- 1.22 Course prefix (subject area), number and title: **PH-410 Global Perspectives on Population Health**
- 1.23 Credit hours: 3
- 1.24 Prerequisites⁴: Students should complete 21 hours of Foundations & Explorations coursework or have junior status before enrolling in a Connections course.
- 1.25 Crosslisted and/or equivalent courses (prefix and number): N/A
- 1.26 Expected number of sections offered each semester/year: 1-2
- 1.27 Is this an existing course or a new course? New
- 1.28 Where will this course be offered? (Bowling Green main campus, online.)

2. Provide a brief course description (100-200 words).

Health care differs from nation to nation, sometimes substantially depending upon the level of economic development and the political system in place. Locally, the U.S. fares best on provision and receipt of preventive and patient-centered care. Yet according to the World Health Organization overall the U.S. is ranked 37th. Students will compare and contrast other countries health and medical care systems and describe some of the reasons for this poor showing.

In the Institute of Medicine report, *The Future of the Public's Health in the 21st Century*, calls for significant movement in "building a new generation of intersectoral partnerships that draw on the perspectives and resources of diverse communities and actively engage them in health action. This course is designed to begin the discussion and lay the theoretical groundwork for such partnerships and focus on the challenges and complexities in "moving the needle" of health and wellness outcomes in populations. Students will explore universal factors that help or hinder the health outcomes of populations through the lenses of education, economics, medical care access and availability, policies, and the prevalent social determinants which influence health.

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience). Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

This course will focus on the challenges and complexities in "moving the needle" of health outcomes in populations. Students will explore universal factors that help or hinder the health outcomes of populations through the lenses of education, economics, medical care access and availability, policies, and the prevalent social determinants which influence health. As a culminating experience students will develop innovative intersectional strategies that have a theoretical potential to address one or more of the challenges which hinder improving the health of populations.

⁴ Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

4. List the *course goals* (see *Glossary of Terms*), and explain how are they aligned with the **Connections student learning outcomes.** In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Social and Cultural subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze issues on local and global scales.	<p>Demonstrate an understanding that health and quality of life can be distributed differently within populations.</p> <ul style="list-style-type: none"> • Using data rich literature; students will identify a health related topic affecting a local or distant population. Using common epidemiological measures they will formulate a written argument describing the scope of the problem. <p>Analyze and discuss how medical care systems, individual behaviors, genetics, and the social and physical environment impacts individual and population health outcomes.</p> <ul style="list-style-type: none"> • Concurrent with the assignment above student will also examine one or more of the confounding factors leading to the health condition of interest.
2. Examine the local and global interrelationships of one or more issues.	<p>Identify and discuss the challenges inherent in population health including:</p> <ul style="list-style-type: none"> ○ Economic realities ○ Health literacy ○ Health care access and availability ○ Social determinants of health ○ Policies <p>Recognize and discuss the obligations and ethical responsibilities of medical and health care providers and health consumers.</p> <ul style="list-style-type: none"> • Compare the relevant health outcomes to other populations or systems and write a 3-5 page paper describing at least one of the challenges to the population health model and describe the interrelationships (from the list above) that creates these challenges.
3. Evaluate the consequences of decision-making on local and global scales.	<p>Compare and contrast various perspectives regarding medical and health care allocation, access, and social justice.</p> <p>Analyze the impact of policy on various health issues and to various stake holders.</p> <ul style="list-style-type: none"> • Using the website www.procon.org , Use the information on this website to help you make your 3-4 page argument for or against Health Care as an entitlement. Whether you believe that Health Care is a right or a privilege. This assignment

	will require you to read and cite a number of articles to support your position of health care as a right or privilege.
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5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

- Describe what population health is and explain how this concept represents an opportunity for healthcare delivery systems, public health agencies, educational institutions, community-based organizations, and other entities to work together to improve the health outcomes of the communities they serve.
- Identify sources of population health data; access, analyze, and interpret population health data; display population health data in a meaningful format (e.g., create charts and graphs using Excel) and accurately interpret graphs and charts.
- Describe basic demographic and health trends, including leading causes of death and morbidity, and understand their contribution to healthcare delivery and utilization.
- Use for decision-making. relevant population health metrics which may include incidence, prevalence, quality of life, functional status/disability, well-being, life expectancy, healthy life expectancy, morbidity and mortality, fertility.
- Identify and measure the social determinants of health and health disparities within and across populations.
- Work effectively in small groups to produce a Health Innovation Roundtable and report.

6a. Explain how the department plans to assess each of the Connections student learning outcomes beyond course grades. Applicants are encouraged, but not required, to adopt or adapt the Connections Student Learning Outcomes rubric (available on [the Colonnade website](#)). Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome beyond course grades. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
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1. Analyze issues on local and global scales.	Students will research and collect relevant data on the items of interest identified in this activity. This information will be used to inform the decision-making process and be expressed as part of a written justification or rationale for the topic they identify as their project.	Upon completion of this course, the department's assessment team will collect a random sample from 30% of papers scored 70% and above and evaluate the papers using the Connections rubric , which provides a separate rating for each Connections Learning Outcome.
2. Examine the local and global interrelationships of one or more issues.	Compare the relevant health outcomes to other populations or systems and write a 3-5 page paper describing at least one of the challenges to the population health model and describe the interrelationships that creates these challenges.	Upon completion of this course, the department's assessment team will collect a random sample from 30% of papers scored 70% and above and evaluate the papers using the Connections rubric , which provides a separate rating for each Connections Learning Outcome.
3. Evaluate the consequences of decision-making on local and global scales.	Health Innovation Assignment Pick a population health concern that your group is interested in (e.g., Zika virus, vaccinations, cancer, violence, etc.). The goal of this assignment is for you to understand the current literature on the topic you selected and develop an idea for a future innovation that will advance current intervention work.	Upon completion of this course, the department's assessment team will collect each groups assignment and evaluate the products (paper and video) using the Connections rubric , which provides a separate rating for each Connections Learning Outcome. 70% of artifacts sampled will have a mean of 3 or higher for each objective."

6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). If the assessment plan will utilize the Connections rubric available on [the Colonnade website](#), state as much.

7. Evidence & Argument Artifact. As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

This assignment is designed to sequentially build students’ abilities in evidence-gathering, sense-making, and argumentation (the 3 E&A skills), operationalized respectively as gathering sound and relevant evidence to address an issue; analyzing and synthesizing the assembled evidence; and, articulating a logical and supported argument based on the analysis.

Health Innovation Assignment

Pick a population health concern that your group is interested in (e.g., Zika virus, vaccinations, cancer, violence, etc.). The goal of this assignment is for you to understand the current literature on the topic you choose and develop an idea for a future innovation that will advance current intervention work.

Detailed information on this assignment can be found on Blackboard under the Assignments tab.

There are two parts to this assignment:

Part A: Overview of the Health Concern.

Use various types of evidence to describe the population health concern (e.g., epidemiological data, research studies). You need to find out who is affected by the health concern, what the magnitude of the problem is and why it is a problem? Provide a summary of current (or previous) interventions that are being implemented to address this problem. Comment on areas for future directions to address this health problem.

Part A is to be completed by the whole group. Submit one paper per group.

Part B: Innovation Proposal and Video Clip.

Each member of the group must be assigned to EITHER PROJECT I OR II (NOT BOTH). Students will receive a grade only for the project they worked on.

PROJECT 1: Write a 5 to 7 page paper proposing a future program-based population health intervention. Your proposal should include the following:

- Proposed program rational and objective
- Detailed description of the program and how it will be implemented
- Expected outcomes
- Potential policy implications
- References

The proposal must follow the APA Publication Manual guidelines when writing and formatting the paper. A hard copy of the proposal is due in class on the due date specified above and in the course schedule.

PROJECT 2: Create a short 2 minute multi-media clip targeting the health concern outlined in Part A. Group members working on this project are also required to submit a one-page outline explaining your thinking behind the video clip. In addition to a hard copy, groups are also required to submit an electronic copy of their assignment to Blackboard by the end of the day the assignment is due.

8. Attach a sample course syllabus. The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

See Below

WESTERN KENTUCKY UNIVERSITY
Global Perspectives on Population Health PH-410

Instructor: Gary English, PhD, CHES

Office: Academic Complex 131

Office Phone: 745-2678 Email: Gary.English@wku.edu

Office Hours: M, 2:00-3:00, Tu&Th 2:00-4:00 or by appointment.

Prerequisites: Students should complete 21 hours of Foundations & Explorations coursework or have junior status before enrolling in a Connections course.

Course Description:

Population health focuses on the health and well-being of entire populations. Populations may be geographically defined, such as neighborhoods, states, or countries, or may be based on groups of individuals who share common characteristics such as age, gender, race-ethnicity, disease status, employee group membership, or socioeconomic status. With roots in epidemiology, public health, and demography, a key component of population health is the focus on the social determinants of health and “upstream” collaborative interventions to improve population health and variance, identify and reduce health disparities, and reduce healthcare costs.

This course requires students to be familiar with Blackboard. Course assignments can be found here and you will be expected to submit your work to me using this utility. PowerPoint’s and other class material will be archived here as well.

Required text: Population Health, An Implementation Guide to Improve Outcomes and Lower Costs, (First Edition) by George Mayzell. (2016) CRC Press, ISBN: 13: 987-1-4987-0556-1

- Other materials will be available on Blackboard as PDF files

Course Objectives

Upon completion of the course, students will be able to:

- Analyze issues on local and global scales.
- Examine the local and global interrelationships of one or more issues.
- Evaluate the consequences of decision-making on local and global scales.
- Describe what population health is and explain how this concept represents an opportunity for healthcare delivery systems, public health agencies, educational institutions, community-based organizations, and other entities to work together to improve the health outcomes of the communities they serve.
- Identify sources of population health data; access, analyze, and interpret population health data; display population health data in a meaningful format (e.g., create charts and graphs using Excel) and accurately interpret graphs and charts.
- Describe basic demographic and health trends, including leading causes of death and morbidity, and understand their contribution to healthcare delivery and utilization.
- Use for decision-making. relevant population health metrics which may include incidence, prevalence, quality of life, functional status/disability, well-being, life expectancy, healthy life expectancy, morbidity and mortality, fertility.

- Identify and measure the social determinants of health and health disparities within and across populations.
- Work effectively in small groups to produce a Health Innovation Roundtable and report.

Class Policies:

- The Professor must be contacted prior to any due date to negotiate any alternative arrangements.
- Additional assignments for extra credit will not be given, please don't ask.
- The professor must be notified within twenty-four hours of a missed assignment or exam.
- All work will be submitted to the instructor on the blackboard utility. Email is not acceptable.
- Any evidence of academic misconduct shall be treated in accordance with college/university rules and procedures.
- All rebuts to grades earned must be made in writing and turned in within one week after receiving the grade.
- Students with disabilities who require accommodations (academic adjustments and/or auxiliary aid or services) for this course must contact the Office for Student Disability Services (OFSDS), located in the Student success Center in DUC A201. The OFSDS can be reached at (270) 745-5004 V/TDD. Please do not request accommodations directly from the instructor without a letter from the OFSDS.

WKU Policy on Plagiarism

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offence. The academic work of students must be their own. Students must give author(s) credit for any source material used. To lift directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

WKU Policy on Cheating

No student shall receive or give assistance not authorized by the instructor in taking examinations or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Course Requirements:

Assignment 1: Data Hunt Activity: Using the template developed for this course, students will need to research and collect relevant data on the measures of the items of interest identified in this activity. This information will be used to inform the decision-making process and be expressed as part of a justification or rationale for the topic they identify as their project.

Assignment 2: Compare the relevant health outcomes to other populations or systems and write a 3-5 page paper describing at least one of the challenges to the population health model and describe the interrelationships that creates these challenges.

Assignment 3: Using the writing guidelines outlined on Blackboard go to the website www.procon.org and open the discussion on Heath Care Entitlement. Use the information on this website to help you make

your 3-4 page argument for or against Health Care as an entitlement. Whether you believe that Health Care is a right or a privilege. This assignment will require you to read and cite a number of articles to support your position of health care as a right or privilege. This is critical to establishing one's core beliefs and will serve to identify the foundation for the position you take in future assignments.

Use the information presented here to **BEGIN** your paper. This website has well over 100 citations that should lead you to additional research and evidence to help you make your argument for or against Health Care as an entitlement.

Use the following outline to develop your paper:

1. What is your current/or first impression about this topic? (1-2 paragraphs)
2. Describe what your view is based upon? (existing knowledge, attitudes, values, or beliefs)
3. Are your views about the topic balanced or do you need more information?
4. Using the internet find **and cite**, 4 FACTS that support your views and 4 FACTS that challenge your views about the topic.
5. On the Pro-con website open and read all the background information that is presented about the topic. Once you've read the background information read the arguments on both the pro and con sides of the topic. (This should expand your discussion considerably).
6. After reading the arguments for and against, identify two discussion points (pro or con) that are based on facts and two discussion points that appear to be opinion.
7. What are the two strongest arguments that oppose your views about the topic?
8. What are the two arguments that best support your views?
9. Revisiting your first impressions about the topic is your original opinion strengthened or weakened after considering these different views?

Assignment 4: Health Innovation Assignment (40%)

Pick a population health concern that your group is interested in (e.g., Zika virus, vaccinations, cancer, violence, etc.). The goal of this assignment is for you to understand the current literature on the topic you choose and develop an idea for a future innovation that will advance current intervention work.

Detailed information on this assignment can be found on Blackboard under the Assignments tab.

There are two parts to this assignment:

Part A: Overview of the Health Concern (25%).

Use various types of evidence to describe the population health concern (e.g., epidemiological data, research studies). You need to find out who is affected by the health concern, what the magnitude of the problem is and why it is a problem? Provide a summary of current (or previous) interventions that are

being implemented to address this problem. Comment on areas for future directions to address this health problem.

Part A is to be completed by the whole group. Submit one paper per group.

Part B: Innovation Proposal and Video Clip (35%).

Each member of the group must be assigned to EITHER PROJECT I OR II (NOT BOTH). Students will receive a grade only for the project they worked on.

PROJECT 1: Write a 5 to 7 page paper proposing a future program-based population health intervention. Your proposal should include the following:

- Proposed program rational and objective
- Detailed description of the program and how it will be implemented
- Expected outcomes
- Potential policy implications
- References

The proposal must follow the APA Publication Manual guidelines when writing and formatting the paper. A hard copy of the proposal is due in class on the due date specified above and in the course schedule.

PROJECT 2: Create a short 2 minute multi-media clip targeting the health concern outlined in Part A.

Group members working on this project are also required to submit a one-page outline explaining your thinking behind the video clip. In addition to a hard copy, groups are also required to submit an electronic copy of their assignment to Blackboard by the end of the day the assignment is due.

Please keep a copy of every assignment you hand in just in case you need to provide a backup copy.

Course Outline

Date	Competencies Met	Content	Assignments Due
Week 1		Course Introduction: What is Population Health?	
Week 2		Approaches to Population Health	
Week 3		Sources of population health data; access, analyze, and interpret population health data; display population health data in a meaningful format.	
Week 4		Demographic and health trends, including leading causes of death and morbidity, and exploring their contribution to healthcare delivery and utilization.	
Week 5		Health Outcomes: A review of Local and global populations	
Week 6		Health Literacy, Health Education	
Week 7		Fall/Spring Break	
Week 8		Economic Structure and Health	

Week 9		Social and Behavioral Factors	
Week 10		Medical Care Access and Health	
Week 11		Impact of the Built Environment and Health	
Week 12		Decision-making based on relevant population health metrics including incidence, prevalence, quality of life, functional status/disability, well-being, life expectancy, healthy life expectancy, morbidity and mortality, fertility.	
Week 13		Work period for Health Intervention Assignment	
Week 14		Health Innovation Presentations	
Week 15		Health Innovation Presentations	
Week 16		Final	

Evaluation -	Possible Points
Assignment 1	
Assignment 2	
Assignment 3	
Assignment 4	
Quizzes	
Total Points Possible	

Grading Scale

A = 100-90% of points possible

B = 89-80%

C = 79-70%

D = 69-60%

Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact Name, E-mail, and Phone:

Aaron Wichman, aaron.wichman@wku.edu, 745-2443

College and Department:

Ogden; Psychological Sciences

Proposal Date:2/11/16

1. Course Details:

- 1.1 Course prefix (subject area), number and title: PSYS 3XXX: Psychology of Prejudice and Stereotyping
- 1.2 Credit hours: 03
- 1.3 Prerequisites⁵:PSYS/PSY 100 or SOCL 100
- 1.4 Crosslisted and/or equivalent courses (prefix and number):
- 1.5 Expected number of sections offered each year:1; 2 if sufficient demand
- 1.6 Is this an existing course or a new course? new course
- 1.7 Where will this course be offered? Bowling Green main campus, and online

2. Provide a brief course description (100-200 words).

This course presents classic and current social-psychological theory and research in the area of prejudice and stereotyping. Psychological causes of prejudice and stereotyping are rooted in one or more subsystems that have both intra- and inter-personal consequences. The affective subsystem operates quickly, often outside of conscious awareness, and is responsible for prejudice. The cognitive subsystem can sometimes operate without awareness, such as in the automatic activation of stereotypes, but also with awareness, where information is considered according to its perceived diagnostic value. The cognitive system also often engages in motivated reasoning, under the influence of affective responses to the environment. Motivated social cognition has consequences for the self, for others, and for the maintenance of the many socially systemic influences on, and of, race and class. This class provides an in-depth understanding of the many reasons why prejudice and stereotyping exist, and shows the necessity of analyzing and addressing these issues in policy and in nearly any social system.

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience). Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

As students gain more learning experience, they often notice that sometimes, things just do not make sense. For instance, it does not make logical sense (although lay theories abound) why many African American men have difficulties in college, or that many women drop out of STEM fields. It does not make sense that sexual orientation should be seen as relevant to disqualify that person for a job, or housing. It does not make sense that while statistically men as a group are vastly more violent than

⁵ Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

women, that it is often only when a man who is African American is walking down the street, that people may become fearful. The incremental predictive validity for aggression gained by knowing a male's ethnicity is very low. However, simply knowing he is a man allows one to predict that one is about 900% more likely to be assaulted than if he were a she. Many other things do not make sense either, for instance why I, as a white male, have never been pulled over or felt my life was threatened by the police, whereas people like Sandra Bland are aggressively pulled over, only to kill themselves once in custody. This nonsense is widespread.

It also is unfortunately part of the human condition, and the sheer amount of information on the topics of prejudice and stereotyping is unmanageable without an integrative systems approach. Taking this approach gives students practice thinking abstractly, and offers a means to cognitively simplify what otherwise would be very difficult to understand. To provide additional examples of the topics this systems approach can illuminate, this course covers contexts ranging from why female managers may be more highly praised than their male counterparts, but less highly compensated, to how people having a bad day (but not a good day) may discriminate against job seekers, to why even relatively non-prejudiced police officers are more likely to shoot unarmed black men than unarmed white men. Without considering the interplay of affective and cognitive subsystems, and their impacts on processes as diverse as low-level perception of guns (vs. wallets or cell phones) or higher level social comparison processes, evaluation of the critically important and causal elements of social situations is severely hampered.

The United Nations Declaration of Human Rights lists 30 articles. Every single one of them has been flouted, in one way or the other, in part due to the operation of the systems that contribute to, and reflect the operation of, prejudice and stereotyping. These issues confound our human responsibilities to work toward increased cooperation and conflict reduction, across social, political, and cognitive systems. Conflict based on logically irrelevant characteristics such as ethnicity, age, or race, is especially frustrating, because its deleterious impact cuts across the many areas of human existence.

It follows from the widespread presence of prejudice and stereotyping that any understanding of them must necessarily include knowledge from other disciplines. The role of knowledge from other social sciences is obvious, but the role of knowledge of literature, art, or, physics, to name a few, is also important. For instance, the treatment of stigmatized groups in literature, their portrayal in the visual and music arts, and striking near-absence of women and people of color in some "hard" sciences all contribute to our analysis of the course topics.

In an introductory course, it is common to discuss different phenomena, but not so common to discuss how they interact. In this course, nearly everything we discuss is multiply and interactively determined, by both affective and cognitive subsystems. These operate via a variety of means, often both by individual, pre-existing affects/emotions and by systemically transmitted perceptions of the differing social roles that different groups occupy. The cognitive beliefs, or stereotypes, we have about others also interact with our motivations to enhance or protect our feelings of self-worth, and can cause socially significant effects.

Students who take this course learn the tools to analyze, and get practice analyzing, the systems that cause these many otherwise nearly incomprehensible outcomes. In order to do this, they must consider and integrate many possible causal factors, operating in different systems, at different levels. For instance, certain types of negative affect (in one of the intra-individual subsystems) are more likely to be activated and influential if the person's experience of the current social system activates negative cognitions, for instance as when a person with conflicted feelings on the issue of immigration goes to a Trump rally and becomes rabidly anti-immigrant. In class, we discuss this sort of phenomenon in terms of ambivalent prejudice and situational activation of stereotypes resulting in suppression of existing pro-immigrant affect. The analysis of these phenomena requires that knowledge from different areas be integrated and then applied to evaluate the psychological causes of different behavioral outcomes. Students demonstrate

this integration and analysis both on exams, which inquire as to the most probable causes of different scenarios, and also in class or discussion-board discussion, and also on their final paper and article reaction papers that they complete during the term.

4. List the *course goals* (see **Glossary of Terms), and explain how are they aligned with the **Connections student learning outcomes**.** In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Systems subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
<i>Example: Analyze how systems evolve.</i>	<i>Example: Students analyze both the development and evolution of the mental system within an individual (e.g., (i) the utilization of various mental and sensori-motor components in an individual's development of a theory of mind and a capacity for joint attention, and (ii) causal and historical conditions of reference of singular terms and their neural realizers in an individual's cognitive system) as well as the essential role that causal history plays in the development across individuals of mental states with propositional contents (e.g., how the evolution of syntactic processing in humans' mental system can account for conditions of veridical representation of one's environment).</i>
1. Analyze how systems evolve.	Our course explains how prejudice, with its inter-related affects (emotions and moods), and stereotyping, with its mutually-reinforcing beliefs, arise from processes with known evolutionary and developmental trajectories. These trajectories are a critical part of our course coverage. The course further covers how prejudice and stereotypes feed-forward in social interaction to affect subsequent inter-individual and inter-group dynamics.
2. Compare the study of individual components to the analysis of entire systems.	Both basic processes and their expression in the broader dynamics of everyday life are covered. Intra-individual systemic effects of negative emotions, infra- or dehumanizing thoughts, and avoidant or even hostile behaviors receive treatment. Prejudice is an affective influence on behavior, mediated by affect subsystems. Stereotypes, which can precipitate processes such as dehumanization, are cognitive in nature, and mediated by cognitive subsystems. Only when these subsystems are considered within the hierarchical larger social system can one understand the conditions under which negative affect and/or stereotypes, with their different determinants, will lead to such outcomes as begrudging tolerance or outright hostility. In simpler language, the basic processes within subsystems are examined through the lens of different theories of inter-group relations and their requirements for social conflict and

	harmony.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	<p>As the many automatic expressions of prejudice, stereotyping, and discrimination are aggregated into social attitudes and beliefs, these attitudes and beliefs feed forward into systemic social issues such as deservingness for social assistance, dehumanization of stigmatized groups (at home and abroad), and beliefs about equity in the social system. This informs thinking in a number of ways.</p> <p>We will discuss, for instance, how individual beliefs that success comes mainly from hard work both give low SES groups hope, but also cause these same groups not to work for systemic political change, and how these beliefs allow those who are successful to not to be massively disturbed by rising levels of income inequality.</p> <p>System-level thinking about the role of stereotypes reveals that they persist in part because they can rationalize the sustainability of a potentially highly unstable system.</p>

5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

Among other learning objectives, we will do the following:

Compare and contrast how basic cognitive processes interact with context to cause prejudice and stereotyping.

Evaluate how motivations to protect and enhance the self can magnify prejudice and stereotyping.

Apply knowledge to react to social situations with stigmatized groups based on scientific understanding, not based on automatic negative emotional responses.

Analyze and justify the sometimes unpleasant finding that stereotypes are highly prevalent.

Deduce the consequences of stereotypes for infra- and dehumanization.

Be able to judge the social conditions necessary for prejudice and distinguish between settings that are more or less amendable to intergroup cooperation.

Know conditions where intergroup contact leads to improved intergroup relations.

Distinguish between conditions when salient group membership will impede or facilitate performance on difficult tasks.

6a. Explain how the department plans to assess each of the Connections student learning outcomes beyond course grades. Applicants are encouraged, but not required, to adopt or adapt the Connections Student Learning Outcomes rubric (available on [the Colonnade website](#)). Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities,	Describe in detail the assessment methods the department will employ for
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	<p>etc) that will be used for assessing each learning outcome <i>beyond course grades</i>. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.</p>	<p>this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.</p>
<p><i>Example: Analyze how systems evolve.</i></p>	<p><i>Example: The department will use several questions, added to the final exam, in order to assess how well the course's learning outcomes are being met. Each question will correspond to a separate Connections Student Learning Outcome for the Systems Subcategory.</i></p>	<p><i>Example: At the end of each semester the final exam answers of 30% of the students in the course will be selected at random for assessment. Each answer will correspond to one of the three Colonnade Student Learning Outcomes. At the beginning of the next semester a faculty member will assess each answer using the attached rubric. The names of the students and of the instructor will be eliminated before the assessment takes place. Assessment results will be communicated to the Department Head, who will then follow up with the faculty who teach the course and the department.</i></p>
<p>1. Analyze how systems evolve.</p>	<p>As part of their final paper, students will discuss the development and evolution of prejudice and stereotyping.</p>	<p>20% of the class will be sampled and assessed according to the attached rubric. 50% should score "Good" or better.</p>
<p>2. Compare the study of individual components to the analysis of entire systems.</p>	<p>Also as part of their final paper, students will analyze and present logical arguments for the impact of affective, cognitive, and motivational system components on macro-level intergroup relations and conflict.</p>	<p>20% of the class will be sampled and assessed according to the attached rubric. 50% should score "Good" or better.</p>
<p>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.</p>	<p>Students will write about the implications of their knowledge for broader social change in their final paper as well. They will analyze the public policy implications of their knowledge.</p>	<p>20% of the class will be sampled and assessed according to the attached rubric. 50% should score "Good" or better.</p>

6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). If the assessment plan will utilize the Connections rubric available on [the Colonnade website](#), state as much.

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Analyze how systems evolve	Argues for specific influences on the development of causes of prejudice or stereotyping; provides realistic assessment of their impact based on comparison with existing research.	Argues for specific influences on the development of causes of prejudice or stereotyping and discusses some relevant research findings; does not necessarily provide realistic assessment of their impact.	Identifies systemic factors and argues that they evolve, but does not specify how.	Does not identify systemic factors or influences on their evolution.
2. Compare the study of individual components to the analysis of entire systems.	Not only identifies causes and argues for their affective or cognitive bases for focal example, but provides logical argument for which ones have the most systemic impact across people and context. Systemic impact should be argued based on known findings in the field.	Identifies causes and argues for their affective or cognitive bases; addresses issue of their relative importance across people and contexts. Provides examples of studies to support argument.	Identifies causes and argues for affective or cognitive bases.	Does not identify causes.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself	Analyses logical consequences of system consideration for policy-makers; identifies specific policy items or decision rules that might arise. These are grounded in description of empirical evidence showing plausibility of proposed effects.	Analyses logical consequences of system consideration for policy-makers by relying on and inferring from known findings associated with the area of consideration. Identifies policy areas or other areas of application that would be relevant.	Considers implications of policy-makers having system-knowledge; Shows awareness of importance of system-level thinking for decision making or public policy. Presents research findings to demonstrate the plausibility of arguments.	Does not consider the implications of policy-makers having systems-based knowledge of prejudice and stereotyping.

7. Evidence & Argument Artifact. As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

Students must use evidence to support their arguments in the final paper. Evidence will come mainly from our course content, and students must synthesize this to make compelling arguments. Successful evidence usage is incorporated into paper evaluation. The 3 more specific Connections Course goals also are assessed in the final paper. This paper constitutes the assessment artifact.

8. Attach a sample course syllabus. The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

TENTATIVE Syllabus: Prejudice and Stereotyping
Please expect changes to this syllabus.

Instructor:

Aaron Wichman, Ph.D.

Office: Gary Ransdell Hall, 3028

Office Phone: 270-745-2443

Email: aaron.wichman@wku.edu

Office Hours: MW: 8:30-11:20 and by appointment.

Class Meeting Times:

Location: XXX

Course Number: PSYS 3XX

CRN Number: CRN:

Note: This syllabus will change according to the characteristics of our class. Changes will be announced in class.

Required Book:

Whitley, B. W., & Kite, M. E. (2010) *The Psychology of Prejudice and Discrimination* 2nd Ed. Wadsworth: Cengage learning.
ISBN: 978 0 495 81128 2

If you would like to buy an electronic copy of this book, please go to : XXX

Additional Online Readings on Blackboard (a subset will be assigned):

Adams, H. E., Wright, L. W., & Lohr, B. A. (1996). Is homophobia associated with homosexual arousal? *Journal of Abnormal Psychology, 105*(3).

Bergsieker, H. B., Shelton, J. N., & Richeson, J. A. (2010). To be liked versus respected: Divergent goals in interracial interactions. *Journal of Personality and Social Psychology, 99*(2).

Bodenhausen, G. V. (1990). Stereotypes as Judgmental Heuristics: Evidence of Circadian Variations in Discrimination. *Psychological Science (Wiley-Blackwell), 1*(5), 319–322.

Chen, M., & Bargh, J. A. (1997). Nonconscious behavioral confirmation processes: The self-fulfilling consequences of automatic stereotype activation. *Journal of Experimental Social Psychology, 33*, 541–560.

Darley, J. M., & Gross, P. H. (1983). A hypothesis-confirming bias in labeling effects. *Journal of Personality and Social Psychology, 44*(1), 20–33. <http://doi.org/10.1037/0022-3514.44.1.20>

Duckitt, J., & Sibley, C. G. (2010). Personality, ideology, prejudice, and politics: A dual-process motivational model. *Journal of Personality, 78*.

Fein, S., & Spencer, S. J. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. *Journal of Personality and Social Psychology, 73*(1), 31–44. <http://doi.org/10.1037/0022-3514.73.1.31>

Fiske, S. T. (2010). Envy up, scorn down: How comparison divides us. *American Psychologist, 65*(1), 88–97.

65.

- Hamilton, D. L., & Gifford, R. K. (1976). Illusory correlation in interpersonal perception: A cognitive basis of stereotypic judgments. *Journal of Experimental Social Psychology*, *12*(4), 392–407.
- Ho, A. K., Sidanius, J., Kteily, N., Sheehy-Skeffington, J., Pratto, F., Henkel, K. E., ... Stewart, A. L. (2015). The nature of social dominance orientation: Theorizing and measuring preferences for intergroup inequality using the new SDO₇ scale. *Journal of Personality and Social Psychology*, *109*(6), 1003–1028. <http://doi.org/10.1037/pspi0000033>
- Katz, I., & Hass, R. G. (1988). Racial ambivalence and American value conflict: Correlational and priming studies of dual cognitive structures. *Journal of Personality and Social Psychology*, *55*(6), 893–905. <http://doi.org/10.1037/0022-3514.55.6.893>
- Mendes, W. B., Major, B., McCoy, S., & Blascovich, J. (2008). How attributional ambiguity shapes physiological and emotional responses to social rejection and acceptance. *Journal of Personality and Social Psychology*, *94*(2), 278–291. <http://doi.org/10.1037/0022-3514.94.2.278>
- Payne, B. K., Cheng, C. M., Govorun, O., & Stewart, B. D. (2005). An inkblot for attitudes: Affect misattribution as implicit measurement. *Journal of Personality and Social Psychology*, *89*(3).
- Pettigrew, T. F. (2008). Still a long way to go: American Black-White relations today. In G. Adams, M. Biernat, N. R. Branscombe, C. S. Crandall, & L. S. Wrightsman (Eds.), *Commemorating Brown: The Social Psychology of Racism and Discrimination* (45-61). Washington, DC: American Psychological Association.
- Sinclair, L., & Kunda, Z. (2000). Motivated stereotyping of women: She's fine if she praised me but incompetent if she criticized me. *Personality and Social Psychology Bulletin*, *26*(11), 1329-1342.
- Trawalter, S., Richeson, J. A., & Shelton, J. N. (2009). Predicting behavior during interracial interactions: A stress and coping approach. *Personality and Social Psychology Review*, *13*(4).

Colonnade Program:

This course fulfills 3 out of 9 hours of course credit from the Connections category of the WKU Colonnade (General Education) Program, specifically in the Connections-Systems area. The following are the learning outcomes for the Connections-Systems category of the Colonnade Program as well as the learning objectives that will be introduced in this course to meet these outcomes.

Learning Objectives:

In our course, we will work with a wide variety of ideas, and will develop our ability to reason from causes to consequences, in the areas of stereotyping, prejudice and discrimination. We will analyze how systems evolve: Our course analyzes how prejudice, with its inter-related affects (emotions and moods), and stereotyping, with its mutually-reinforcing beliefs, arise from systems with known evolutionary and developmental trajectories. It covers

how prejudice and stereotypes feed-forward in social interaction to affect inter-individual and inter-group dynamics.

We will compare the study of individual components to the analysis of entire systems: Both of the basic component subsystems of affect and cognition are evaluated in the broader dynamics of everyday life. Intra-individual systemic effects of negative emotions (an outcome of the affect system), infra- or dehumanizing thoughts (outcomes of the cognitive system), and avoidant or even hostile behaviors, as expressions of the interplay between affective and cognitive systems, receive treatment. These outcomes and expressions then are examined through the lens of different theoretical systems of inter-group relations, and their requirements for social conflict and harmony. We will see how these complex systems of intergroup relations are expressions of affective, cognitive, and behavioral subsystems.

We will evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself: As the many automatic expressions of prejudice, stereotyping, and discrimination are aggregated into social attitudes and beliefs, these attitudes and beliefs feed forward into systemic social issues such as deservingness for social assistance, dehumanization of stigmatized groups (at home and abroad), and beliefs about equity in the social system. We will discuss, for instance, how individual beliefs that success comes mainly from hard work both give low SES groups hope, but also cause these same groups not to work for systemic political change, and how these beliefs allow those who are successful to not to be massively disturbed by income inequality.

As part of our work toward the above learning objectives, we will do the following:

- Compare and contrast how basic cognitive processes interact with context to cause prejudice and stereotyping.

- Evaluate how motivations to protect and enhance the self can magnify prejudice and stereotyping.

- Apply knowledge to react to social situations with stigmatized groups based on scientific understanding, not based on automatic negative emotional responses.

- Analyze and justify the sometimes unpleasant finding that stereotypes are highly prevalent.

- Deduce the consequences of stereotypes for infra- and dehumanization.

- Be able to judge the social conditions necessary for prejudice and distinguish between settings that are more or less amendable to intergroup cooperation.

- Know conditions where intergroup contact leads to improved intergroup relations.

- Distinguish between conditions when salient group membership will impede or facilitate performance on difficult tasks.

Throughout our class, we will analyze and critique the evidentiary basis for the theoretical perspectives we use. Both the phenomena explained by these perspectives and the empirical support for these perspectives will be central to our understanding of the inter-connected nature of emotions, beliefs, and the social positions of groups.

Course Format

Lecture and Discussion.

A content outline appears below. Specific readings from our textbook and online articles will be assigned.

Social Categorization and the Perceptual System

- Ingroup bias

- Outgroup homogeneity

- Meta-contrast principle

Evolutionary Systems in Prejudice and Stereotyping

Cognitive Systems in Prejudice and Stereotyping

Effects of Stereotypes on Cognition

- Effects on memory and attention, and executive control.

Stereotype Learning, Maintenance and Change

- Peer influence

- Inferences based on social roles

- Illusory correlations

- Subtyping

- Confirmatory hypothesis testing

Models of stereotype change.

Developmental Influences on Prejudice and Stereotyping

- Gender bias

- Ethnic bias

- How and when do attitudes toward other groups form?

Types of Prejudice and its measurement; Prejudice as Expression of Negative Affect

- Old-fashioned prejudice

- Symbolic prejudice

- Modern Prejudice

- Aversive Racism

- Ambivalent Prejudice.

Motivational Processes in Prejudice and Stereotyping

Theoretical accounts of prejudice and intergroup conflict

- Realistic Conflict Theory

- Relative Deprivation Theory

- Scapegoat theory

- Social Identity Theory

- Optimal Distinctiveness Theory

- Ideological Threat Theory

Sexism: Affect and Cognition

- Benevolent and hostile

Individual Differences in Prejudice: Ideological Subsystems as Predictive Tools

- Right Wing Authoritarianism

- Social Dominance Orientation

- Identification with All Humanity

Consequences of prejudice for the outgroup member.

- Attributional ambiguity

- Stereotype threat

- Structural impediments

Understanding Stereotype Usage:

Anti-Immigrant Attitudes
Ageism
Heterosexism
Overweight Prejudice
Prejudiced Communication
Reducing Stereotyping and Prejudice

Completion of Coursework

Any assignment that is missed will receive a zero.

Make-up assignments will not be given. An exception may be granted to a student who provides a validated excuse to me prior to the due date.

Incompletes will not be given. If you are unable to complete the course assignments, I suggest that you drop the course.

Grades

Are composed of the weighted sum of your individual course assignments. Please see assignment descriptions below.

Assignments:

Weight: 20%

Class Participation and Attendance Expectations:

You are expected to participate in discussion and class activities. Your reasoning and your opinion is valued.

If you miss a class for any reason, you are responsible for all material covered and any announcements made in your absence. If you miss class, try to get the information you missed from a classmate. If you know that you will miss certain classes, try to work out in advance a note-sharing arrangement with someone.

Weight: 20%

Analysis and Exposition Critical Thinking Article Assignments:

Respond to questions about 3 of the readings provided on Blackboard. The questions are as follows, and will be reprinted on an article response assignment template for you to use.

Which article? (i.e. what is the article citation?) _____

What is the key question the author is posing and trying to answer?

What is one assumption that underlies the author's thinking?

Explain why you think this assumption is reasonable or not. Argue your point, using evidence you have learned elsewhere in our course, if at all possible.

What are the fundamental conclusions you can draw from this article? Ensure they are evidence based.

What are some logical implications of your conclusion? Name at least two implications for either yourself or for a friend.

Weight: 30%

Exams:

We will have 3 exams, including the final exam. These will be multiple choice, and test your objective knowledge of our course content. Each exam will have between 30 and 50 questions, and you will have the entire class period to complete it. The exams are NOT cumulative. That is, although you will need to know certain basic ideas that are present throughout our course, such as random assignment, or what prejudice is, and how it is different from stereotyping in general, if you under-perform on one exam, by applying yourself, you can go on to do well on your subsequent exams.

Weight: 30%

Paper: Due the last day of the regular semester, before finals week.

Identify an example of prejudice or stereotyping, and present arguments as to why this is significant or not. Compare and contrast 3 possible causes for this example, explaining whether a single cause alone, or all of them together, likely resulted in your observed example. Please refer to as many relevant studies and findings as possible as you make your arguments. An important goal of this assignment is to give you practice in using evidence to support your claims.

As you work, please also address each of the following points.

Analysis of Individual Components:

In discussing the multiple causes, please carefully explain how each cause could bring about the example you have observed, clearly specifying the degree to which these causes are predominantly affective, cognitive, or a mix of both. Also consider any impact that motivational concerns to protect and enhance the self may have resulted in the example you identify.

Systems Evolution:

For each of these causes, discuss how they likely developed, or how they evolved. For example, developmental factors to consider might be segregation leading to outgroup categorization, learning from peers, or intra-individual processes such as illusory correlation. For each factor influencing these causes, please indicate its relative importance, and support your argument by referring to research we have discussed in our course..

Analysis of entire systems:

Once you have done this, analyze your causes to judge which one is likely to have the broadest, most systemic effects across people and contexts. For instance, you might argue that cause X is most likely to have these socially systemic effects because it relates to social beliefs about inequality in the larger social context, or you might argue that cause Y is most likely to have these effects, because it contributes to beliefs that members of the stigmatized group you discuss will pull down property values where they live. Explain why you think this cause is likely to have these systemic effects. The most successful explanations will use research findings to support their claims. These findings can come from our required reading and course content, or you can present findings from your own, independent, research.

How does system-level thinking inform decision making or policy?

Assume that important decision makers had your level of knowledge about these issues. What are the likely public policy implications of the cause(s) you identify as having the most systemic effects? For instance, is an awareness of aversive racism likely to cause policymakers to mandate blind screening procedures for job candidates? Is understanding the power of heterosexism a reason to ban discrimination on the basis of sexual orientation?

You have a word limit of 4,000 words for this plan, but shorter papers are always preferable to padded-out long papers.

Double space, use one inch margins, and use APA style for the formatting of citations and references.

Due as indicated on our course schedule.

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No extra-credit assignments will be given.

Grades will be curved to your benefit. If the class average is below a B-, grades will be curved up until the class average is equal to a B-. If the class average is above a B-, no curve will be applied.

Academic Misconduct Warning:

All work must be your own. Cheating or plagiarism will be reported through official university channels, and the consequences will be severe.

Specific violations include academic dishonesty, cheating, and plagiarism.

All exams in this course are to be taken (a) without the use of notes, books, or other additional materials, and (b) without the assistance of any other person or group. Use of electronic devices such as calculators, PDAs, cell phones, or audio devices during exams is not allowed.

In general, you can expect to receive a failing grade in the course if you engage in academic misconduct.

In general, to get something out of this course and to avoid any problems like those hinted at above, use your head. This means: pay attention in class, do the assigned readings, and study by thinking about course content as it relates to everyday life. Avoiding plagiarism is easy if you know how. Just paraphrase and cite your sources.

The assignments are designed for what you can do based on what we are covering in this class and the skills you have already learned. They assume you will do your own work.

Note: Although we will attempt to closely follow this syllabus, both the schedule and content of topics and assignments are subject to change based on the characteristics of our class. Any changes will be announced in class.

Disability Services

If you have a disability and would like to request accommodation, contact the Student Accessibility Resource Center in Downing Student Union 1074. The phone number is 745-5004; TTY is 745-3030. If you have a disability, you legally are entitled to assistance if you want it. Make sure to contact the office for student disability services before talking to me—this is university policy.

A website you may wish to visit for tips on general mnemonic strategies and planning techniques:

<http://www.mindtools.com/>

I sincerely care about your success in our course. Please do let me know what your questions and concerns are. I probably will be able to help.

Last modified 2/11/16

Please complete the following and return electronically to colonnadeplan@wku.edu.

1. What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

RELS 242 – The Meaning of Life: Atheism to Zen, in the Local to Global subcategory.

2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address **all** of the learning outcomes listed for the appropriate subcategory.

This course will introduce students to ideas that are discipline-specific to philosophy and religion, will have them consider the local and global contexts of those ideas, and will ask them to apply and integrate these ideas to some significant issues challenging our individual and shared responsibilities as global citizens. Take, for example, the idea of hedonism, which is a powerful factor in a world where religion is arguably declining and consumerism is arguably increasing. Students will consider the local contexts of early China and early Greece in which two influential proponents of a hedonist philosophy flourished: Lie Zi and Epicurus. Students will analyze portions of their texts, as primary sources (in translation), then consider the implications of hedonism on local scales (e.g., hedonism in c.300bce China, and hedonism as a personal ideal here and now) and on a global scale (what if everyone were to “convert” to hedonism?), and assess how this would impact our stewardship of our social and physical environments. The ideas under discussion are relevant to our increasingly interconnected world. For example, existentialism questions the idea of human nature, and the cultures of the world’s two superpowers—China and the US—hold diametrically opposing views on human nature: China with a Confucian view of good human nature, and the US with the Christian idea of original sin. Another example is empiricism: how do science and religion fit together? This is a question being asked around the globe. Thus, with these three examples, students will examine local contexts for seminal articulations of these ideas (early China and Greece for hedonism; more broadly the “East” and the “West” for existentialism; and 18th century Europe for empiricism), and will consider the significance of these phenomena on a global scale, giving attention to the material, cultural, and ethical challenges of today’s world.

- i. Analyze issues on local and global scales.

Students will analyze several issues on the local scales from which they originated (or, if not the issues themselves, the articulations of the issues used in class), and on global scale. For example, utilitarianism was formulated in c.300bce China, by Mo Zi, and, more famously (in the West), in 19th century England, by John Stewart Mill. Students will read excerpts from both of these thinkers, consider their respective contexts, and assess how a utilitarian paradigm affects (or might affect) their lives and the lives of everyone else today.

In a specific “Meta-analysis” essay, students will be asked to write a response to the prompt: “Analyze at least three of the ideas covered in this course on both local and global scales.”

ii. Examine the local and global interrelationships of one or more issues.

Students will examine the local and global interrelationships of several issues. For example, how does the utilitarianism articulated by Mo Zi differ from that articulated by Mill? How do people who self-identify as “Confucian Christians” deal with the different ideas of human nature articulated by these two traditions? How might empiricism differently impact the traditions of, for example, Buddhism and Islam? With the current syllabus, the first written assignment is a paper that compares hedonism and stoicism: can one simultaneously pursue pleasure *and* be detached from that pursuit? This question is germane to several world religions. In a specific “Meta-analysis” essay, students will be asked to write a response to the prompt: “Examine the local and global interrelationships of at least three of the ideas covered in this course.”

iii. Evaluate the consequences of decision-making on local and global scales.

Students will evaluate the consequences of decision-making based on several “meaning of life” paradigms on local and global scales. For example, should a political leader of a multi-cultural society be ostensibly “atheist” when it comes to policy-making? Is “nature” something only to be exploited for human material gain? And if something might be learned from “nature,” what might that be? How are semantics important to communication? How do word choice (“natural” vs. “organic”), semantic range (what do words like “believe” or “love” or “honor” really entail?), positive and negative connotations (“cheap” vs. “frugal”) and context matter? For example, when a political leader says something like “The Mexican Government is forcing their most unwanted people into the United States. They are, in many cases, criminals, drug dealers, rapists, etc.” What does the main verb “force” mean here? What does “many” mean? How does the context of this statement matter? Sensitivity to language is a crucial part of critical learning. In a specific “Meta-analysis” essay, students will be asked to write a response to the prompt: “Evaluate the consequences of decision-making based on at least three of the ideas covered in this course, on local and global scales.”

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.

This course addresses several seminal ideas in global intellectual history that, in some sense, touch the lives of all human beings: nature, human nature, god(s), morals, science, etc. These ideas function as stand-alone paradigms that give meaning to the lives of many people, past and present. They also serve as analytic lenses by which we can interrogate other systems of thought. They arose locally, but have evolved into global issues, common to every person who has undertaken an education that addresses issues fundamental to being human. This course fits very well with many of the “essential learning outcomes” articulated in the prefatory “guiding principles” of the Colonnade

plan, starting with, but certainly not limited to “An informed acquaintance with major achievements in the arts and the humanities.”

4. Please identify any prerequisites for this course.

NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.

None.

5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section’s syllabus.

Students who earnestly engage with this course should, upon completion, attain:

- * An informed acquaintance with some of the major achievements in the arts
- * An appreciation of the complexity and variety of the world’s cultures
- * A historical perspective and an understanding of connections between past and present
- * An increased capacity for critical and logical thinking
- * Increased proficiency in reading and writing
- * An understanding of society and human behavior
- * An understanding of factors that enhance health, well-being, and quality of life
- * An ability to analyze issues on local and global scales
- * An ability to examine the local and global interrelationships of one or more issues
- * An ability to evaluate the consequences of decision-making on local and global scales

6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

A. In a specific “Meta-analysis” essay, students will be required to respond to the following three writing prompts: (from the “Grades” section of the attached syllabus)
“1. analyze ideas on local and global scales;
2. articulate local and global interrelationships of ideas;
3. evaluate the consequences of decisions based on these ideas on local and global scales. Your answer to each prompt must include discussion of at least three (of the 12) ideas, and in total you must discuss at least six (of the 12) ideas.”

B. At the end of each semester to be assessed, the meta-analysis essay of 30% of the students in each section of the course will be selected at random for assessment.

C. At least two faculty members will assess each answer. The names of the students and of the instructors for the sections will be eliminated before the assessment takes place.

D. Answers will be given one of four designations:

- a. Excellent - The student has demonstrated proficiency in all outcomes
- b. Good – The student has demonstrated proficiency in most outcomes
- c. Fair – The student has demonstrated proficient in some outcomes
- d. Poor – The student has demonstrated proficiency in no outcomes

E. The results will be tabulated and given to the Department Head

F. The Department Head will convene the relevant faculty to review the results and to determine what steps, if any, need to be taken in order to improve the instruction in the course.

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

In addition to the meta-analysis essay and a comprehensive exam on content, all students will write an argument paper. That is, each must make an interesting, clear, and debatable claim, followed by a presentation of evidence that unfolds logically, and include citations from both primary and secondary sources. I grade on both form and content, with a grading rubric that includes information literacy (i.e., appropriate use of sources), objective communication (i.e., clear, concise, grammatically correct, professional writing), and critical thinking (i.e., apprehension of relevant data as reflected in its creative manipulation into an objective argument). This is very much in line with WKU's "Evidence and Argument Quality Enhancement Plan."

8. How many sections of this course will your department offer each semester?

This course is scheduled to be offered once every two years.

9. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

The Meaning of Life: Atheism to Zen (RELS 242): Fall 2016 - Syllabus

Instructor: Paul Fischer

Office: Cherry Hall 321

Email: paul.fischer@wku.edu

Class times: in Cherry Hall

Office hours:

Phone: 745-5758

Course description:

Survey of some of the foundational "-isms" that have important implications for the study of philosophy and religion narrowly and the meaning of life broadly. In this course we consider several influential ideas of human civilization through readings of seminal primary sources. Each of these ideas has constituted "the meaning of life" for a significant number of people, in effect either fulfilling or complementing the role of religion for religious people. While these "-isms" are important parts of global intellectual history, they also grew out of specific contexts and are yet applicable to modern life. Thus, we will analyze these paradigms on both local and global scales. This course has three specific assessment methods, by which students learn: 1. Content: i.e., understand some of the answers to the meaning of life (assessed by test); 2. Argument: i.e., create an academic paper with a debatable thesis supported by evidence (assessed by paper); and 3. Meta-analysis: i.e., articulate how these ideas may be compared to each other (assessed by essay).

Grades:

Your grade derives from one test (30%), one one-page (single-spaced) paper (30%), one two-page (single-spaced) essay (30%), and participation (10%).

* **Paper:** The paper required for this course is graded 50% on content and 50% on form; that is, on both *what* you write as well as *how* you write it. It will be evaluated with a three-part rubric: information literacy (25%) and objective communication (25%), which together are the "how," and critical thinking (50%), which is the "what." "Information literacy" refers to your use of sources. In the paper you must quote a primary source used in class and a relevant, *academic* secondary source that you must find yourself. Chicago-style endnotes go on a second page. "Objective communication" refers to the structure of the paper, which must be concise, relevant, and logical, having a clear, underlined topic sentence (that begins with "In this paper I argue....") toward the beginning and subsequent corroborating evidence. Every paper must be an argument; an "argument" = a claim + evidence supporting that claim. Every paper must be accompanied by an outline that briefly specifies the point of each paragraph. Put this outline on the second page after the endnotes. "Critical thinking" refers to your apprehension and manipulation of the data into an argument. Your papers should demonstrate that you understood all of the readings and the class discussions, from which you fashioned a creative and interesting claim, which you then supported with evidence from your sources. Please strive to meet the length limits of the papers: editing is a useful skill; logorrhea is a bane

of human communion. See the “Paper writing guidelines” (on Blackboard) for formatting and other mandatory guidelines. Please email your papers as an attached Word document to me. Always keep a back-up copy. Deadlines are firm. (*Life pro tip*: never hand in a first draft; always get someone to critique it before I do.)

* **Essay**: An “analysis” could analyze any one of the paradigms discussed in this class, but a “meta-analysis” analyzes several (or all) of them. In this essay you will address three writing prompts: 1. analyze ideas on local and global scales; 2. articulate local and global interrelationships of ideas; 3. evaluate the consequences of decisions based on these ideas on local and global scales. Your answer to each prompt must include discussion of at least three (of the 12) ideas, and in total you must discuss at least six (of the 12) ideas. More information is on the assignment on Blackboard. (*Life pro tip*: never wait until the last day to hand something in.)

* **Test**: This will come toward the end of the course, will be in-class, and will probably be in short-answer format.

* **Participation**: I expect all students to be prepared, to attend class, and to verbally participate. Preparation means you carefully read all of the readings before coming to class, bring a copy of the reading to class, and have at least two thoughtful, interesting questions about the readings ready. Good participation means voluntary and interesting questions every week; bad participation usually means non-attendance, arriving late, leaving early, and not paying attention (e.g., when checking your cellphone). To be clear: if you get B’s on all your papers, and attend every class, but do not pay attention and participate, you will not get a B for the course.

Topics:

1. Hedonism (pleasure); 2. Stoicism (detachment); 3. Utilitarianism (public-mindedness); 4. Spontaneity (effortlessness; x2); 5. Mysticism (nonduality); 6. Naturalism (nature); 7. Atheism (divinity); 8. Existentialism (human nature); 9. Amoralism (ethics; x2); 10. Empiricism (science); 11. Semanticism (rhetoric); 12. Zen (suchness)

Texts:

Edward Slingerland, *Trying Not to Try: The Art and Science of Spontaneity* (New York: Crown, 2014). [224pgs]
Hans-Georg Moeller, *The Moral Fool: A Case for Amoralism* (New York: Columbia University Press, 2009). [187pgs]
All other readings are on Blackboard.

Reading schedule:

Week 1 (to 26 Aug): Hedonism (pleasure)

01. *Lie Zi*, “Yang Zhu” (c.300ce) via Graham (1960) [22 pgs]

02. Epicurus, “Principle Doctrines” & “Fragments” (d.270bce) via Bailey (1926) [23pgs]

Week 2 (to 02 Sep): Stoicism (detachment)

03. Epictetus, *Enchiridion* (c.125ce) via Higginson (1948) [23 pgs]

04. Marcus Aurelius, *Meditations* (c.180ce) via Long (1862) [22 pgs]

Week 3 (to 09 Sep): Utilitarianism (public-mindedness)

05. *Mo Zi*, ch.16 “Impartial Caring III” (c.400bce) via Ivanhoe (2001) [9 pgs]

06. John Stuart Mill, *Utilitarianism* (1861; 1957) [77 pgs]

Week 4 (to 16 Sep): Spontaneity (effortlessness; x2) + **Hedonism vs. Stoicism Paper due**

07. Slingerland, *Trying Not to Try* (2014) [224pgs]

Week 5 (to 23 Sep): Spontaneity (effortlessness; x2)

07. Slingerland, *Trying Not to Try* (2014) [224pgs]

Week 6 (to 30 Sep): Mysticism (nonduality)

08. Meister Eckhart, “Counsels on Discernment” [23 counsels in 37pgs] or “On Detachment” [9 pgs]

09. Allan Anderson, “Inner Transformation and Bearing” (1995; 2012) [20pgs]

Week 7 (to 07 Oct*): Naturalism (nature)

10. *Xun Zi*, ch.17 “Discourse on Nature” (c.250bce) via Knoblock (1994) [19pgs]

* 06 Oct: Fall Break (06-07 Oct)

Week 8 (to 14 Oct): Naturalism (nature) / Atheism (divinity)

11. Ralph Waldo Emerson, “Nature” (1849) [26 pgs total, but skip chs.6-7, so 20 pgs]

12. Wang Chong, “On the Nature of Things” & “On Death” (c.95ce) via Forke (1907) [11pgs]

Week 9 (to 21 Oct): Atheism (divinity) / Existentialism (human nature)

13. Sam Harris, “An Atheist Manifesto” (2005) via internet [8pgs]

14. Gao Zi in *Meng Zi* 6A1-3 (c.300bce) via Van Norden (2001) [1 pg]

15. Jose Ortega y Gasset, “Man Has No Nature” (1935) via Weyl, Clark, Atkinson (1941) [5 pgs]

Week 10 (to 28 Oct*): Existentialism (human nature)

16. Jean-Paul Sartre, “Existentialism is a Humanism” (1946) via Mairet (1948) [23 pgs]

* 27 Oct: No class (instructor at conference)

Week 11 (to 04 Nov): Amoralism (ethics; x2)

17. Hans-Georg Moeller, *The Moral Fool: A Case for Amorality* (2009) [187 pgs]

Week 12 (to 11 Nov): Amoralism (ethics; x2)

17. Hans-Georg Moeller, *The Moral Fool: A Case for Amorality* (2009) [187 pgs] + **Meta-analysis Essay due**

due

Week 13 (to 18 Nov): Empiricism (science)

18. Richard Feynman, “What is Science?” (1968) [3pg excerpt], “Cargo Cult Science” (1974) [12pgs], “The Relation of Science and Religion” (1956) [12pgs]

19. Carl Sagan, “Tools for Skeptical Thinking” (1995)

20. Steven Schafersman, “Scientific Thinking and the Scientific Method” (1997) online [9 pgs]

Week 14 (to 25 Nov*): Semanticism (rhetoric)

21. Kong Zi, *Analecets* 13.3, 12.11, *Shi Zi* ch.5, *Xun Zi* ch.22.3a on “rectification of names” [1 pg]

22. George Lakoff and Mark Johnson, *Metaphors We Live By* (1980) [pp.3-51 of 230pgs]: only read to p.24

* 24 Nov: “Thanksgiving” Day

Week 15 (to 02 Dec): Zen (suchness)

23. Nancy Wilson Ross, ed., *The World of Zen* (1960) chs.2-3 [pp.15-35 of 352pgs]

24. D.T. Suzuki, *Manual of Zen Buddhism* (1960), ch.4 “From the Chinese Zen Masters” (excerpts) [pp.73-89, 127-134 of 174, so 22 pgs]

Finals week: **Test**

“Great minds discuss ideas; average minds discuss events; small minds discuss people.”

– Eleanor Roosevelt

Student issues:

Student-teacher relations in the Arts & Humanities:

I’m not here to sell you knowledge. If that is all you want, you can get it online or in the library. Selling knowledge to a customer may be the paradigm for some academic divisions, but not in the Arts. History, literature, philosophy, and religion professors are like football coaches: we impart knowledge, but we also show you what exercises to do to acquire certain skills, skills like information literacy, critical thinking, and objective communication, but *you do the actual work to acquire those skills*. You are not a passive receptacle of learning, but rather an active practitioner of skill acquirement. Thus we often say of our courses: the more you put into it, the more you get out of it.

Preparation for class:

It is generally accepted that students must study two to three hours outside of class for every hour spent in class. As this course meets 2.5 hours per week, you should expect to spend between five and eight hours per week reading and studying for this one course. Students who are unable or unwilling to commit this amount of time to this course should reconsider whether this course is appropriate for them. Try not to fall behind on the reading because it is very difficult to catch up. This is a survey course, and we move along quickly.

How to read in academia:

For the reading each week, first skim the appropriate chapters or pages in order to identify the main points, events, and individuals. Then re-read those chapters or pages in order to determine how examples are used to support those points, events, and individuals. Pay attention to chapter titles and subheadings to help guide you. As you read (just as when you listen in class), do so with pencil in hand so you can note those key points, events, ideas, themes, patterns, and individuals in the margins. Teach yourself to discriminate between important information (including analyses and conclusions) from unimportant information; practice determining why something is important, in the short run, in the long run, in other places, to other people, and for other events. Note causes, effects, and results. Review these notations regularly as you read the assigned pages. Reviewing in this fashion should enable you to see the direction a chapter (or lecture) is taking; it should also help to improve your concentration. With practice you should improve.

Attendance & Participation:

Timely, prepared, and engaged attendance is recommended. It is not necessary to obtain prior approval from the instructor when missing a meeting is unavoidable, but note that students bear the *entire responsibility* for the decision to miss class and for whatever effect that may have on their course grade and their learning experience. Repeated absences and lateness will directly affect the participation portion of a student’s grade, as detailed in the grades section above. Participation in class discussions will be evaluated on quality, quantity, and appropriateness of

student questions and comments. Please note: it is just as possible to talk *too much* as it is to talk too little in class. Likewise, there is such a thing as active listening, and yes, your professors are capable of distinguishing this from passive listening. If you are worried about the level and/or quality of your participation, the best thing to do is to come to office hours, where the professor can give you direct feedback throughout the semester, rather than at the end (when it is too late).

Classroom behavior:

I expect you to be not only on time and prepared, but also to demonstrate initiative by asking interesting questions and otherwise engaging the topic at hand. You may have thoughtfully read all of the assignment, but I won't know this unless you give me evidence of this by talking with me about it. An Arts classroom is also like a corporate boardroom: there is protocol to be followed (e.g., raising your hand for a question), there are other people in the room deserving of your respect (e.g., by not distracting them), and there is the fact that you are being judged on your behavior and participation.

Cellphones, computers, tablets (and all other electronic devices):

We live in a fast-paced world. But the skills you have the opportunity to practice in Humanities courses require mental focus. Staying focused on a task for fifty-five or eighty minutes at a time is a skill, and a marketable one at that. Cellphones are distracting, perhaps delightfully so, but distraction detracts from focus. Computers can be useful for viewing texts and taking notes, but they can also be a distraction, both to the user as well as to all those who can see the screen. Thus, I do allow any of these devices in class *if and only if* they do not distract any other students. *It is your responsibility to know if you are or are not distracting other students, even if they are sitting behind you!* (Yes, this will affect your grade.)

Talking in class:

You should not talk in class when others are speaking. Not out of respect for me, but out of respect for the other students trying to focus. I see the class period as an opportunity for you. If you do not wish to participate, that is fine with me: you may put your head down and go to sleep, or you can quietly pass notes to one another, or you can lean over and whisper to one another. *But if I can hear that you are talking, even if I cannot hear what you are saying, that means you are distracting other students.* Please don't do that. (Yes, this will affect your grade.)

Email communication:

At times I will communicate with the entire class using campus email systems, so it is essential that you regularly check your WKU email address or forward your WKU account email to your preferred email address. I encourage you to contact me via email with questions about the course, the material we cover in class, and assignments. You are expected to be professional in all communication with the instructor. All email communication should be in complete sentences with a proper salutation and conclusion. Treat the email more as a letter and less like a text message. Include a comprehensible subject heading (e.g., "REL 317 paper question"), address and sign the email, making sure to identify what class you are in (usually instructors are teaching more than one class) and explain clearly what it is that you are inquiring about. Failure to do these will guarantee that you will not get a response. Also, unless I've explicitly stated otherwise, I generally check my faculty email only during normal business hours (more or less M-F from 8am to 5pm).

Finally, here is a short list of things to which **I may not respond:**

- Questions that can be answered by checking the course syllabus or looking online.
- A request to know **if** you missed anything during an absence. (The answer is yes.)
- A request to know **what** you missed during an absence. (Instead of asking this through email, take the appropriate next steps to catch up: ask a classmate for notes, meet with me in my office hours, etc.)

The Library:

I like Google as much as the next guy. Probably more so. But as wonderful as Google is, there are still lots of things the library has that cannot be found with a Google search. Two spring immediately to mind: librarians and books. Librarians know all kinds of things about how to access useful and relevant information, both online and in dead-tree format. Go talk to one! The other thing is books. I know Google Books is making good progress, but there are still a great many texts that are only accessible by browsing the stacks. Browsing the stacks is a key part of the university experience. Don't miss out!

Studying together:

Studying together can be a good thing or it can be a really bad thing. If you do the work and want to deepen your understanding by discussing it with other students to gain their perspective, that's great. This course is a rare opportunity for you to talk about potentially divisive issues without upsetting someone in the room. But if you do not do the work, meet up with other students, divide the reading, then meet back up to plagiarize each other's notes, that is not a good thing. It's just cheating.

Plagiarism:

Whenever you submit work to me, of any kind and for any assignment, either oral or written, if the words that you use in your work match uncited words anywhere else in the universe (except your own notes, written in your own words): that is plagiarism. This includes any webpage, any monograph in any language anywhere, and even other students' notes, past or present. If you were sick one day and got notes from another student, you must first put them in your own words if you are going to submit them as your own work. I am the judge of what constitutes words that "match." Any work that includes plagiarized words will receive a zero, and may result in failing the class and expulsion from the university. If this concept is unclear to you, please see me or a WKU librarian for explanation.

The Learning Center (TLC):

Should you require academic assistance with your WKU courses, The Learning Center provides free supplemental education programs for all currently enrolled WKU students. TLC @ Downing Student Union and TLC @ FAC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC also has four satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in FAC, Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please contact TLC @ Downing Student Union for more information or to schedule a tutoring appointment.

Writing Center:

Writers need feedback from readers to help refine their writing. The Writing Center can give you this feedback. Our tutors will talk with you about your writing to help you: brainstorm ideas, clarify main points, strengthen logic and support, integrate sources and credit them properly, smooth out organization, fine-tune sentence style, learn to proofread. Because we want to help you become a better writer, we won't edit or proofread your paper for you. We will help you learn to revise and edit so you will be better able to catch your own errors and improve your own content, organization, and style. Visit our website for more information: www.wku.edu/writingcenter. Writing Center locations: Cherry Hall 123 and Cravens Library (4th floor in the Commons).

Student Disability Services:

Students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. Any request to me for accommodations must be accompanied by a letter of accommodation from the Office for Student Disability Services.

This course has ten learning outcomes articulated in the underlined sentences below:

WKU Colonnade Program: Essential Learning Outcomes:

1. Knowledge of human cultures and the physical and natural world, including
 - a. An informed acquaintance with major achievements in the arts and the humanities
 - b. An appreciation of the complexity and variety of the world's cultures;
 - c. An understanding of the scientific method and a knowledge of natural science and its relevance in our lives;
 - d. A historical perspective and an understanding of connections between past and present.
2. Intellectual and practical skills, including
 - a. The capacity for critical and logical thinking;
 - b. Proficiency in reading, writing, and speaking;
 - c. The ability to understand and apply mathematical skills and concepts.
3. Personal and social responsibility, including
 - a. An understanding of society and human behavior;

- b. An understanding of factors that enhance health, well-being, and quality of life.
4. Integrative Learning, including
Synthesis and advanced accomplishments across general and specialized studies.

WKU Colonnade Program: Foundations, Explorations, Connections:

Social and Cultural, **Local to Global**, Systems:

Connections courses direct students to apply and integrate discipline-specific knowledge and skills to the significant issues challenging our individual and shared responsibility as global citizens. Students will learn to analyze and evaluate cultural contexts, examine issues on both a local and global scale, and apply system-level approaches to the stewardship of our social and physical environments.

In Local to Global, students will examine local and global issues within the context of an increasingly interconnected world. Courses will consider the origins and dynamics of a global society, the significance of local phenomena on a global scale, and/or material, cultural, and ethical challenges in today's world.

Students will demonstrate the ability to:

1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

孔子曰：“欲知則問，欲能則學，欲給則豫，欲善則肄。”

Kong Zi said: “(If you) want knowledge then ask (questions), (if you) want ability then study (for it), (if you) want sufficiency then be prepared, (if you) want excellence then practice (for it). *Shi Zi* 尸子 12.1

Colonnade Connections Course Proposal Local to Global Subcategory

Proposal Contact Name, E-mail, and Phone:

Gayle Mallinger, PhD

Gayle.mallinger@wku.edu

2707453535

College and Department:

CHHS

Social Work

Proposal Date: 2.7.15

1. Course Details:

- 1.29 Course prefix (subject area), number and title: SWRK 300: Diversity and Social Welfare
- 1.30 Credit hours: 3
- 1.31 Prerequisites⁶: none
- 1.32 Crosslisted and/or equivalent courses (prefix and number): N/A
- 1.33 Expected number of sections offered each semester/year: 1 section each semester
- 1.34 Is this an existing course or a new course? New
- 1.35 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Bowling Green/likely expanded to regional campuses

2. Provide a brief course description (100-200 words).

This course engages students in the analysis of the nature and impact of economics, political and social ideologies, and cultural forces that shape the development of social welfare policies impacting diverse populations in the United States and abroad. The course emphasizes comparative approaches to the analysis of welfare policies influencing service delivery locally and globally. Policies covered include those that address: poverty, public assistance, health and behavioral health care, criminal justice, child welfare, food insecurity, and homelessness. Specific attention will be paid to the implications of social welfare policies for economic, environmental, and social justice issues and their impact on marginalized populations.

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience). Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

From their inception, prevailing notions of the nature of inequality have influenced social welfare policies. The predominant sense of community creates boundaries of inclusion and exclusion, defining those who legitimately have access to existing networks of rights and obligations, and those to whom little is owed. The dynamics of injustice found in communities often originate in political, economic, social, and cultural forces that are international in nature and serve to maintain inequity. These factors have direct and often lasting consequences on the quality of life. The proposed course is intentionally designed to build upon knowledge from multiple disciplines to frame the analysis of global social welfare policies with regard to impacts on the most vulnerable and informs strategies for change.

⁶ Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

4. List the *course goals* (see *Glossary of Terms*), and explain how are they aligned with the **Connections student learning outcomes.** In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Social and Cultural subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze issues on local and global scales.	Describe factors leading to social, economic, and environmental injustice within local, national, and global social systems.
2. Examine the local and global interrelationships of one or more issues.	Critique frameworks for conceptualizing international social welfare practice (e.g., social development, sustainable development, globalization, human rights).
3. Evaluate the consequences of decision-making on local and global scales.	Evaluate national and global interventions aimed at ameliorating problems such as poverty, violence, poor health, and environmental degradation.

5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

In addition to the aforementioned, the following student learning outcome will guide the students.

- Demonstrates cross-cultural sensitivity and self-awareness related to understanding justice issues nationally and internationally.

6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*. Applicants are encouraged, but not required, to adopt or adapt the Connections Student Learning Outcomes rubric (available on [the Colonnade website](#)). Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i>.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections

	Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	SLO.
	.	The course will be taught in Bowling Green, and will be offered at the regional campuses as resources allow. There are no plans to differentiate among students from various campuses.
1. Analyze issues on local and global scales.	COMPARATIVE POLICY ANALYSIS FINAL PAPER	A representative pool (30%) of students' final papers will be pulled for assessment of each of the three Colonnade SLOs. Student names will be redacted. Departmental faculty will assess annually. The department head will share results with course instructors and will assist with revisions as needed.
2. Examine the local and global interrelationships of one or more issues.	COMPARATIVE POLICY ANALYSIS FINAL PAPER	A representative pool (30%) of students' final papers will be pulled for assessment of each of the three Colonnade SLOs. Student names will be redacted. Departmental faculty will assess annually. The department head will share results with course instructors and will assist with revisions as needed.
3. Evaluate the consequences of decision-making on local and global scales.	COMPARATIVE POLICY ANALYSIS FINAL PAPER	A representative pool (30%) of students' final papers will be pulled for assessment of each of the three Colonnade SLOs. Student names will be redacted. Departmental faculty will assess annually. The department head will share results with course instructors and will assist with revisions as needed.

From the representative pool, the rubric attached at the end of this proposal will be used to evaluate final papers.

The committee's targets are:

70% of the papers will score 2 or higher

30% will score 3

6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). If the assessment plan will utilize the Connections rubric available on [the Colonnade website](#), state as much.

See attachment at end of this proposal.

7. Evidence & Argument Artifact. As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

The comparative policy analysis final paper will be used for QEP assessment. This artifact will evaluate student ability to identify, synthesize, and use evidence to support cogent and persuasive arguments (as listed in 6a):

Evidence Gathering: Gathering sound and relevant evidence to address an issue.

Students will gather evidence with regard to the nature and potential causes of a social welfare issue of interest to them. They will also gather evidence about how another nation of their choosing views the issue.

Sense Making: Analyzing and synthesizing the assembled evidence.


Students will have the opportunity to review feedback from their reflection papers to aid them in this more advanced analysis. Students will analyze the assembled evidence in the cross-national comparison section of their papers.

Argumentation: Articulating a logical and supported argument based on the analysis.

Students will logically defend their arguments regarding the efficacy of each nation’s strategies designed to ameliorate the issue, especially with regard to marginalized populations. In addition, based on their synthesis of the assembled evidence, students will propose their own strategies to remedy the social policy issue.

8. Attach a sample course syllabus. The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY

	Diversity and Social Welfare	
	SWRK 300	(3 credit hours)
		Fall 2016
Professor: Gayle Mallinger, PhD	Office: 114E Academic Complex	
Email: gayle.mallinger@wku.edu	Office Hours: TBD	
Phone: 724.816.2800		

Class Meeting Times/Dates TBD

Location: TBD

Course Description:

This course engages students in the analysis of the nature and impact of economics, political and social ideologies, and cultural forces that shape the development of social welfare policies impacting diverse populations in the United States and abroad. The course emphasizes comparative approaches to the analysis of welfare policies influencing service delivery locally and globally. Policies covered include those that address: poverty, public assistance, health and behavioral health care, criminal justice, child welfare, food insecurity, and homelessness. Specific attention will be paid to the implications of social welfare policies for economic, environmental, and social justice issues and their impact on marginalized populations.

THERE ARE NO PREREQUISITES TO THIS COURSE

Required Text:

Schiele, J. (2011). *Social Welfare Policy: Regulation and Resistance among People of Color*. Thousand Oaks, CA: Sage Publishing.

BSW Mission Statement:

The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education

The Council on Social Work Education defines **Generalist Practice** as the following:

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organization, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in the ir practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates al of the core competencies (EPAS, 2008).

CSWE Core Competencies for BSW Education

The core competencies taught in all CSWE accredited BSW programs are included in the **Appendix** of this syllabus.

Learning Outcomes

- Describe factors leading to social, economic, and environmental injustice within local, national, and global social systems.
- Critique frameworks for conceptualizing international social welfare practice (e.g., social development, sustainable development, globalization, human rights).
- Evaluate national and global interventions aimed at ameliorating problems such as poverty, violence, poor health, and environmental degradation.
- Demonstrates cross-cultural sensitivity and self-awareness related to understanding justice issues nationally and internationally.

Course Outline

- I. Introduction
 - A. Overview of the Course and Review of Syllabus
 - B. Definitions of Social Welfare Policy
 - C. Discussion of Critical Thinking Skills
 - a. Evidence Gathering
 - b. Sense Making
 - c. Argumentation
- II. Politics, Rationalism, and Social Welfare
 - A. Stages Model
 - B. Public Choice
 - C. Rational Choice
 - D. Social Construction
 - E. Policy Diffusion
 - F. Environmental Context
- III. Historical, Economic, Political, Social, and Cultural Contexts of Social Welfare Policies in the US and Abroad
 - A. Residual and Institutional Approaches
 - B. Private Troubles to Public Issues
 - C. Value Analysis
 - D. Global Comparisons
- IV. Poverty in the US and Abroad:
 - A. Definitions in US and Other Nations
 - B. Relationship between Economic Policy and Oppression
 - C. Impact of Economics on Environmental and Social Policies
 - D. Strategic Policies
 - a. Social Insurance
 - b. Means Tested
- V. Health and Behavioral Care in the US and Abroad
 - A. Cost Containment
 - B. Community Based Care
 - C. Managed Care
 - D. Deinstitutionalization
 - E. Environmental Degradation
 - F. Global Comparisons
- VI. Children and Youth in the US and Abroad
 - A. Who is responsible for the safety of children?

- B. Substitute Care v. Family Preservation
- C. Child Labor
- D. Juvenile Justice
- E. Environmental Degradation
- F. Global Comparisons
- VII. Disability and Aging Policies in the US and Abroad
 - A. Foundations of Disability and Aging Policies
 - B. Employment
 - C. Accessibility
 - D. Income Support
 - E. Long Term Care
 - F. Global Comparisons
- VIII. Racial Inequities in the US and Abroad
 - A. Historical Trends
 - B. Impact of Civil Rights Policy in US
 - C. Global Comparisons
- IX. Gender Inequities in the US and Abroad
 - A. Theoretical Perspectives
 - B. Feminist Policy Analyses
 - C. Work and Family
 - D. Violence
 - E. Reproductive Rights
 - F. Global Comparisons
- X. LGBTQI Inequities in the US and Abroad
 - A. Nature, Nurture, and Theories of Prejudice
 - B. Employment
 - C. Marriage
 - D. Global Comparisons
- XI. Immigration Policy
 - A. Regulating Entry
 - B. Regulating Residence
 - C. Refugees
 - D. Global Comparisons
- XII. Intersectionality
- XIII. Strategies for Change

Course Assignments

PROFESSIONALISM (100 points)

Professionalism and Performance Expectations

1. ***Attendance is required*** in this course. This course is discussion-focused and this objective cannot be achieved without consistent attendance. Attendance is taken at each class session. The instructor does not differentiate between "excused" and "unexcused" absences, therefore, students are not required to provide the instructor with any formal absence excuses or documentation. Students are allowed to miss one class without penalty. Absences subsequent to the first absence will result in a **5 percent deduction (50 points) from the final grade for the course**. If students are absent on a day when a take-home assignment is given to students, they are responsible for obtaining the assignment from a colleague. Students missing **6 or more**

class sessions will automatically receive an "F" for the course. The "FN" grade (failure due to nonattendance) is given for students who do not officially withdraw from a course, but who stop attending PRIOR to or on the 60% point of the semester.

2. Students are expected to respect their fellow students and faculty by not disrupting class by arriving late or leaving early. Chronic late arrivals and early departures result in points being deducted from the final grade. Generally, two incidences of arriving late or leaving early results in a **5 percent deduction (50 points) from the final grade for the course.**
3. Class participation is required and includes taking part in class discussions through active listening and/or verbal comments. Class discussion is a turn-taking activity; participation includes *not talking out-of-turn and not monopolizing the discussion.* Reading magazines and whispering/talking to others is not appropriate in class.
4. Students are expected to behave professionally in the classroom, handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions posed with respect and personal regard. This class involves some discussion of highly sensitive topics and there may be some personal disclosure, so students are expected to handle this in a professional manner. Conduct toward classmates, the instructor, and any guests should include a respect of, and allow for, differing opinions.
5. Written assignments must be grammatically correct, typed, double-spaced, and display correct form. Students are expected to use APA style format for citing and listing references. Students are expected to submit work that is **written at the college level.** Students are encouraged to make use university writing resources if needed. The social work profession involves a significant amount of writing (documentation); therefore, the ***instructor reserves the right to heavily penalize written work that is of poor quality.***
6. Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty (see the WKU Student Handbook <http://wku.edu/handbook/>). ***These behaviors WILL result in a zero for the assignment and/or failure for the course.*** If one uses direct quotes in papers, the quotes must have quotation marks around them and have the author, year, and page number cited. As well, all authors cited in the text must be properly cited on the reference page and the reference page should not have authors who are not cited in the text of the paper.
7. Students are responsible for their own learning by coming to class prepared with readings and assignments completed on schedule. Late assignments are penalized 5% per day. Late work will not be accepted any later than 5 days after the assignment is due. Most of the assignments are submitted electronically.
8. An exam may only be taken once and there are no makeup exams. Exams are given on Blackboard. ***Exams are to be taken individually, not as a group.***
9. Fulfilling these Professionalism and Performance Expectations will be reflected in the professionalism grade (Rubric posted on Bb).

REFLECTION PAPERS (2@150 points each)

You will complete **two** brief assignments requiring you to respond to text and supplemental readings for the unit. These papers will assess your integration of readings, class discussions, and personal thought about some of the complex issues addressed in this course. Thus, you will be graded on your ability to synthesize (not simply summarize) the material and comment on themes or arguments central to the readings. A detailed rubric for these assignments will be posted on Bb. The instructor will provide detailed feedback on each of these papers. Please make certain that you review and understand comments, as this will assist your successful completion of your final paper.

EXAMS (2 @ 150 points each)

Two exams will include a variety of true/false and multiple-choice questions (100 points each). Students are expected to **study** the course text, supplemental readings, and in-class notes in preparation for exams.

COMPARATIVE POLICY ANALYSIS FINAL PAPER (300 points)

Each student will prepare a comparative policy analysis paper on a topic of her/his choice. The topics include issues covered in the course. This paper should present an analysis of the social welfare policy issue under study based on a careful review of the relevant empirical literature, with data and research evidence that documents the pros and cons of the issue. You will be graded on the quality of the evidence, analysis, and your ability to present a cogent argument, not on the position taken. Specifically, the paper should include the following content and be approximately 12-15 pages in length.

- I. Nature of the Issue
 - a. Provide a concise statement about the policy issue.
 - b. How is the issue defined and by whom?
 - c. Who are the key decision-makers that control the resources affecting the issue?
- II. Causes of the Issue
 - a. What social structures impact this issue (for example, political perspectives, power, wealth, and status, societal values and norms)?
 - b. What does the empirical literature indicate about the causes of the problem?
 - c. Provide background information about the global dimension of the problem and its relevance to social welfare and sustainability.
 - d. What is the impact of this issue on vulnerable populations in the United States and abroad?
 - e. Assess this issue using a social, economic, and/or environmental justice lens.
- III. Cross-national Comparisons
 - a. Identify and summarize the response to this issue to the United States and another country of your choosing.
 - b. Provide background information about the dimensions of the issue (number of individuals involved, etc.) in the US and your selected country.
 - c. Compare and contrast the types of strategies (including policies and programs) used in each country to ameliorate the issue.
 - d. Are these strategies effective?
 - i. Are these interventions being evaluated?
 - ii. If not, why not?
 - iii. If so, are the findings being utilized?
- IV. Strategies for Change
 - a. Based on your analysis, propose a policy you think would be effective in improving the issue.
 - b. Would this strategy be effective in the United States and your selected county? Why or why not?
 - c. How would you evaluate its effectiveness?

Evaluation & Grading

Guidelines are provided for completing required assignments. It is expected that social work majors expand their knowledge base by utilizing independent reading, research, and consultation.

Course grading is based on the following criteria:

Points

Professionalism	100
Reaction Papers (2 @ 150 points per paper)	300
Exams (2 @ 150 points per Exam)	300
Comparative Policy Analysis (Final Paper)	300
Total Points Possible:	1000

Final Grade based upon:

A = 900-1000

B = 800-899

C = 700-799

D = 600-699

F = Below 600

COURSE SCHEDULE WITH READING AND ASSIGNMENT DUE DATES WILL BE AVAILABLE ON Bb

Academic Integrity

The Undergraduate Catalog provides the following information in the section on Student Life Policies.

Academic Offenses—The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature.

A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses; such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure.

Questions about the complaint procedure should be directed to the Student Ombuds Officer at (270) 745-6169.

Academic Dishonesty—Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions.

Plagiarism—To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Cheating—No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Other Type of Academic Dishonesty—Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Judicial Affairs at (270) 745-5429 for judicial sanction.

Academic Support

Most of us find that we need some academic support and direction during our time in the university. WKU offers many resources that can help you be successful in this course. These are listed below.

- **STUDENT DISABILITY SERVICES**

In compliance with university policy, students with disabilities who require academic and/or In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Accessibility Resource Center in DSU 1074 of the Student Success Center in Downing University Center. The phone number is 270-745-5004. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

- **WRITING CENTER ASSISTANCE**

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions on the web site of [The Writing Center](#) for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on the website) for help scheduling an appointment.

Regional Campus Library Support

The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to:

http://www.wku.edu/library/dlps/extended_campus/index.php. Turn-around time can be anywhere from a few days to two weeks, so plan ahead.

Registration Dates

Registration information, including the dates for dropping/adding a course, is located on the Registration Guide at: http://www.wku.edu/registrar/documents/regguide_fall.pdf.

Disclaimer

The professor reserves the right to make announced changes in the course due to extenuating circumstances.

	EXPERT (3)	PROFICIENT (2)	APPRENTICE (1)	NOVICE (0)
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<p>INTEGRATION OF KNOWLEDGE</p> <p>QEP 2</p>	<p>The paper demonstrates that the author fully understands and has applied concepts learned in the course. Ties together information from all sources. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.</p>	<p>The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. For the most part, ties together information from all sources. Some of the conclusions, however, are not supported in the body of the paper.</p>	<p>The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. Sometimes ties together information from all sources, but disjointedness is apparent.</p>	<p>The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.</p>
<p>THESIS DEVELOPMENT</p> <p>Colonnade SLO #3: Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.</p>	<p>The thesis is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.</p>	<p>The thesis is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.</p>	<p>The thesis is too broad for the scope of this assignment.</p>	<p>The thesis is not clearly defined.</p>
<p>DEPTH OF DISCUSSION</p>	<p>In-depth discussion & elaboration in all sections of the paper.</p>	<p>In-depth discussion & elaboration in most sections of the paper.</p>	<p>The writer has omitted pertinent content. Quotations outweigh the writer's own ideas excessively.</p>	<p>Cursory discussion in all the sections of the paper or brief discussion in only a few sections.</p>
<p>SPELLING & GRAMMAR</p>	<p>No spelling or grammar mistakes.</p>	<p>Minimal spelling &/or grammar mistakes.</p>	<p>Noticeable spelling & grammar mistakes.</p>	<p>Unacceptable number of spelling and/or grammar mistakes.</p>
<p>SOURCES</p> <p>QEP #1</p>	<p>More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.</p>	<p>5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.</p>	<p>Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.</p>	<p>Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed. Not all web sites utilized are credible, and/or sources are not current.</p>
<p>CITATIONS</p>	<p>Cites all data obtained from other sources. APA style is used in both text and reference sections.</p>	<p>Cites most data obtained from other sources. APA citation style is used in both text and reference sections.</p>	<p>Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.</p>	<p>Does not cite sources.</p>

Colonnade Program Course Proposal: Connections Category

Please complete the following and return electronically to colonnadeplan@wku.edu.

1. What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

Ethnobiology–Peoples, Plants & Animals

Systems subcategory

2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address **all** of the learning outcomes listed for the appropriate subcategory.

a) Analyze how systems evolve

Ethnobiology is the study of biological knowledge of particular ethnic groups, which existed since millennia. This course focuses on the cultural and biological interface and examines the complex interactions among humans, biota and environment. Students will analyze how cultural knowledge about plants, animals, environment and their interrelationships was/is based on the ground reality of indigenous peoples and forms the elements of local science. Students will grasp the key concepts; trace history of ethnobiology with reference to the critical stages in its development. Students will analyze the traditional systems of knowledge by examining case studies related to ethnic groups (e.g., Zapotec, Aztec, Inca, Yucatec Maya, Orejon, or others) as how they relate to natural resources, utilize, cultivate and domesticate plants/animals toward their subsistence and other daily needs.

b) Compare the study of individual components to the analysis of entire systems

These are exciting times for ethnobiology, a rapidly and creatively developing field. Research objectives in ethnobiology are changing; methodologies are becoming more experimental, more technological and participatory. Researchers in ethnobiology now study the processes of cultivation and domestication; the management of useful plant and animal populations; the process of traditional knowledge acquisition and organization, etc. Starting with early work in ethnobotany/ethnozoology based on passive observation, ethnobiology has evolved, in recent times, as an interdisciplinary field encompassing the investigative streams of archeobotany, archaeozoology, ethnoecology & landscapes, ethnomycology and agroecology. Students will critically examine the method and scope of these streams as how they tie in to address dynamic integrations among humans, biotic and abiotic systems. Students in this course will also explore the bridging role of ethnobiology between natural and social sciences.

c) **Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself**

- *Understanding Biocomplexity*: Traditional knowledge systems provide feedback mechanisms among people, biota and the environment that lead to non-linear responses. Time scales of systems interactions (among people, living organisms and the environment) are often different, more rapid than comparable evolutionary factors causing non-linear responses. Human actions can promote persistence of biotic systems' states that would not persist in the absence of people, so that the human component causes non-linear responses. Human responses allow for more rapid recovery of a degrading system, altering the trajectory due to negative feedback. Human systems can have major long-term effects on biota and physical systems that may not be predictable for some short-term analyses. Traditional systems of knowledge thus seem to indicate 'self-organizing criticality'. Such biocomplexity in Ethnobiology clearly illustrates the dynamics of coupled natural and human systems, and captures Phase III Biocomplexity Research Priorities of National Science Foundation (NSF). Students will develop comprehensive understanding of people –biota –environment connections by reading, discussion and assignment activities based on chapter contents such as: People–Plant relationships, Reconstructing past life-ways with plants I: Subsistence and other daily needs, Reconstructing past life-ways with plants II: Human–Environment and Human–Human interactions, Ethnozoology, Ethnomycology: Fungi and Mushrooms in cultural entanglements, Ethnoecology and Landscapes, Ethnobiology and Agroecology, and peer-reviewed literature on biocomplexity.
- *Creative interactions between science and traditional knowledge affect decision making, research priorities and funding opportunities:*
 - (i) **Medicine, health and nutrition**, beyond the applied fields, display complex interactions among people, food, microbes, environment and medicinal plants – an active area of research in ethnobiology, drawing attentions from federal agencies: National Institute of Medicine (NIH) and Center of Disease Control (CDC). Connections between traditional knowledge and health, nutrition, medicinal plants; understanding of health factors influenced by human–environment interactions are the current areas of research calling for public attention. Students will discuss and examine issues covered in Chapters such as: “Ethnoecological approaches to integrating theory and method in ethnomedical research”, and “Assessment of Indigenous peoples’ traditional food and nutrition systems”. Students will critique peer-reviewed literature concerning the role of traditional knowledge in human health issues.
 - (ii) **Ecology, Evolution, and Systematics** are traditional concerns in biology, however they seldom consider human dimensions except as negative impacts on “nature”. Ethnobiology, on the other hand, directly incorporates human interactions into these traditional fields in all their elaborate complexity. Productive inquiries such as following are the concerns of ethnobiology, attracting attention of NSF: How does human use and management of biodiversity affect ecological processes and patterns? How have human interactions with taxa from gathering to domestication influenced evolution and

systematics and what such trends or differences are there among taxa? These issues will be highlighted throughout the course in discussions and classwork.

- *Bioprospecting, Research ethics and Intellectual Rights Properties*

Over the last few decades, traditional knowledge related to biological species and genetic resources has been incessantly sought by industrial, academic or governmental researchers to identify leads for the development of novel drugs, health foods, health care products and a range of consumer products. This raises a new wave of intellectual and political debate on the ethics of research related to biocultural diversity from local to international levels. Consequently, a host of codes, guidelines, research protocols, international treaties and laws were enunciated to safeguard the rights of indigenous peoples. These include guidelines for best practice developed by the American Anthropological Association, American Society of Pharmacognosy, International Society of Ethnobiology, Society for Economic Botany and Society for Ethnobiology. The need for adherence to these professional standards has also been recognized by the NIH and NSF.

By reading and discussions on chapters such as “Ethics in Ethnobiology: History, International law and policy, and Contemporary issues” and “From researcher to partner: Ethical challenges and issues facing the ethnobiological researcher”, students will gain knowledge of the ethical issues and public policy. Students will also examine the roles of International Society of Ethnobiology, Society of Ethnobiology (USA) and UN General Assembly in protecting intellectual property and cultural heritage rights of indigenous peoples, living in USA and rest of the Americas.

- *Education and outreach:* Ethnobotany and ethnobiology courses are extraordinarily popular at the University level. There are many recent successes in setting up undergraduate majors, masters’ degrees, and even doctoral degree programs. Ethnobiology education is taking place at neighborhood garden clubs and preschools and at international workshops from Mt Kinabalu to Madagascar. Graduate, undergraduate, and teacher training workshops abound. Policy makers are taking advantage of recent ethnobiology training. Developing awareness of the contemporary issues in ethnobiology along with successful completion of this course may shape the future career path of students.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.

This course offers an interdisciplinary study of the relationships of plants and animals with human cultures worldwide, including past and present relationships between peoples and the environment. Students will learn to analyze and evaluate the role of cultures in understanding the natural world, and apply system-level approaches to the stewardship of our natural and physical environments. This course truly builds student skills in argumentation and the use of evidence. Other than book reading, students will critique a number of peer-reviewed articles highlighting current trends in the field.

Students will also develop skill to write research paper based on their understanding of primary scientific literature. There is no such course (dealing with the interface between cultures and biology) offered by biology department or other departments of WKU.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.
None (Explorations category courses in natural science/social science will be adequate)
5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section’s syllabus.
 - i) Explain the concept of ethnobiology and trace the history of its evolution
 - ii) Evaluate the methods of study and different approaches applied in the study of humans–biota–environment connections
 - iii) Explore the interactions between humans and plants/animals towards subsistence and daily needs by examining case studies
 - iv) Analyze ethical issues in ethnobiological research, intellectual property and cultural heritage rights of indigenous peoples and related policy implications
 - v) Evaluate the roles of education, research, and activism in promoting understanding of the natural world surrounding ethnic groups and deriving solutions to preserve flora, fauna and ecology
 - vi) Demonstrate ability to discuss, write and apply ethnobiological information to the challenges facing aboriginal populations
6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.
ASSESSMENT & ARTIFACT: Students will be required to write a research paper incorporating the concepts, methods and implications of traditional knowledge systems as shown in Table 6.1. This paper will be used as an artifact for the assessment of the course as described in Table 6.1 and Table 6.2. Table 6.2 presents the rubric for the assessment.

TABLE: 6.1:

SLOs	Essay components	Method/policy
1. Analyze how systems evolve.	As part of their research paper, students will discuss how ethnobiology includes traditional knowledge about methods of use and/or cultivation/domestication practices related to plants/animals towards people’s subsistence and other daily needs.	20% of the class will be sampled and assessed according to the rubric as below. 50% should score 2 or better.
2. Compare the study of individual components to the analysis of entire systems.	In their paper, students will compare different streams of traditional knowledge systems and how they contribute to explaining people–biota– environment connections	20% of the class will be sampled and assessed according to the rubric given below. 50% should score 2 or better.

3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Students will write about the implications of their knowledge in understanding the natural world, affecting social change and public policy	20% of the class will be sampled and assessed according to the rubric given below. 50% should score 2 or better. Average of three categories will reflect the scored weight of a paper
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TABLE: 6.2 Rubric for assessment of Connection – Systems subcategory course – Biol-390

	4. EXCELLENT	3. GOOD	2. NEEDS WORK	1. POOR
1. Analyze how systems evolve	Effectively defines the scope of the research question and presents historical perspectives. Effectively determines key concepts.	Defines the scope of the research question completely. Can determine key concepts.	Defines the scope of the research question incompletely (parts are missing or unbalanced). Can determine key concepts.	Has difficulty defining the scope of the research question. Has difficulty determining key concepts.
2. Compare the study of individual components to the analysis of entire systems.	Uses the quantitative analysis of evidence as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work. Types of information (sources) selected directly relate to concepts or answer research question	Uses the quantitative analysis of data evidence as the basis for competent judgements, drawing reasonable conclusions from this work, but not insightful. Types of information (sources) selected relate to concepts or answer research question.	Uses the quantitative analysis of data evidence as the basis for sketchy generalization, not drawing plausible conclusions from this work. Types of information (sources) selected partially relate to concepts or answer research question	Poor connection between data and judgement, unreasonable conclusions Types of information (sources) selected do not relate to concepts or answer research question
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself	Analyses logical consequences of system consideration for policy-makers by relying on known findings associated with biological and environmental concerns. Presents evidences to demonstrate the implications on the sustainability of the traditional knowledge systems as well as biosphere	Analyses logical consequences of system consideration for policy-makers by relying on known findings associated with biological and environmental concerns.	Considers implications of policy-makers having system-knowledge; Shows awareness of system-level thinking for decision making or public policy, but does not present supporting information.	Does not consider the implications of policy-makers having knowledge of natural world based on the connections between social, biological and environmental components

- Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

Ethnobiology is an interdisciplinary study of the relationships of plants and animals with peoples, intersecting with the fields of anthropology, archaeology, botany, zoology, mycology, agronomy, ecology and medicine. The aim of this course is to offer a broad view of human interactions with biological species and their habitats, and how these

interactions affected all the three components: humans –biota –environment on a long term basis. Capitalizing on the information from modern ethnobiological research, students will be able to build a comprehensive understanding of the natural world, particularly, concerning indigenous peoples and their immediate environments. Throughout the course, they will develop hypothesis, and use empirical evidence to examine arguments.

8. How many sections of this course will your department offer each semester?
One
9. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

SYLLABUS **Ethnobiology–Peoples, Plants & Animals (Biol-390)**

The **Colonnade Program** is designed to incrementally build student skills in argumentation and the use of evidence beginning with discipline-specific coursework in the *Foundations* and *Explorations* categories. By extension, *Connections* courses are intended to be summative learning experiences in which students apply basic knowledge to larger and more complex social, global and systemic issues of concern.

Biol – 390 fulfills the requirement of Colonnade Program: Connections, Systems subcategory. This course offers an interdisciplinary study of the relationships of plants and animals with human cultures worldwide, including past and present relationships between peoples and the environment. Students will examine emerging streams of ethnobiological studies surrounding various ethnic groups of Americas, Africa and Asia.

Connection Student Learning Outcomes:

1. Analyze how systems evolve.
2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

Course Objectives:

- i) Explain the concept of ethnobiology and trace the history of its evolution
- ii) Evaluate the methods of study and different approaches applied in the study of humans–biota–environment connections
- iii) Explore the interactions between humans and plants/animals towards subsistence and daily needs by examining case studies
- iv) Analyze ethical issues in ethnobiological research, intellectual property and cultural heritage rights of indigenous peoples and related policy implications
- v) Evaluate the roles of education, research, and activism in promoting understanding of the natural world surrounding ethnic groups and deriving solutions to preserve flora, fauna and ecology

- vi) Demonstrate ability to discuss, write and apply ethnobiological information to the challenges facing aboriginal populations

Book: Ethnobiology, Edited by Anderson, Pearsall, Hunn, and Turner; Wiley-Blackwell, 2011

Course content:

Readings from the book

- Ethnobiology: Overview of a growing field
- History of Ethnobiology: Stages of developments
- Ethics in Ethnobiology: History, International law and policy, and Contemporary issues
- From researcher to partner: Ethical challenges and issues facing the ethnobiological researcher
- Ethnozoology
- Ethnobotany: The study of People–Plant relationships
- Reconstructing past life-ways with plants I: Subsistence and other daily needs
- Reconstructing past life-ways with plants II: Human–Environment and Human–Human interactions
- Ethnomycology: Fungi and Mushrooms in cultural entanglements
- Assessment of Indigenous peoples’ traditional food and nutrition systems
- Ethnoecology and Landscapes
- Ethnoecological approaches to integrating theory and method in ethnomedical research
- Ethnobiology and Agroecology
- The symbolic usage of plants
- Topics of special interests

Readings will also come from peer-reviewed primary literature posted on Blackboard for select case studies

CLASS & GRADING POLICY

Discussions: Discussion will be led by the instructor and further developed by students (prior reading of the assigned chapter is expected). Students will work in small group settings, where each group will present understanding of the chapter topic with personal reflections. Class meetings can be viewed as an opportunity of formal/informal discussions on the topic. Class participation will be part of the grading system (approx. 25% of a class total).

Critique of primary literature: A number of research articles will be posted on Blackboard to augment a particular chapter topic. Students will be expected to critique on the study with particular reference to understanding hypothesis, methods of data collection, interpretation of interesting result figures/tables, and drawing own conclusions. This activity accounts for 15% (approx.) of a class total.

Exams: There will one comprehensive final in the week of finals. It will have short answer- and multiple choice- type questions based on the key concepts of chapters. Students will take their exams using both a scantron and paper. Exam will account for 20% (approx.) of a class total.

Research Paper Writing: Each student will choose (or will be suggested) a research topic based on traditional knowledge systems surrounding ethnic groups. They may choose issues related to any indigenous populations of Americas, Africa, or Asia for their detailed studies. Students may focus on any aspects of ethnobiological approaches (e.g., ethnobotanical,

ethnozoological, ethnoecological, ethnoagronomy etc.). Paper writing will account for 40 % of a class total.

Critical Thinking Elements

Your article should reflect the outcome of critical thinking. In science, critical thinking is an essential part of any investigation. Testing a hypothesis, and drawing an inference cannot be possible if you do not employ critical thinking. To elaborate it further, critical thinking uses following 'Elements of Thought':

Question at issue : identification of the problem

Purpose: defining goal/objective of the study

Information: collecting experimental data, facts, observations, experiences

Interpretation and inference: drawing conclusions based on the analysis of information

Implications and consequences: showing how the outcome will influence science or environment or society

There are certain 'Intellectual Standards' that apply in the process of critical thinking. *Look all above elements of thought through the lenses of following Standards:*

Clarity: could you elaborate, illustrate to make things easier to understand?

Precision: could you be more specific?

Accuracy: Is that really true? How could we check that?

Relevance: How is that connected to the question?

Depth: Are you dealing with the most significant factors?

Breadth: Is there another way to look at this question?

Tentative Grading Scheme:

- Participation & discussion --- 75 points
- Critique of primary literature -- 45 points
- Exams -- - 60 points
- Research Paper Writing -- 120 point

TOTAL 300 POINTS

Grading scale: A= 90%; B=80%; C=70%; D=60% of the class total of 300

Grade Computation:

The official - Final grade that is posted on TOPNET will be calculated using the grading scale (given above) as follows: Earned Total Points divided by Class Total Points (300) X 100. All the earned points will be pooled from the Blackboard Gradebook for the percentage determination. The percentage points displayed by the Blackboard may not reflect an accurate final grade.

Blackboard familiarity:

Students are required to be familiar with blackboard functions as course materials and the tests/assignments (except final) will be administered through Blackboard. Visit

<http://www.wku.edu/it/blackboard/> for help.

Expectation, academic integrity and misconduct

Participants are expected to read book chapters, PPT slides or papers assigned before the class meeting occurs. They are expected to pay attention to the lecture and to take notes over the topics covered in class. They are encouraged to work with other students when preparing for a group discussion; however, at no time will excess talking during the class be permitted. Dishonesty/use of any unfair means in exams or any misconduct in the class will inevitably result in a failing

grade. Use of cell phones, pagers, pdas, etc. in class will be considered acts of misconduct. Use of Laptop may be allowed for the class activities. *Students are strongly discouraged to enter late in the class. Leaving the class before the end of the session is not allowed, and will thus earn you discredit.*

Attendance and classwork: Attendance alone is not graded, but participation in a class discussion is graded. Students are expected to demonstrate the knowledge of the topic, in terms of an argument and evidence.

Withdrawals: There are deadlines for the withdrawal. To withdraw from the course, adhere to the *Tuition and Fee Refund Policy of WKU*. You may not drop or withdraw from the class after the designated time. It is YOUR responsibility to drop the class. Do NOT assume that I will do this for you.

Disabilities

“Students with disabilities who require accommodations (academic adjustments and/or auxiliary aid or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 V/TDD/ Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services”