

**Colonnade General Education Committee  
Western Kentucky University**

Report to the University Senate Executive Committee

Date: March 14, 2016

From: Dr. Marko Dumančić, Chair

The Colonnade General Education Committee met on March 14 and submits the following report for consideration to the University Senate:

**New Courses**

- **Foundations**  
MATH 115
  
- **Connections**  
  
DCS 300 (Systems)  
GEO 452 (Local to Global)  
LEAD 450 (Local to Global)  
IDST 390 (Social and Cultural)  
HIST 430 (Local to Global)  
SOC 363 (Systems)  
RELS 318 (Social and Cultural)  
PLS 324 (Social and Cultural)  
ANTH 316 (Local to Global)  
FLK 373 (Local to Global)

**Policy**

- **Foreign Language Waiver Policy**

## Colonnade Program Course Proposal Foundations Category (QR)

### Quantitative Reasoning

MATH 109, 116, or other approved courses. (3 hours)

Quantitative Reasoning courses teach students to interpret, illustrate, and communicate mathematical and/or statistical ideas. Students will learn to model and solve problems. Students with a Math ACT of 26 or higher will receive 3 hours credit for this requirement. Students will demonstrate the ability to:

1. Interpret information presented in mathematical and/or statistical forms.
2. Illustrate and communicate mathematical and/or statistical information symbolically, visually and/or numerically.
3. Determine when computations are needed and execute the appropriate computations.
4. Apply an appropriate model to the problem to be solved.
5. Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis.

Please complete the following and return electronically to **HYPERLINK**  
"mailto:colonnadeplan@wku.edu" [colonnadeplan@wku.edu](mailto:colonnadeplan@wku.edu).

1. What course does the department plan to offer in **Foundations: Quantitative Reasoning**?

MATH 115 – APPLIED COLLEGE ALGEBRA

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

### **Learning Objective 1: Interpret information presented in mathematical and/or statistical forms.**

Students in MATH 115 learn to interpret information presented in mathematical form by first learning to recognize the presence of mathematical information such as functions, equations, graphs, tables, diagrams, figures or descriptive text; and secondly, to accurately interpret how to use that information in the context of non-STEM applications.

Specifically, students learn to:

- Distinguish between linear and non-linear data both numerically and graphically.
- Identify linear, quadratic, exponential and logarithmic functions expressed both symbolically and graphically.

- Analyze descriptive text to discern the appropriate mathematical model (linear, quadratic, exponential or logarithmic) to apply in solving a particular problem.

**Learning Objective 2: Illustrate and communicate mathematical and/or statistical information symbolically, visually and/or numerically.**

Students in MATH 115 learn to illustrate and communicate mathematical information symbolically by learning when and how to express solutions to linear, quadratic, exponential and logarithmic functions symbolically.

Students in MATH 115 learn to illustrate and communicate mathematical information visually by learning how to graph linear, quadratic, exponential and logarithmic functions.

Students in MATH 115 learn to illustrate and communicate mathematical information numerically by learning when and how to use tables to express quantitative information.

**Learning Objective 3: Determine when computations are needed and execute the appropriate computations.**

Students in MATH 115 learn to determine when computations are needed and execute the appropriate computations through exercises that develop skill in recognizing the techniques required to solve a problem and carrying out the necessary algebraic procedures accurately and efficiently.

Specifically, students learn techniques and develop skill in executing the following computations:

- Solving linear equations and inequalities.
- Computing the midpoint and length of a line segment.
- Computing slope and intercepts for linear functions, and stating domain, range, and increasing/decreasing/constant intervals.
- Computing a correlation coefficient and regression equation for linear data.
- Solving quadratic equations and inequalities.
- Computing vertex, axis of symmetry and intercepts of quadratic functions, and stating domain, range, and increasing/decreasing/constant intervals.
- Computing a regression equation for quadratic data.
- Solving exponential and logarithmic equations.
- Computing intercepts of exponential and logarithmic functions, and stating domain, range, and increasing/decreasing/constant intervals.

- Computing regression equations for exponential and logarithmic data.
- Solving systems of equations in two variables.

**Learning Objective 4: Apply an appropriate model to the problem to be solved.**

Students in MATH 115 learn to apply an appropriate model to the problem to be solved via exercises designed to teach recognition of which algebraic function, expression or equation (e.g. linear, quadratic, logarithmic, exponential) appropriately models a given problem and to develop skill in performing such applications.

**Learning Objective 5: Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis.**

Students in MATH 115 learn to make inferences, evaluate assumptions and assess limitations in estimation modeling via application exercises from non-STEM fields, which require imposing real-world assumptions and/or limitations on procedures selected and inferences made from results.

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

Math 115 is designed to give students the quantitative foundation necessary for non-STEM disciplines. Successful completion of this course should provide students with not only the computational skills they need, but also the quantitative literacy to recognize the applications of algebra within their disciplines. The emphasis on applications and using data to construct mathematical models is designed to bridge the gap between simply learning algebraic computation and seeing how algebra is useful in real-world contexts. To underscore the relevance of algebra to non-STEM disciplines, applications will be selected to emphasize uses in consumer math, personal finance, social and behavioral sciences, and health and human services.

4. 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 Objectives:** This course fulfills the Quantitative Reasoning requirement in the Foundations category of WKU's Colonnade program. As part of that program, Math 115 has the following learning objectives:

Students will demonstrate the ability to

1. Interpret information presented in mathematical and/or statistical forms.
2. Illustrate and communicate mathematical and/or statistical information symbolically, visually and/or numerically.
3. Determine when computations are needed and execute the appropriate computations.

4. Apply an appropriate model to the problem to be solved.
5. Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis.

Specifically, students will be able to:

- Solve linear, quadratic, exponential and logarithmic equations.
  - Graph linear, quadratic, exponential and logarithmic functions.
  - Recognize linear, quadratic, exponential and logarithmic data.
  - Perform least-squares regression with linear, quadratic, exponential and logarithmic data.
  - Solve applied problems involving linear, quadratic, exponential and logarithmic functions.
  - Solve systems of equations in two variables and solve applied problems involving systems of equations.
5. Give a brief description of how the department will assess the course beyond student grades for these Colonnade learning objectives.

For MATH 115, assessment will occur at the end of the semester. To assess the course objectives, each student will complete a set of problems that address the learning objectives. The Basic Studies Committee will randomly collect 30% of the final exams per year across all sections of MATH 115 to help assess students' mastery of the learning objectives. The following criterion will be used to assess student learning outcomes:

Each test question be scored on a 5 point scale using a common rubric (5 -Excellent ; 4 - Good; 3 - Satisfactory; 2 - Poor; 1- Fail).

The goals will be as follows:

- Satisfactory = at least 70% of students scored 3 or better
- Unsatisfactory = under 70% of students scored 3 or better

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

Five to ten.

7. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT. *Follows on next page*

## **MATH 115: APPLIED COLLEGE ALGEBRA**

**<Instructor contact information>**

**<Class meeting time/place>**

**Course Description:** This course provides students with the ability to understand and apply algebra skills and concepts. Topics include linear, quadratic, exponential and logarithmic functions, and systems of equations. Emphasis is on real-world problems that involve reading, writing, calculating, synthesizing, and clearly reporting results. Math 115 is intended primarily for students who are not majoring in a scientific or technical field; it is not intended for students whose curriculum requires trigonometry or calculus.

**Learning Objectives:** This course fulfills the Quantitative Reasoning requirement in the Foundations category of WKU's Colonnade program. As part of that program, Math 115 has the following learning objectives:

Students will demonstrate the ability to

1. Interpret information presented in mathematical and/or statistical forms.
2. Illustrate and communicate mathematical and/or statistical information symbolically, visually and/or numerically.
3. Determine when computations are needed and execute the appropriate computations.
4. Apply an appropriate model to the problem to be solved.
5. Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis.

Specifically, students will be able to:

- Solve linear, quadratic, exponential and logarithmic equations.
- Graph linear, quadratic, exponential and logarithmic functions.
- Recognize linear, quadratic, exponential and logarithmic data.
- Perform least-squares regression with linear, quadratic, exponential and logarithmic data.
- Solve applied problems involving linear, quadratic, exponential and logarithmic functions.
- Solve systems of equations in two variables and solve applied problems involving systems of equations.

**Prerequisites:** At least one of the following criteria must be met to enroll in Math 115:

- Math ACT score of 22 or better    Math SAT score of 510 or better
- A score of 14 or better on the WKU Math Placement Exam within the last year
- A score of 14 or better on the KYOTE College Algebra Exam within the last year
- A score of 50 or better on the COMPASS (College Algebra) within the last year
- Completion of DMA 096C with a grade of C or better

- Materials:** 4th Edition,
- Text: Essentials of College Algebra with Modeling and Visualization, 2012, Rockswold.
  - **A subscription to MyMathLab is required.**
  - **Each student will need a graphing calculator for use in class and for assignments.** TI-83 and TI-84 are preferred, and instruction for these models will be given. TI-89s and TI-92s are prohibited. Cell phone calculators are not permitted!

**Attendance:** Attendance will be recorded each day, and regular attendance is expected. The WKU University Attendance Policy states the following in regard to attendance: “Excessive absenteeism may result in the instructor’s dismissing the student from the class and recording a failing grade, unless the student officially withdraws from the class before the withdrawal deadline.”

**Homework:** Homework will be assigned daily with specific deadlines for completion. Your instructor will indicate whether a particular assignment is to be completed on paper or online using MyMathLab. *Organizing and keeping the paper work you used to complete your homework will be beneficial in preparing for exams.*

**Quizzes:** Both announced and un-announced quizzes may be given. These quizzes may be either traditional paper-and-pencil quizzes or online quizzes using MyMathLab.

**Exams:** Exams may be administered using MyMathLab, or may be traditional paper-and-pencil exams. There will be three or four exams prior to the final exam.

**Final Exam:** A comprehensive final exam will be given.

**Course Grade:** A weighted average for this course will be calculated using the following scale.

Homework: 10%      Quizzes: 10%      Exams: 60%      Final Exam:  
20%

Letter grades will be assigned from the weighted average using the following grading scale. A: 90 – 100    B: 80 – 89    C: 70 - 79    D: 60 - 69    F: 59 and below

**Note:** Credit for a course in which a grade of "F" has been received can be earned only by repeating the course in residence unless prior approval is given by the head of the department in which the course was taken.

**Tutors:** **Math Lab:** COHH 2124 Mon–Thurs 8:30am-4:30pm & Fri 8:30am–2:00pm

Tutors in the Math Lab are undergraduate or graduate math majors and are familiar with the College Algebra course content. Tutoring is **free**. Please take your laptop with you, or print out your problems, if you intend to ask them questions regarding MyMathLab assignments.

**Learning Center:** The Learning Center (DSU A330) provides **free** supplemental education programs for all currently enrolled WKU students. For more information, or to schedule a tutoring appointment, please call TLC at (270) 745-6254 or log on to their website at [www.wku.edu/tlc](http://www.wku.edu/tlc).

**ADA Statement:** 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 Student Accessibility Resource Center (SARC) in Downing Student Union 1074. The SARC telephone number is (270) 745-5004; TTY is (270) 745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the SARC.

**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.



# Colonnade Program Course Proposal: Connections Category

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## *Connections: Understanding Individual and Social Responsibility*

Please complete the following and return electronically to [colonnadeplan@wku.edu](mailto: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)**

DCS 300: Public Problem-solving

The course is currently under Social and Cultural. The department would like to change DCS 300 to Systems, which is more appropriate for 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.**

### **1. Analyze how systems evolve**

Public Problem-solving is an investigation of historical perspectives and theoretical dimensions of problem-solving with attention to the development of collective power, capacities, and responsibilities. The course explores the processes by which problems arise and how they function and evolve within a system or series of systems. The methods employed for achieving this emerge out of both the natural and social sciences with particular attention to the qualitative strategies and comparative interpretation of community-based research (CBR).

### **2. Compare the study of individual components to the analysis of entire systems.**

“Public problems” refer to any of a range of multifaceted problems with shifting conditions and complex interdependencies between the natural and social systems. Drawing on socio-cultural, economic, and ecological analysis, DCS 300 considers some of the major issues around public problem-solving and socio-political change, including the institutionalization of inequity, the intersections of place with relations of power (race, ethnicity, sexuality, class, nationality, religion, geography, ability, and age), and environmental degradation. For example, how do we move beyond sustainability in terms of the ecological and social environment? What factors create resilience among communities? How do we build multi-system protective factors in communities to mediate risk and resilience? What are effective strategies for developing collective power in order to enact systematic change? These questions guide the course goals.

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

The course adopts the notion that CBR increases the knowledge and understanding of public problems and integrates the information gained with empowerment, social capital, and policy change to improve the health and quality of communities. The collaborative approach of CBR equitably involves all partners in the research process, recognizes the unique strengths that each brings, and integrates theory with practice. Research, course materials, and community projects investigate the material through multi-dimensional analyses examining interconnectivity and intersectionality. The course addresses ways in which social constructs and intersections shape people's lives. Outcomes of the course lead to the recognition of the environmental, social, political, economic, and cultural dimensions of public action as they relate to public policy changes and resilience.

**4. 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.**

Public-Problem Solving offers a unique approach to understanding, analyzing, and researching the intersection of natural, social, and cultural systems. The course also addresses systems thinking in terms of resilience, sustainability, panarchy, and the Anthropocene. Students investigate ways in which CBR can be used to empower individuals and communities without compromising the systematic norms, values, and beliefs of the collective. In terms of contributions to the *Connections* category of the Colonnade, DCS 300 offers students the opportunity to evaluate real-world problems, become civically engaged, and work in the local community. In addition, students participate in a wide range of meaningful reflective practices and strategies allowing them to analyze their personal experience in relation to others' in the community.

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

None

**6. 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.**

Student Learning Outcomes: Upon successful completion of this course, students will be able to do the following:

- Articulate the basic concepts of systems theory in terms of resilience thinking.
- Interpret key theoretical perspectives/models shaping the development and evolution of resilience.
- Compare the study of individual components of problem solving to the analysis of entire systems.
- Evaluate how system-level thinking informs decision-making, public policy, and/or the resilience of the system itself.

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

**1. Analyze how systems evolve**

DCS 300 is sectioned into three parts. The first section of the course concerns building knowledge and evidence of systems. Reading assignments and summaries also address the course student-learning outcomes: a) students articulate the basic concepts of systems theory in terms of resilience thinking and b) interpret key theoretical perspectives/models shaping the development and evolution of resilience. This work culminates in a final paper that will be used for evaluation (see rubric under #3).

**2. Compare the study of individual components to the analysis of entire systems.**

The second part of DCS 300 addresses individual components and the analysis of entire systems. Consistent with the notion of community-based research, students write reflective papers on each component as part of their course assignments; these critical reflections also track their own development in relation to the systems in which they are engaging. The assessment team will evaluate using a holistic rubric that specifies key components of national climate (ecological, social, economic, and political), external system factors, internal system factors, inherent risks, mediating and moderating factors, and resilience. This work culminates in a final in a final paper (see rubric under #3).

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

Students will engage in a community-based research project that allows them to practice the principles of systems and resilience thinking in partnership and collaboration with communities in the Bowling Green/Warren County area. The project allows students to bridge theory into practice with the goal of creating solutions for social problems. Assessment will respond to a selection of projects as presented in multimedia outlets such as iMovie, MovieMaker, Powerpoint, YouTube, VoiceThread, or other accessible methods.

\*A holistic rubric using a 4-point scale will be evaluated as follows:

- 4 = outstanding (far exceeds expectations)
- 3 = good (exceeds expectations)
- 2 = average (meets basic expectations)
- 1 = poor (does not meet basic expectations)

The committee's targets are:

70% of the work will score 2 or higher.  
30% of the work will score 3 or higher.

**\*Holistic Rubric will evaluate all three Colonnade outcomes under Systems:**

Connections Learning Objectives	Criteria			
	1 Poor (does not meet basic expectations)	2 Competent (meets basic expectations)	3 Good (exceeds expectations)	4 Excellent (far exceeds expectations)
Analyze how systems evolve	Has a limited understanding of systems and how they are formed; lacks ability to articulate the basic concepts of systems theory in terms of resilience thinking	Comprehends the major components and functions of systems; adequately articulates the basic concepts of systems theory in terms of resilience thinking	Capably expresses in reasonable detail the major components and functions of systems; more than adequately articulates the basic concepts of systems theory in terms of resilience thinking	Critically analyzes key factors underlying the creation and interrelationships systems; exceptionally articulates the basic concepts of systems theory in terms of resilience thinking
Compare the study of individual components to the analysis of entire systems	Interpretation of key theoretical perspectives shaping the development and evolution of resilience reflects only a basic understanding of function and interrelationships.	Accurately key theoretical perspectives shaping the development and evolution of resilience and reflects a basic understanding of function and interrelationships.	Capably expresses the complexities of key theoretical perspectives shaping the development and evolution of resilience and reflects a basic understanding of function and interrelationships.	Critically demonstrates a sophisticated understanding of key theoretical perspectives shaping the development and evolution of resilience and reflects a basic understanding of function and interrelationships.
Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Exhibits superficial understanding and faulty reasoning with regard to system-level thinking, public problem-solving, and resilience	Exhibits a basic understanding of system-level thinking, public problem-solving, and resilience	Demonstrates clear understanding of system-level thinking, public problem-solving, and resilience	Demonstrates sophisticated understanding of unique, system-level thinking, public problem-solving, and resilience

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

DCS 300 offers a collaborative, participatory, systematic, and transformative learning experience. Through course materials (readings, lectures, projects, etc.), students gather evidence supporting the need for systematically solving public problems and including the collective voices of communities. The CBR process of

“diagnosing,” “prescribing” and “implementing” is the root of community studies, problem-solving, and the ecological perspective of risk and system resilience. Students analyze and synthesize historical evidence collected to create and conduct a research project designed around protective factors that minimize risks with the end-goal of developing resilient systems and communities. In the final phase of the course, “argumentation/evaluation,” students support their research and articulate the integrated process of input (evidence- gathering), process (sense-making), and outcome (evaluation).

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

One section of the course is offered every semester (Fall and Spring)

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

**DCS 300: Public Problem Solving**

Instructor: Dr. Molly Kerby

Email: molly.kerby@wku.edu

Office Hours: MW 8:30am-noon and Friday by appt.

Office: Gender & Women's Studies Center (State St. next to International Center)

Office Phone: (270) 745.6952; Cell Phone: (270) 991.9954

Gender & Women's Studies Center: (270) 745-6477

Twitter: drmollykerby

**Required Texts:**

- Andrew Zolli & Ann Marie Healy, *Resilience Why Things Bounce Back*, Simon & Schuster (July 9, 2013), ISBN-13 978-1451683813.
- Randy Stoecker, *Research Methods for Community Change: A Project-Based Approach*, SAGE Publications, Inc; Second Edition (February 9, 2012), ISBN-13: 978-1412994057.
- Other materials will be available on Blackboard

**Course Overview:** Public Problem Solving is an investigation of historical perspectives and theoretical dimensions of public problem solving with attention to the development of collective power, capacities, and responsibilities. The course explores the process by which problems arise and how they function within a system or series of systems. The methods employed for achieving this emerge out of both the natural and social sciences, in particular community-based research (CBR), which involves qualitative strategies and comparative interpretation. The course adopts the notion that CBR increases the knowledge and understanding of public problems and integrates the information gained with empowerment, social capital, and policy change to improve the health and quality of communities. The collaborative approach of CBR equitably involves all partners in the research process, recognizes the unique strengths that each brings, and integrates theory with practice.

“Public problems” refer to any of a range of multifaceted problems with shifting conditions and complex interdependencies and integrates the natural and social systems. For example, how do we move beyond sustainability in terms of the ecological and social environment? What factors create resilience among communities? How do we build protective factors in communities to mediate risk and resilience? What are effective strategies for developing collective power in order to enact systematic change? These questions guide the course goals.

**Student Learning Outcomes:** Upon successful completion of this course, students will be able to do the following:

- Articulate the basic concepts of systems theory in terms of resilience thinking.
- Interpret key theoretical perspectives/models shaping the development and evolution of resilience.
- Compare the study of individual components of problem solving to the analysis of entire systems.
- Evaluate how system-level thinking informs decision-making, public policy, and/or the resilience of the system itself.

**General Education/Colonnade:** This course fulfills the *Systems* requirement under *Connections* in the Colonnade Program.

**Diversity & Community Studies Major:** DCS 300: Public Problem Solving is a core course for the undergraduate major in Diversity & Community Studies. For more information on the major, visit <http://www.wku.edu/dcs/>.

**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, Downing University Center A200, (270) 745-5121 V/TDD. Please do not request accommodations directly from the instructor without a letter of accommodation from the Office for Student Disability Services.

**Academic Integrity:** It is understood that students will present their own work for all assignments. Student work will be checked using plagiarism detection software. Plagiarism, cheating, or any other form of academic dishonesty will not be tolerated. Academic dishonesty will result in either failure of the assignment or failure of the course and will be reported to the WKU Office of Judicial Affairs. Please refer to the *WKU Student Handbook* for more information.

**Course Requirements:**

Evaluation: Students must satisfactorily complete the following requirements in order to pass this course.

<b><u>Grade distribution</u></b>	<b><u>Grade Scale:</u></b>
Class Participation = 50	895-1000 A
Reading Summaries & Discussion Questions = 100	795-894 B
Reflections = 300	695-794 C
Midterm = 150	595-694 D
Field Work/CBR Project/Presentation = 200	< 595 F
Digital Story Board = 200	

**Class Participation:**

This class functions as a forum in which participants can engage the texts 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 actively engaging the course material. I expect you to attend class, to be an active participant in class discussion, and fully participate in class projects. You are also expected to be respectful to your classmates and the professor. Failure to

do so will result in points deducted from your participation grade. Please remember that we all have a right to interpret materials as we wish as long as critical thought is involved.

**Course Components:** The course is divided into three parts; each address specific student learning outcomes (SLOs).

**I. Part One: In class building of knowledge and evidence**

- a. SLO: Articulate the basic concepts of systems theory in terms of resilience thinking.
- b. SLO: Interpret key theoretical perspectives/models shaping the development and evolution of resilience.

**Reading Summaries & Discussion Questions:**

This assignment requires you to submit a brief summary and two discussion questions based on the assigned readings for the week at the beginning of class each Tuesday. These questions will be used to direct class discussion. Questions can address content, method, specific points, or relationships among ideas, issues, and/or other readings. Your questions should reflect careful consideration of the readings and a thoughtful analysis of the issues addressed. Discussion questions will be used to take attendance. This is NOT something you can “make up” if you are not in class because it will be tied to attendance.

**Midterm exam:**

The midterm examine will cover readings from the first part of the course. There will be true/false, multiple choice, and short essay questions. All lecture notes will be posted on Blackboard.

**II. Part Two: Field work, critical reflection, and analysis**

- a. **SLO:** Compare the study of individual components of problem solving to the analysis of entire systems.

**Reflection Papers:**

A major part of CBR is continuous reflection. Students will be expected to write weekly reflections of materials, theoretical principles, and/or experiences in the community while in the field. These reflections should be at least three pages and no longer than five pages double-spaced, Times New Roman, 12 point font, APA or MLA format. They should include readings from the course, outside materials (optional), a succinct introduction and conclusion, and reference page (three references minimum). The reflections are graded thoroughly for presentation of material, critical reflection, grammar, and mechanics.

**Community-based Research Project:**

Students will conduct, in a small group, a research project using community-based participatory research. Students are expected to engage in a systematic inquiry, making use of whatever methodological approaches seem appropriate to the research. Although it's desirable to develop and complete a research project, given the constraints of the semester, it's understood that with some fieldwork projects the



process is the product. Therefore, keeping detailed notes of the process as it unfolds is necessary.

The final fieldwork paper should be prepared in a way that is of optimal value to the collaborating community organization, even if this means departing from academic conventions. It is strongly encouraged that reports to community organizations begin with an executive summary and concluded with recommendations for further investigations and evaluation.

**Each class will begin with a check-in to discuss that week's progress, questions about research design, collaboration and trust-building, and data-collection and analysis.**

**Group Presentation:**

Presentations should be no more than 15-20 minutes long including time for questions. In addition to the presentation, *each* member of your group will submit a digital story board discuss discussing methodology, data collection, and reflection.

**III. Part Three: Analysis and personal critical reflection**

- a. **SLO:** Evaluate how system-level thinking informs decision-making, public policy, and/or the resilience of the system itself.

**Digital Story Board (digital story-telling) Assignment:**

A digital story is an illustration of learning, a way of documenting an experience that results in a four- to six-minute digital video clip told in first-person narrative. It is illustrated mostly by still images and music is added to evoke emotions. Digital stories are multilayered in an economical fashion, and their goal is to capture the essence of an experience (Reilly, 2011).

Creating a digital story is very simple and does not require video editing skills or a high level of technological competency. The steps in the process will vary depending on the software used, but they should generally include:

- Detailed critical reflection
- Creating and editing the script
- Storyboarding. This is the most critical component in the process and what makes the pedagogical strategy different from traditional forms of reflection. In this stage of the process, you will highlight key words or phrases in the script (e.g., "stepping outside my comfort zone") and map out when images will appear (e.g., transitions).
- Gathering images. Important: Images should be selected based on the key words or phrases that were highlighted. For example, if the phrase is "stepping outside my comfort zone," find an image that represents what that would look like to you, such as an image of someone cliff diving.
- Recording the narrative
- Editing and adjusting transitions
- Adding music

- Publishing

**Course Notes:**

**Format for Written Assignments:**

All written assignments must be typed (in a standard 12-point font size) and double-spaced, with one-inch margins on all sides. Each written assignment should have a title. Your name, the course name and section, the due date, and my name should appear in the upper left-hand corner. Assignments should be stapled and pages should be numbered. You should use either MLA or APA format for incorporating and citing outside sources. All assignments should be either be submitted in hard copy at the beginning of class on the due date or via Blackboard (You will be notified as to preferred method). This will be discussed in class.

**Course Policies:**

**Attendance:** Because this course is discussion oriented, attendance is mandatory. You are allowed three absences (excused or unexcused). If you miss more than three days without speaking with me, your final grade will be dropped one letter. If you miss five classes, your grade will be dropped two letters. If you miss 6 or more, you will receive a failing grade. If you're having difficulties, speaking with me is the best way to resolve them. Excused absences (prolonged illness, family death, etc.) will be handled on a case-by-case basis. If you do miss class, it is your responsibility to find out the assignments you missed and be prepared for the next class; please do not email me and ask. Excessive tardiness will also affect your grade.

**Late Assignments:** Assignments submitted after the due date will be penalized one letter grade for each day it is late. Assignments late more than three days will not be accepted.

**Academic Integrity:**

It is understood that students will present their own work for all assignments. Student work will be checked using plagiarism detection software. Plagiarism, cheating, or any other form of academic dishonesty will not be tolerated. Academic dishonesty will result in either failure of the assignment or failure of the course. I also reserve the right to use the university plagiarism/cheating policy (below).

**University plagiarism/cheating policy:**

There is no tolerance for plagiarism or cheating at the university. The university requires faculty to report any dishonest work, and the student could both fail the course and possibly be expelled from the university. This policy will be practiced in this course. If you are not familiar with the university plagiarism policy you may access it at:

<http://www.wku.edu/Dept/Support/StuAffairs/StuLife/handbook/P1Policy/14AcademicOffenses.htm>

In addition, I define cheating and plagiarism very strictly. For example, I consider it plagiarism if you did not write any one section of your work (whether you "borrowed" it from a source or had someone else write it for you for example). I also consider it cheating when a student "recycles" papers that she or he wrote for another professor and/or another class. Everything you write for this class should be an original piece of work specifically written by you (the student) for this course. If any materials are not properly cited "in-text" or a reference page

included, I will consider that omission as an attempt to plagiarize. If you are not sure how to do these things, see me and I will help.

### **Writing Center Assistance:**

The Writing Center is your friend!! 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. Our 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 of the website [www.wku.edu/writingcenter](http://www.wku.edu/writingcenter) for making online or face-to-face appointments. Or call (270) 745- 5719 during our operating hours (also listed on our website) for help scheduling an appointment.

### **Student Assistance/Tutoring:**

Should you require academic assistance with this course, or any other General Education Course, there are several places that can provide help. The Learning Center, located in the Academic Advising and Retention Center, DUC A-330, has tutors in most major undergraduate subjects and course levels throughout the week—they can also direct you to one of many tutoring and assistance Centers across campus. To make an appointment, or request a tutor for a specific class, call (270)745-6254 or stop by DUC A-330. Log on to TLC's web site at <http://www.wku.edu/tlc> for tutoring for students at a distance. TLC hours: Monday-Thursday, 8:00am-9:00pm, Friday 8:00am-4:00pm, and Sunday 4:00pm-9:00pm.

### **Counseling and Testing Center:**

We believe that the university experience should be challenging, not overwhelming, and universities have a duty to support students as they are being challenged. To this end, the WKU Counseling and Testing Center is committed to promoting the academic mission of the university by providing a variety of psychological services to students that will augment recruitment, retention, and graduation by strengthening students' capacity to tolerate distress, form healthy relationships, and seek healthy expressions of their ideals and values. The Counseling and Testing Center also advances the university's mission by providing educational programming, training, and consultation to the students, faculty, staff, and constituents of WKU.

The Counseling and Testing Center is open from Monday – Friday from 8:00am-4:30pm. Emergency and after hours appointments may be made by calling 270-745-3159.

The Counseling and Testing Center is open throughout the calendar year and closed during holidays and other specified dates found in the [2012-2013 Academic Calendar](#).

### **Topics & Schedule:**

Below is the schedule for the semester. I expect you to have completed all of the week's assigned readings by the beginning of each week. **I reserve the right to make additions, amendments, or changes to this schedule as needed.** Please note that you are responsible for all class meetings, assignments, and any announced changes that occur, even if you are absent from class.

(Key:) Zolli= Resilience: Why Things Bounce Back; RT= Brian Walker & David Salt, *Resilience Thinking: Sustaining Ecosystems and People in a Changing World*; RM = Randy Stoecker, *Research Methods for Community Change: A Project-Based Approach*; BB = Article or link posted on Blackboard.

<b>Week 1</b>	<b>Introduction to Public Problem-solving</b>
January 26	Introduction to the course! <ul style="list-style-type: none"> <li>• Overview of syllabus</li> <li>• How this course fits in the Colonnade/Gen Ed/QEP</li> <li>• Assignments and expectations</li> </ul>
January 28	<ul style="list-style-type: none"> <li>• (RT) Chapter 1: Living in a Complex World, An Introduction to Resilience Thinking. Case Study #1</li> <li>• (BB) Panarchy by Gunderson, Holling, &amp; Ludwig</li> <li>• (BB) The Anthropocene by Steffen, Crutzen &amp; McNeil</li> </ul>
<p><b>PART ONE: In class building of knowledge and evidence</b>  <b>SLO:</b> Articulate the basic concepts of systems theory in terms of resilience thinking.  <b>SLO:</b> Interpret key theoretical perspectives/models shaping the development and evolution of resilience.</p>	
<b>Week 2</b>	<b>How do we move beyond sustainability?</b>
February 2	<u>Assigned readings for the week</u> <ul style="list-style-type: none"> <li>• (BB) Introduction: Beyond Sustainability by Matthew Kubik and Patrick Ashton</li> <li>• (BB) Beyond Sustainability: A New Conceptual Model by Molly Kerby and Gayle Mallinger</li> <li>• (BB) Traditional Feng Shui Architecture as an Inspiration for the Development of Green Buildings by Bo Su</li> </ul>
	<b>Summary &amp; DQs #1 Due @Beginning of class</b>
February 4	In-class discussion of readings addressing the question, <b>How do we move beyond sustainability?</b>
<b>Week 3</b>	<b>What roles do national policy and systems thinking play in resilience thinking?</b>
February 9	<u>Assigned readings for the week</u> <ul style="list-style-type: none"> <li>• (RT) Chapter 2: The Systems Rule, Creating a Mind Space for Resilience Thinking. Case Study #2</li> <li>• (BB) Economic Changes, Policy Changes: The First Major Effect of the Green Revolution by Diego Masi</li> <li>• (BB) Overview of Systems Thinking by Aronson</li> <li>• (BB) From Risk to Resilience by Tidball &amp; Kransy</li> </ul>
	<b>Summary &amp; DQs #2 Due @Beginning of class</b>
February 11	In class discussion of readings addressing the question, <b>What roles do national policy and systems thinking play in resilience thinking?</b>
<b>Week 4</b>	<b>How can “good things” cause a chain reaction of “bad things?” Unintended Consequences</b>

February 16 <b>Summary &amp; DQs #3 Due @Beginning of class</b>	<u>Assigned readings for the week</u> <ul style="list-style-type: none"> <li>• (BB) Sustainable Solutions by Carter</li> <li>• (BB) The Challenge of Feeding 9 billion People by Godfray, et. al.</li> <li>• (Zolli) Chapter 1: Robust Yet Fragile</li> <li>• (Zolli) Chapter 2: Sense, Scale, Swarm</li> </ul>
February 18	In class discussion of readings addressing the question, <b>How can “good things” cause a chain reaction of “bad things?”</b>
<b>Week 5</b>	<b>How do systems change?</b>
February 23 <b>Summary &amp; DQs #4 Due @Beginning of class</b>	<u>Assigned readings for the week</u> <ul style="list-style-type: none"> <li>• (Zolli) Chapter 3: The Power of Clusters</li> <li>• (Zolli) Chapter 4: The Resilient Mind</li> <li>• (Zolli) Chapter 5: Cooperation When it Counts</li> </ul>
February 25	In class discussion of readings addressing the question, <b>How do systems change?</b>  <b>Group Assignments and project discussion</b>
<b>Week 6</b>	<b>How do we create resilience and sustainability?</b>
March 1 <b>Summary &amp; DQs #5 Due @Beginning of class</b>	<u>Assigned readings for the week</u> <ul style="list-style-type: none"> <li>• (Zolli) Chapter 6: Cognitive Diversity</li> <li>• (Zolli) Chapter 7: Communities That Bounce Back</li> <li>• (Zolli) Chapter 8: The Transitional Leader</li> <li>• (Zolli) Chapter 9: Bringing Home Resilience</li> </ul>
March 3	In class discussion of readings addressing the question, <b>How do we create resilience and sustainability?</b>
<b>Week 7</b> March 8-10	<b>SPRING BREAK</b>  <b>No class, of course! Be safe and come back refreshed and ready to start on Part Two of the course.</b>
<b>PART TWO: Field work, critical reflection, and analysis</b> <b>SLO:</b> Compare the study of individual components of problem solving to the analysis of entire systems.	
<b>Week 8</b>	<b>How do we conduct Community Based Research (CBR)?</b>
March 15 <b>Summary &amp; DQs #6 Due @Beginning of class</b>	<u>Assigned readings for the week</u> <ul style="list-style-type: none"> <li>• (RM) Chapter 1: But I don't Do Research?</li> <li>• (RM) Chapter 2: The Goose Approach</li> <li>• (RM) Chapter 3: Hand and Hand Together</li> </ul>

March 17	In class discussion of readings addressing the question, <b>How do we conduct Community Based Research (CBR)?</b>
<b>Week 8</b>	<b>How do we determine when, what, where? Can we be community partners without being interlopers?</b>
March 22 <b>Summary &amp; DQs #7 Due @Beginning of class</b>	<u>Assigned readings for the week:</u> <ul style="list-style-type: none"> <li>• (RM) Chapter 4: “Diagnosing”</li> <li>• (RM) Chapter 5: “Prescribing” Research Options</li> <li>• Ethics and research</li> </ul>
March 24	<b>Film: Mrs. Evers Boys</b>
<b>Week 9</b>	<b>How do we “do” this?</b>
March 29 <b>DQs #8 Due @Beginning of class</b>	<b>Guest speaker</b> <u>Assigned readings for the week</u> <ul style="list-style-type: none"> <li>• (RM) Chapter 6: “Implementing”</li> <li>• (RM) Chapter 7: “Evaluating”</li> </ul>
March 31	I will be at a conference this Thursday, so class will be on BB.
<b>Week 10</b>	<b>Change and Evaluation: Considering Race, Class &amp; Gender</b>
April 5 <b>Summary &amp; DQs #9 @Beginning of class</b>	<u>Assigned readings for the week</u> <ul style="list-style-type: none"> <li>• (RM) Chapter 8: Beyond Information</li> <li>• (BB) Evaluating Change</li> </ul>
April 7	<b>Initial Field Work Day! Meet with partners and learn about the community...</b>
<b>Week 11</b>	<b>Reports and Updates</b>
April 12 <b>Summary &amp; DQ #10 Due @Beginning of class</b>	Assigned reading: Find a scholarly article online that deals with the focus of YOUR community partner. These will be shared in class. <ul style="list-style-type: none"> <li>• Bring field work to class</li> <li>• Digital Story Boards (Instructions/Overview)</li> <li>• Discuss next steps</li> </ul>
April 14	<b>Field Work</b>
<b>Week 12</b>	<b>Reports and Updates</b>
April 19 <b>Reflection #1 Due</b>	No assigned readings <ul style="list-style-type: none"> <li>• Work on reports in class (Format/Outline/Previous Reports)</li> <li>• Discuss next steps</li> </ul>
April 21	<b>Field Work</b>

<b>Week 13</b>	<b>Project Work</b>
April 26	Field Work
<b>Reflection #2 Due</b>	
April 28	Field Work
<p><b><u>PART THREE: Analysis and personal critical reflection</u></b></p> <p><b>SLO:</b> Evaluate how system-level thinking informs decision-making, public policy, and/or the resilience of the system itself.</p>	
<b>Week 15</b>	<b>Presentations</b>
May 3	Project Presentations
May 5	Project Presentations
	<b>DUE: Group Paper</b>
<b>Week 16</b>	<b><u>FINALS WEEK</u></b>
May 10	No class
<b>Reflection #3 Due</b>	
May 12	No class
	<b>Story Board due via Blackboard portfolio due no later than 11:59 pm CST May 12</b>

**Please complete the following and return electronically to [colonnadeplan@wku.edu](mailto: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 subcategory? 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 &amp; 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 &amp; Reflective writing: How did the site and situation of the Hawaiian islands lend itself to becoming an important military holding?</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 physical landscapes of a location.	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?
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.	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?
Objective 2: Compare the local physical landscape formation and change within its position in the global physical landscapes.	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.
Objective 2: Investigate how locations fit together, with surrounding locations, in an established mosaic understanding how they contribute and connect with the others.	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.
Objective 2: Describe the local ideology and or physical landscape of a place to draw comparisons of these observations to the learner's	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.

sense of place.	
Objective 3: Describe the impact of globalization, particularly the movement of people, goods, and ideas, on the cultural and/or physical landscape.	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 Captain Cook in 1778 to becoming the 50 <sup>th</sup> 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.

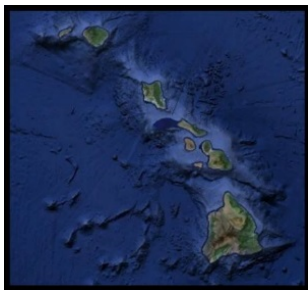
GEOG 452– Applied Geoscience Field Experiences will provide students with the opportunity to go beyond the introductory topics of a typical general education course by investigating and analyzing relevant issues in a location of interest by actually visiting and studying on-site. Course work and activities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

Amy Nemon 270-745-3082  
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[erin.greunke@wku.edu](mailto:erin.greunke@wku.edu) TPH rm. 122.

**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 28<sup>th</sup> 2015 through January 11<sup>th</sup> 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 50<sup>th</sup> 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” 3<sup>rd</sup> 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 f 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 Articles	1	150	150	15%	In Hawaii	On-Site Presentation Abstracts and Articles TBA
Oversee Story Map Project	1	250	250	25%	During & After program	
Field Journal creation	1	150	150	15%	Prior	Prior to departure: Completion by Dec.
Travel Journal	5	50	250	25%	<b>In Hawaii</b>	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 18<sup>th</sup> and 2) Sunday, November 29<sup>th</sup>.

### **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 2<sup>nd</sup> 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 2<sup>nd</sup> 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 an 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 Watch

**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](mailto: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)

LEAD 450: Leadership in a Global Context

Subcategory: Local to Global

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.

***1. Analyze issues on a local and global scale***

LEAD 450 individual reflections and group discussions will be emphasized. Students will explore important contemporary issues that are strongly impacted by uneven uses of power, ambiguous expressions of fairness, and strategic silencing and disempowerment of leadership locally and globally. Students will look at local cultural groups within the community and analyze the impacts of these diverse groups within our local culture. In doing so, they learn to evaluate and critically respond to different value systems within a range of communities. By using concepts of complex multicultural leadership paradigms, they will develop applicable tools to be utilized in this ever changing global society on local and global scale.

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

LEAD 450 students will examine problem-solving as a means to confront complex situations with cultural sensitivity and insight. This course will address interrelationships amongst cultures and subcultures. By examining various cultures, students will utilize leadership paradigms to effectively evaluate styles and behaviors of leaderships paying close attention to the cross cultural relationships based on industry, government, education, health and religion. Case studies, current issues, and course materials will be explored to further examine these relationships and reflective discussion boards will be utilized to assess these outcomes.

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

LEAD 450 addresses some of the major issues around global leadership through problem-solving and social change, including the institutionalization of inequity, the intersections of place with relations of power, such as: race, ethnicity, sexuality, class, gender identity,

nationality, religion, geography, ability, and age. Research, course materials, and videos will be used to investigate class material through multi-dimensional analyses that examine interconnectivity and intersectionality. The course addresses ways in which social constructs and intersections shape people's lives locally and globally. Course outcomes lead to the recognition of the social, political, economic, and cultural dimensions of leadership behaviors in a multicultural society.

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.

Leadership in a global context offers a unique approach to researching social and cultural leadership in a global context. Students will investigate leadership on a local and global scale by analyzing the key issues, examining those relationships, and evaluating the connections of decisions that impact individuals and communities. The course will also address the ethical issues, historic and contemporary leadership behaviors, of societies involving vulnerable and marginalized populations. In terms of contributions to the *Connections* category of the Colonnade, LEAD 450 offers students the opportunity to describe, apply, and evaluate real-world problems, become civically engaged, and have a better understanding of the local community. In addition, students will participate in a wide range of meaningful reflective practices and strategies that will allow them to analyze their personal experience in relation to others' in this global society.

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

LEAD 200 (Explorations 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.

***Describe, comprehend at deeper levels, and apply*** basic multicultural leadership perspectives and cultural competencies in an ever changing global society.

***Analyze and compare*** behaviors of effective multicultural leaders

***Understand, compare, and contrast*** tools available for measuring and improving local and globally diverse, multicultural leadership effectiveness

**Recognize** differences between leadership behaviors and issues in leadership across time periods and cultural dimensions

**Utilize** the knowledge and experiences gained from this course to continue developing their leadership competencies on a local and global scale

**Apply** gained leadership knowledge to various contexts and situations on a local and global scale

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

a. Students will submit a cultural society analysis paper and a video or powerpoint presentation analyzing a cultural society.

b. The Organizational Leadership faculty assessment team will collect a random sample of 30% of both the Cultural Society Analysis Papers and videos/powerpoints of the Cultural Society Analysis Presentations and assess them using the Cultural Society Analysis Paper Rubric (below) to ensure a minimum of a 3 on the rubric which is a pass rate of 70%. Students will be able 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 issues.

### Research Report : Cultural Society Analysis Paper

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Student Name: \_\_\_\_\_

CATEGORY	4 Excellent	3 Good	2 Needs Work	1 Poor
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Researching decisions and evaluating consequences	Information clearly relates to the main topic. It includes several supporting details and/or examples concerning decision-making and the consequences of those decisions on a local and global scale.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples concerning decision-making and the consequences of those decisions on a local and global scale.	Information clearly relates to the main topic. No details and/or examples are given concerning decision-making and the consequences of those decisions on a local and global scale.	Information has little or nothing to do with the main topic concerning decision-making and the consequences of those decisions on a local and global scale.
Analyzing issues on a local and global scale	Information clearly relates to the main topic. It examines key issues in all categories and provides several supporting details and/or examples on a local and global scale.	Information clearly relates to the main topic. It examines key issues in all categories provides some supporting details and/or examples on a local and global scale.	Information clearly relates to the main topic. No details and/or few examples are given concerning the categories on a local and global scale.	Information has little or nothing to do with the main topic concerning analysis of issues on a local and global scale.
Examining the local and global interrelationships	Information clearly relates to the main topic. It includes several supporting details and/or examples concerning interrelationship issues on a local and global scale.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples concerning interrelationship issues on a local and global scale.	Information clearly relates to the main topic. No details and/or examples are given concerning interrelationship issues on a local and global scale.	Information has little or nothing to do with the main topic concerning interrelationship issues on a local and global scale.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each. Paper has a minimum of 8 pages and a maximum of 10	All topics are addressed and most questions answered with at least 2 sentences about each. Paper has a minimum of 8 pages and a maximum of 10	All topics are addressed, and most questions answered with 1 sentence about each. Paper has a minimum of 8 pages.	One or more topics were not addressed. Paper does not meet the minimum number of pages.
Sources	All sources (information and graphics) are accurately documented in the desired format with a minimum of five creditable sources	All sources (information and graphics) are accurately documented, but a few are not in the desired format and having a minimum of five sources.	All sources (information and graphics) are accurately documented, but many are not in the desired format and having 1-4 sources.	Some sources are not accurately documented and does not have any sources.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.

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.

LEAD 450 therefore, offers a collaborative, participatory, Colonnade Connections Proposal: learning experience. Through course materials (readings, discussion boards, lectures, videos, etc.), students will gather evidence that supports the need for comprehensive understanding of leadership in a global context. Recognizing the differences, analyzing key issues, evaluating leadership styles, assessing conflict

management on a local and global scale. The final cultural society analysis paper and presentation will be evidence of the skills developed in this course.

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

The department will offer a minimum of three sections starting Fall 2016.

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

Attached

**University College**  
**School of Professional Studies**  
**Organizational Leadership**  
**LEAD 450: Leadership in a Global Context**  
*Syllabus*

Kristie B. Guffey, Ed.D.  
Phone: 270-350-0471  
Email: Kristie.guffey@wku.edu  
Office hours: by appointment

**Learning Outcomes:** upon the conclusion of this course, students will be able to:

- **Describe, comprehend at deeper levels, and apply** basic multicultural leadership perspectives and cultural competencies in an ever changing global society.
- **analyze and compare** behaviors of effective multicultural leaders
- **describe and apply** leadership theories and models through in-class exercises
- **understand, compare, and contrast** tools available for measuring and improving local and globally diverse, multicultural leadership effectiveness
- **recognize** differences between leadership behaviors across time periods and cultural dimensions
- **utilize** the knowledge and experiences gained from this course to continue developing their leadership competencies on a local and global scale
- **apply** gained leadership knowledge to various contexts and situations
- **analyze** issues on local and global scales
- **examine** the local and global interrelationships of issues
- **evaluate** the consequences of decision-making on local and global scales

**Grading.** Satisfactory completion of the objectives will be measured as follows:

- |   |            |
|---|------------|
| • Syllabus Quiz:                            | 10 points  |
| • Quizzes (7 quizzes @20pts)                | 140 points |
| • Discussion Boards (10@15 points each)     | 150 points |
| • Case Study Analysis (2 @ 100 points each) | 200 points |
| • Diverse and Cultural Environments Paper:  | 100 points |
| • Ethnocentrism Analysis Paper:             | 100 points |
| • Cultural Society Analysis Paper:          | 200 points |
| • Cultural Society Analysis Presentation:   | 100 points |

**Total: 1000 points**

Grades:

A	=	1000 - 900 points
B	=	899 - 800 points
C	=	799 - 700 points

D = 699 - 600 points  
F = 599 and below.

Given the nature of our course, students will start out with a bonus of 65 points to assist you in achieving the academic outcome you desire.

**Texts:**

*Diversity and Leadership*; by Jean Lau Chin & Joseph E. Trimble  
ISBN 978-1-4522-5789-1. This text provides students with explanations of leadership in the 21<sup>st</sup> century, paradigms for Diversity Leadership and provides a basis for culturally competent leadership discussions both in class and online.

**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 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 accommodations from the Office of Student Disability Services.

**Course Software Standards.** The course software standards are Word for word processing, PowerPoint for presentations, and Excel for presentations, and Adobe Acrobat for viewing PDF files.

**Blackboard.** Blackboard serves as a repository for course documents and communication in mass as well as a place to view grades--please visit [Blackboard](http://ecourses.wku.edu/) (<http://ecourses.wku.edu/>). Once logged in students will see a list of all courses that they are enrolled that are also using Blackboard. Select "Leadership in a Global Context" to enter LEAD 450. **If you have technical issues, please call (270) 745-7000, the WKU IT Help Desk.** The most used aspect of blackboard for this class is the "Course Documents" and "Gradebook" sections of Blackboard.

**Class Policy.** The following describes class requirements and the organization of the LEAD 450 class.

***All assignments are due by midnight on Sunday.*** For example, the assignments for lesson 1 are due by midnight on the Sunday following the first week of classes.

**All Papers and Homework.** Format for all papers is ***double-spaced, Times New Roman*** font, ***12 pitch, one inch margins*** and ***APA*** style. If you prefer to use another style (Chicago, MLA, etc.) please indicate the style on the cover sheet/first page.

**Discussion Board Questions.** Each student will participate in discussions frequently and **will receive a grade for each discussion question** based on the rubric below.

*No Credit.*

- "I agree."
- "Wow that must have been really annoying!"
- "I'll check."
- "Visit [www.cnn.com](http://www.cnn.com)" [These 4 are fine to do and viewed favorably as signs of sociability, but they don't reveal thoughtfulness about the course material.]
- "In my humble opinion, this situation is one that requires a lot of thought and expertise before an answer can be achieved. It is something the experts will debate for many years, no doubt." [However lengthy, there is no content in this posting.]

*Borderline Credit:*

- "I agree. The theory you bring up is similar to Wechsler's original justification for his theory of intelligence (p. 100 text)." [Not enough information.]
- "Wow that must have been really annoying! I once was trying to take a standardized test and the teacher started giving out the answers. I really question the validity of that measure." [Not clear if the person knows what validity is or is just using it because it sounds good there.]

*Solid Credit:*

- "Wow that must have been really annoying! When I was in 3<sup>rd</sup> grade we were given a standardized test and the teacher started giving out the answers while we were taking the test. Since the test was supposed to tap a person's existing knowledge getting the answers would invalidate the whole thing because it wasn't our knowledge. The teacher should not have given all the correct answers. Someone looking at the results would have gotten suspicious if everyone got 100% since the tests are designed to have some very hard items that almost no one can get right." [A bit forced but does reveal that the person can think about how the material is applied.]
- "Visit <http://www.cnn.com> this week (right hand side click on 'Exams in the News'). They have an entire section on the controversy of standardized testing in the public schools. I particularly liked the section by Smith on test construction. It helped me understand the section in our text (p. 140) about how hard it is to write test questions and how they have to be checked by several people." [Cites sources, mentioned specifics. provides a brief review of why we should go and where.]
- [In response to a request for a definition of creativity] "I think that creativity is willingness to take risks. I have a friend who is a creative dress-maker and another who is a creative painter and they always shock me a little. I have another friend who can carve anything as long as he has a model- but he can't make up his own designs so I don't think he is creative. His work is always boring. I think this fits best with Gardner's model of intelligences, particularly the person who knows himself well (Intrapersonal). You have to know yourself in order to be different from everyone else." [Answers the asked question, not something else, gives examples and connects to course material.]

**Each discussion question is worth 15 points.** To receive 13 of the 15 points for each discussion board question, students must 1) answer the question; 2) apply an appropriate leadership theory/aspect/practice to the answer; and 3) provide an example (can be personal) that illustrates your answer. Providing these three aspects earn students 13 points. Students earn the other 2 points by their active participation regarding the question by posting comments to other student posts within your group.

- Online discussion is generally looser and more free-flowing than face-to-face. Students should exercise a basic respect for one another and not engage into derogatory arguments. Although free-flowing and somewhat informal, students ***MUST use correct grammar, spelling, and punctuation during the postings!***

**Diverse and Cultural Environments Paper.** Students will write a two-page summary of different cultural environments in which we live in today. Identify some problematic situations that might occur for a multicultural or bicultural person. What coping strategies might a person need to effectively deal with such situations? A discussion of the diversity and global perspectives is provided in the text. Upload the paper to the provided link in the *Submit Assignments Here* menu selection in Blackboard.

**Case Study Analysis.** Student will read the assigned case studies then answer the questions at the end of the case study. When answering the questions, students should incorporate key aspects of the lesson into answers and not just answer the question. Each case study is worth 100 points. Students will post case study analysis to the provided link in the *Submit Assignments Here* menu selection in Blackboard.

**Ethnocentrism Analysis Paper.** Students will write a two-page paper first by illustrating the ethnocentric stages of denial, defense or minimization of cultural differences, Next outline strategies to transform the individual into a more culturally competent individual or group. Upload the paper to the provided link in the *Submit Assignments Here* menu selection in Blackboard.

**Intellectual Property.** It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. The instructor expects students to post only material that is the students by right of creation unless the student gives proper credit and indications. The plagiarism policy applies on the Internet too. Images, sounds and other multimedia are included in copyright law. (For example, professionally done photos as for high school yearbooks belong to the photographer. People only purchase copies.) It is common to receive E-mails with amusing articles or other materials. Be aware that it might be an illegal copy and exercise caution in forwarding it. It may also contain a virus.

On the plus side, ideas cannot be copyrighted. Students can share the most important part of a website as long as it is in the student's own words or interpretation.

**Incompletes.** A grader of "X" (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the professor. A

grade of "X" received by a student will automatically become an F unless removed within twelve weeks of the next full term (summer term excluded). Incompletes must be pre-approved by your professor.

### **Cultural Society Analysis Paper.**

LEAD 450 students will choose and conduct an assessment of a society analyzing its multicultural society, leadership styles, and cultural norms. Students must have the society (country, state, region, etc.) of their analysis approved by the instructor. Here are the requirements of this assessment:

1. Your paper will be written using the American Psychological Association (APA) format, Times New Roman font, 12-pitch, double spaced, one inch margins top, bottom and sides. Please review your paper for proper grammar. **10 points**
2. Students must cite a minimum of **five** primary sources in the bibliography. A primary source is a book on that person, an article out of an academic journal (Newsweek, US New and World Report, Time, etc. are NOT academic journals) as well as written essays about that person. The key is use publications created by authors who directly observed the public figure. **Internet articles are usually not primary sources!**  
**15 points**
3. Introduction of country/culture: brief background, geography, environment, monies, agriculture, ethnicities, education, health, government, economy, and literacy. CIA fact book is an excellent, credible source to get the latest facts. **50 points**
4. Students analyze their society focusing on the following concepts in each of the above categories (mentioned in the introduction) giving evidence: identifying leadership styles, self-awareness, interrelationships, negotiation, communication, decision making, problem solving and managing conflict on a local and global level. Provide examples and evidence. Example: In the health sector, identify leadership styles, self-awareness, decision making, managing conflict and how those are interrelated with other sectors and the pros and cons of management/leadership decisions. **75 points**
5. Students should also provide a brief overview and conclusion of their society. The introduction should include a short history. This should be no more than two pages for both the introduction and conclusion. **20 points**
6. The total length of this analysis paper is 8 pages of written text, not including the cover page and reference page, plus or minus 1page. **10 Points**
7. Overall impression. **20 points**

8. The rubric that will be used is below:  
Cultural Society Analysis Paper Rubric

**Research Report : Cultural Society Analysis Paper**

Student Name: \_\_\_\_\_

CATEGORY	4 Excellent	3 Good	2 Needs Work	1 Poor
Researching decisions and evaluating consequences	Information clearly relates to the main topic. It includes several supporting details and/or examples concerning decision-making and the consequences of those decisions on a local and global scale.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples concerning decision-making and the consequences of those decisions on a local and global scale.	Information clearly relates to the main topic. No details and/or examples are given concerning decision-making and the consequences of those decisions on a local and global scale.	Information has little or nothing to do with the main topic concerning decision-making and the consequences of those decisions on a local and global scale.
Analyzing issues on a local and global scale	Information clearly relates to the main topic. It examines key issues in all categories and provides several supporting details and/or examples on a local and global scale.	Information clearly relates to the main topic. It examines key issues in all categories provides some supporting details and/or examples on a local and global scale.	Information clearly relates to the main topic. No details and/or few examples are given concerning the categories on a local and global scale.	Information has little or nothing to do with the main topic concerning analysis of issues on a local and global scale.
Examining the local and global interrelationships	Information clearly relates to the main topic. It includes several supporting details and/or examples concerning interrelationship issues on a local and global scale.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples concerning interrelationship issues on a local and global scale.	Information clearly relates to the main topic. No details and/or examples are given concerning interrelationship issues on a local and global scale.	Information has little or nothing to do with the main topic concerning interrelationship issues on a local and global scale.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each. Paper has a minimum of 8 pages and a maximum of 10	All topics are addressed and most questions answered with at least 2 sentences about each. Paper has a minimum of 8 pages and a maximum of 10	All topics are addressed, and most questions answered with 1 sentence about each. Paper has a minimum of 8 pages.	One or more topics were not addressed. Paper does not meet the minimum number of pages.
Sources	All sources (information and graphics) are accurately documented in the desired format with a minimum of five creditable sources	All sources (information and graphics) are accurately documented, but a few are not in the desired format and having a minimum of five sources.	All sources (information and graphics) are accurately documented, but many are not in the desired format and having 1-4 sources.	Some sources are not accurately documented and does not have any sources.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.



**Cultural Society Analysis Presentation.** Students will create a video and post the video to the link provided in the *Submit Assignments Here* menu of Blackboard. The video should provide an overview of the chosen leader analysis. The video should not be more than **eight minutes** in length. If students do not want to create a video, they may submit a PowerPoint presentation, instead of the video. If you choose to submit a powerpoint instead of a video, then the powerpoint must be in notes format (please contact me if you are not sure what this is), on their chosen leader. The Powerpoint presentation will be submitted in the same location as the video.

**The Learning Center.** Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, A330) 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 is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a thirty-two machine Dell computer lab to complete academic coursework. Additionally, TLC 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. [www.wku.edu/tlc](http://www.wku.edu/tlc) (270) 745-6254

**TLC @ DUC**

Sunday	4:00 pm – 9:00 pm
Monday – Thursday	8:00 am – 9:00 pm
Friday	8:00 am – 4:00 pm

**TLC @ FAC**

Monday – Tuesday	1:00 pm – 7:00 pm
Wednesday – Thursday	9:00 am – 5:00 pm
Friday	2:00 pm – 4:00 pm

**TLC @ Keen**

Sunday – Thursday	6:00 pm – 11:00 pm
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**TLC @ McCormack**

Sunday – Thursday	6:00 pm – 11:00 pm
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**TLC @ PFT**

Sunday – Thursday	6:00 pm – 11:00 pm
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(PFT residents and their guests only)

**Cheating and Plagiarism.** To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a very serious offense and not tolerated. The academic work of students must be their own. Students must give the author(s) credit

for any source material used. To copy 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. Works submitted for any other class is also not acceptable. Assignments that have been plagiarized receive a grade of "F" and could result in a student failing the course. The instructor may check student work by using plagiarism software. Please refer to the "academic offenses" section of the WKU Student Handbook: [http://www.wku.edu/judicialaffairs/2004-05Handbook/12\\_AcademicOffenses.pdf](http://www.wku.edu/judicialaffairs/2004-05Handbook/12_AcademicOffenses.pdf) for more details.

**Privacy Matters.** The Internet may change or challenge notions of what is private and what is not. The instructor prefers to provide disclosure up front so students know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. Students are relatively protected by the password but no one can guarantee privacy on-line. Part of the privacy for every student depends on the actions of each individual student.

- The course software used enables the instructor to know which students have logged in, where in the course site they have visited, and how long they have stayed. The technology support people have access to information posted at the site.
- Course Security: In the event students use a public terminal (say at a hotel or library) completely close the browser software when finished. This will prevent another person from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students.
- Do not allow access to the course to those not registered in the course.
- Guard your password and change it from the one assigned at the start of the term. (Go to Student Tools).
- Students sometimes want to discuss their grade via e-mail. E-mail is NOT secure or private. If an individual student requests his/her grade, the instructor can not legally send to that student his/her grade through e-mail without a legal signature from that student on a permission form. (An instructor may e-mail the typical group listing with obscured names.)
- Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for disciplinary action of all parties involved.

## **Colonnade Connections Course Proposal Social and Cultural Subcategory**

Proposal Contact Name, E-mail, and Phone: Cort Basham ([cortney.basham@wku.edu](mailto:cortney.basham@wku.edu), 270-745-6343)

College and Department: Interdisciplinary Studies

Proposal Date: 02/21/16

### **1. Course Details:**

1. Course prefix (subject area), number and title: **IDST 390: Applications of Interdisciplinary Studies**
2. Credit hours: **3.0**
3. Prerequisites<sup>1</sup>: **Junior Standing or minimum 21 completed Colonnade hours**
4. Crosslisted and/or equivalent courses (prefix and number): **None**
5. Expected number of sections offered each semester/year: **1 each semester, 1 in summer**
6. Is this an existing course or a new course? **Existing**
7. Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) **Main Campus, Regional Campuses, and/or Online**

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

From the original course proposal:

*This course allows for the direct application of an interdisciplinary approach to learning to a specific cultural topic or theme. Major theories and models of IDST, such as those set forth by academic specialists Julie Thompson-Klein, William Newell and Allen Repko, will provide a foundation for exploring an overarching concept in an interdisciplinary manner. As our students in the BIS degree have diverse scholarly backgrounds and emphasis areas of study, they will learn how to integrate and collaborate in their individual research surrounding one concept. By confronting the same theme via their unique concentrations we will foster a better understanding of what it means to work, study, and interact in an interdisciplinary manner.*

Various departmental faculty could teach this course themed with content that best allows them to teach the principles and methods outlined in core course readings. The primary purpose is to explore a complex phenomenon in an interdisciplinary manner. In this proposal, substantial adaptations have been made to intentionally align these pursuits with Colonnade Connections and Evidence and Argument criteria.

**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.

Interdisciplinary Studies, by definition, examines complex phenomena through various disciplinary lenses. Seeing a given phenomenon from intentionally selected disciplinary points of view yields specific, disciplinary insights about the selected phenomenon. When a student gathers insights from multiple, intentionally selected disciplines, they can then work to integrate those various

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

insights in order to achieve a more comprehensive understanding of that the researched phenomenon.

For example, many disciplines can offer insights regarding a question like “How did coffee become a global drink?” Economics, geography, chemistry, history, agriculture, and many other disciplines are equipped to offer discipline-specific insights regarding this question. In this and other IDST courses, students work to address questions like the one given here through different disciplinary lenses. This fosters appreciation for the range of disciplines, the work that disciplines do, the connectedness of knowledge, and how integrating these insights yields a richer understanding of coffee as a global drink.

The attached documents demonstrate how this course will serve as a Colonnade capstone learning experience Through this course, students will see their acquired “lenses” from prior studies in Colonnade Foundations and Explorations courses (as well as their chosen discipline or major areas emphasis) at work in dealing with complex phenomena. Although no one is expert in all disciplines, it allows the student to recognize and employ a range of disciplines in an effort to synthesize different types of knowledge.

In the documents attached, a detailed plan for an IDST 390 course themed with The End(s) of the World demonstrates in greater depth how it this class will serve as a Connections course.

**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)
<i>Example: 1. Analyze the development of self in relation to others and society.</i>	<i>Example: Students will consider various theories of vice that examine how one’s background (including one’s culture) and situational influences contribute to the development of character. For example, students will discuss possible cultural and societal influences of tragedies such as the Holocaust and the Rwandan Genocide as well as the impact of traumatic experiences in childhood on a person’s development. Students will analyze both how bad individuals come to power as well as how groups interact in the face of evil.</i>
1. Analyze the development of self in relation to others and society.	Students will explore their existing lenses for seeing the world and how these lenses were developed from their geography, parents, academic studies, various environments, and other life experiences. Students will better understand how all individuals possess limited views of reality. Further, they will better understand how exercising different disciplinary ways of seeing the world helps makes sense of a complex world and diversity of societies.

	<p>For example, in The Ends of the World course, students will analyze social and cultural influences on dominant views of The End in American Culture including but not limited to how images from the biblical book of Revelation find their way into mainstream thinking on how the world might end. Imagery from Revelation shows up in popular films, television, music, and art. One does not have to be a religious studies expert to see how these images manifest. By reading and examining Revelation as a story, students will understand where ideas like the Antichrist (though that word is not present in Revelation!), the number 666, and popular images of heaven as a city made of gold, pearls, and other precious materials have their basis.</p>
<p>2. Examine diverse values that form civically engaged and informed members of society.</p>	<p>Initial readings (especially Repko and Ruggiero) help students recognize how all thinking is influenced by many factors including place in time, geography, media, and various other aspects of one’s given culture and set(s) of environments and experiences. Core readings focus on understanding how beliefs develop, how to evaluate the basis of those beliefs, and how to seek evidence which clarifies, deepens, and/or challenges existing assumptions.</p> <p>For example, the Ends of the World course includes an initial assignment in which students reflect on what they believe and do not believe about how the world might end. From where do these assumptions and beliefs originate? A diverse set of values inform the questions “what does it mean to be human?; “what happens when I die?; “how will the world most likely end?; and other related questions. Students will explore these questions with the goal of critically evaluating on what evidence they base their existing beliefs and on what evidence informed larger cultural beliefs about The End.</p>
<p>3. Evaluate solutions to real-world social and cultural problems.</p>	<p>One assumption in IDST (discussed explicitly in Newell and Repko) is that solving complex problems by definition requires interdisciplinary problem solving. If a problem is not complex, it falls into the purview of one discipline. If it is complex, it requires examination from a variety of disciplines or points of view to achieve a more comprehensive, yet still imperfect, understanding. This line of reasoning is made explicit in the work of both Repko and Newell as well as other course readings.</p> <p>The Repko text contains multiple sections which discuss how IDST is needed to address complex, “real world” problems. In fact, this is precisely the language he employs. Repko entitles his opening chapter “Interdisciplinary Studies in the Real World.” He then argues for the need for IDST and notes “Six Drivers of Interdisciplinary Studies” in order to address the power of IDST</p>

	<p>in real-world problem solving. Therefore, students will engage with this idea and this specific language not only in material designed by the instructor fitted to this SLO, but they will also read a foundational text that approaches real-world social and cultural problems in this very manner.</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 the original IDST 390 course proposal:

- *The student will gain new insight through collaborative methods of integration toward the question at issue or research topic in ways that cannot be solved by one area of study.*
- *Each individual will learn how interdisciplinary methods synthesize multiple perspectives and different backgrounds.*
- *The student will demonstrate their interdisciplinary awareness of the main issue in a research portfolio or critical project.*

Proposed Adapted SLOs on the attached syllabus:

- **Colonnade Connections SLO #1. Analyze the development of self in relation to others and society.** Each student will learn how interdisciplinary methods synthesize multiple perspectives and different backgrounds. This raises awareness of each person’s limited, but valuable perspective in larger conversations surrounding our complex world.
- **Colonnade Connections SLO #2. Examine diverse values that form civically engaged and informed members of society.** The student will demonstrate their interdisciplinary awareness of the main issue in a research portfolio or critical project. Intentionally selecting the most appropriate disciplines for a given phenomenon allows students to better grasp the underlying assumptions of various disciplines and cultures.
- **Colonnade Connections SLO #3. Evaluate solutions to real-world social and cultural problems.** The student will gain new insight through methods of integration toward the question at issue or research topic in ways that cannot be addressed by one area of study. Achieving a deeper understanding of the complexity of one phenomenon allows students a way to practice seeing other complex, real-world problems from various perspectives and effectively communicate the limits of disciplines and interdisciplinarity.

As an example, in an IDST 390 course themed with “The End(s) of the World”, all stated course outcomes would manifest through students intentionally selecting disciplines to examine complex phenomena related to the end of the world. These disciplines could potentially include but are not limited to religious studies, environmental studies, biology, physics, astronomy, literature, film studies, pop culture studies, music, art, or any number of other disciplines. In fact, showing students how nearly all disciplines have something to say about The End helps them recognize the complexity of the issue at hand and the value of disciplinary perspectives and interdisciplinary synthesis. The focus here is on intentional selection of two or three disciplines as lenses through which to see a selected phenomenon in order to gather specific disciplinary insights and integrate them in attempt to see that given phenomenon in a new, more comprehensive way.

**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.

<b>Connections Student Learning Outcomes</b>	<b>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.</b>	<b>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.</b>
<p>1. Analyze the development of self in relation to others and society.</p>	<p><b><i>The 6-8 page final paper is the artifact for assessment. See attached syllabus for details of the final paper assignment and rubric.</i></b></p>	<p>This course will be offered once per semester (including once in the summer), with 30 enrolled, so a 20% sample will be randomly selected from all students who complete the course in a single academic year. Two University College faculty members, one who regularly teaches the course and one who does not, will individually evaluate the final paper using the Connections rubric attached to this application, which provides an individual rating for each Connections SLO as well as an overall rating. The initial goal will be that 70% of students are rated as “Milestone 2” for each Connections SLO, and no student is rated at “Benchmark” for each Connections SLO. Additionally, an overall rating of Milestone 2 for 85% of students is desired. Assessment goals will be revisited after an initial three-year cycle. The three-year cycle will also be used to accumulate enough assessment data to make meaningful comparisons between Bowling Green campus, IVS-Glasgow, IVS-Elizabethtown, and IVS-Owensboro student learning experiences.</p>

2. Examine diverse values that form civically engaged and informed members of society.		
3. Evaluate solutions to real-world social and cultural problems.		

**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 will utilize the Connections rubric linked above in item 6b. This has been adapted and is included at end of Attachment #2 in 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 E&A Artifact will be the same artifact referenced in 6A.

**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.*

Attachment #1: IDST 390 syllabus for Online Summer Course

Attachment #2: Detailed assignment for the Colonnade Connections Assessment and Evidence and Argument Artifact



## ATTACHMENT #1: SYLLABUS

**IDST 390: Applications of IDST: The End(s) of the World**

**Summer 2016**

**Cort Basham**

**Instructor, Interdisciplinary Studies**

Office: Tate Page Hall 262

Phone: 745-6343

Office Hours: MWF 1pm-2:30pm; Tuesday and Thursday 11am-12pm.

Email: [cortney.basham@wku.edu](mailto:cortney.basham@wku.edu) (Preferred contact method. I check this quite often daily.)

All thinking has purpose and generates questions. Teaching and learning help us to become better thinkers by intentionally engaging in the questioning/answering/thinking process daily. It also affords us boundless opportunities to practice the vital process of critical thinking. In the end, the goal is to foster adaptive, flexible minds which appreciate the complexity of life and “connect the dots” of being human. It should be said that this course is a reading- and writing-intensive course. Failure to engage in these activities will be detrimental to course performance and final grade.

### **Course Description:**

This course allows for the direct application of an interdisciplinary approach to learning to a specific cultural topic or theme. Major theories and models of IDST, such as those set forth by academic specialists Julie Thompson-Klein, William Newell, and Allen Repko, will provide a foundation for exploring an overarching concept in an interdisciplinary manner. Students in the BIS degree have diverse scholarly backgrounds and emphasis areas of study, so you will learn how to integrate and collaborate in your individual research surrounding one concept. By confronting the same theme via your unique concentrations, you will foster a better understanding of what it means to work, study, and interact in an interdisciplinary manner.

This particular course will focus on the various ways humans have thought about the “end of the world” (hereafter referenced as “The End”) as a means for understanding IDST. This topic is interdisciplinary in nature, as many popular views on The End stem from religion, science, technology, geology, war, astronomy, biology, and the list goes on. In many cases, The End comes from an overlap of these areas. A few examples of these overlaps include God sending an asteroid to destroy the earth; nuclear fallout from a global religious war; technology paving the way for an Antichrist figure; or human choices leading to a global climate meltdown or massive pandemic. These scenarios and many others surface in popular culture of all sorts in the USA and elsewhere. In short, how people think about The End affects how they live in the present, and examining those realities provide rich ground for interdisciplinary thought.

Students in this course will investigate, discuss, and critique the issues, ideas, and theories relevant to interdisciplinary study. This is a research-intensive class that requires students to read, write, and orally participate in and out of class. Especially important will be demonstrating the questioning, answering, and thinking process through the integration of multiple disciplines.

### **Student Learning Outcomes (SLOs):**

- **Colonnade Connections SLO #1. Analyze the development of self in relation to others and society.** Each student will learn how interdisciplinary methods synthesize multiple perspectives and different backgrounds. This raises awareness of each person’s limited, but valuable perspective in larger conversations surrounding our complex world.

- **Colonnade Connections SLO #2. Examine diverse values that form civically engaged and informed members of society.** The student will demonstrate their interdisciplinary awareness of the main issue in a research portfolio or critical project. Intentionally selecting the most appropriate disciplines for a given phenomenon allows students to better grasp the underlying assumptions of various disciplines and cultures.
- **Colonnade Connections SLO #3. Evaluate solutions to real-world social and cultural problems.** The student will gain new insight through methods of integration toward the question at issue or research topic in ways that cannot be solved by one area of study. Achieving a deeper understanding of the complexity of one phenomenon allows students a way to practice seeing other complex, real-world problems from various perspectives and effectively communicate the limits of disciplines and interdisciplinarity.

## Readings

### REQUIRED (to be acquired by each student)

Kyle, Richard. *The Last Days Are Here Again*. Baker, 1998.

Repko, Allen F. *Introduction to Interdisciplinary Studies*

All other required readings are posted as PDF files, handouts, or links on the Blackboard website for the course. Some readings may have more than one file to keep the size of the file small and thus, easier to access. Completing all readings provides context for discussions and assignments and is vital to success in this course. These include but may not be limited to the following:

Boyer, Paul S. *When Time Shall Be No More*. (Selected pages)

Cohen, Paul A. "The Apocalyptic Strain in Popular Culture: The American Nightmare Becomes the American Dream." *Hedgehog Review* (Summer 2013).

[http://www.iasc-culture.org/THR/THR\\_article\\_2013\\_Summer\\_Cantor.php](http://www.iasc-culture.org/THR/THR_article_2013_Summer_Cantor.php)

Newell, William H. "The Role of Interdisciplinary Studies in the Liberal Arts." *Liberal Arts Online* Volume 7 Number 1 (January 2007).

<http://webshare.northseattle.edu/IS/readings/The%20Role%20of%20Interdisciplinary%20Studies%20in%20Liberal%20Arts.htm>

Ruggiero, Vincent R. *Beyond Feelings: A Guide to Critical Thinking*. Ninth Edition. New York: McGraw-Hill, 2012. <http://dl.keywin.org/e/2/e2af12a66b80fb72fe75bd1f42cc8431.pdf>

Trafton, Joseph L. *Reading Revelation*. (Selected pages)

In addition to required readings, each student will be responsible for reading and interpreting the articles, essays, and textual information gathered as part of their own research projects. Some of the course readings may serve as sources for the paper in certain situations.

## Grading Policy:

**All graded components are listed below. A detailed assignment will be provided for each component at the appropriate time.**

Five one-to-two page reading reflections **(200 points total [40 points each])**

Five Blackboard Discussion Boards **(200 points total [40 points each])**

Three Short Essays **(300 points total [100 points each])**

for each of the three (2-3 page) Essays

- Essay #1: How Will It End? A Reflection on Personal Beliefs and Assumptions **DUE: Wednesday, MAY 18 by 11:59pm**
- Essay #2: Reading Revelation: Imagery of The End in the New Testament Book of Revelation **DUE: Sunday, MAY 22 by 11:59pm**
- Essay #3: Film Analysis (the chosen film must be approved by the instructor) **DUE: Wednesday, JUNE 8 by 11:59pm**

***Colonnade Connections Assessment and Evidence and Argument Artifact***

Final paper (6-8 pages, minimum of six scholarly sources) related to a question about The End **(200 points total)**.

1. Research proposal (25 points).
2. Initial Source List (25 points)
3. Final paper (150 points). **DUE: Wednesday, JUNE 15 by 11:59pm**

Final Semester Reflection **(100 points)**

**1000 POINTS TOTAL**

**Course Outline:**

**This is NOT the sum total of work for this course, as there will be daily postings, audio “musings”, and other course documents to be accessed, read, and interacted with throughout the course. However, this will provide you a concise overview of the major readings and all graded assignments.**

**WEEK ONE: Understanding Interdisciplinary Studies and The End as a Concept**

**READINGS**

**Repko Introduction, Chapters 1, 2, and 5**

**Newell essay**

**Book of Revelation**

**Selected Chapters from Kyle**

**ASSIGNMENTS**

**Essay 1: How Will It End? Reflection (DUE Wed, 5/18)**

**Discussion Board #1: Understanding IDST (DUE Thurs, 5/19)**

**Reading Reflection #1: Newell, Repko, & Kyle (DUE Fri, 5/20)**

**Essay 2: Reading Revelation Reflection (DUE Sun, 5/22)**

**WEEK TWO: “The Last Days Are Here Again”: History and Contexts of The End**

**READINGS**

**Repko 9 & 10**

**Selected chapters from Trafton**

**Selected chapters from Kyle**

**ASSIGNMENTS**

Research proposal (DUE Wed, 5/25)

Discussion Board #2: Imagery of Revelation in American Culture (DUE Thurs, 5/26)

Reading Reflection #2: Trafton & Kyle (DUE Sun, 5/27)

Select film for Essay 3 (DUE Sun, 5/27)

**WEEK THREE: A Variety of Ends**

**READINGS**

Selected chapters from Kyle

Selected pages from Boyer

Ruggiero 1, 2, & 3

**ASSIGNMENTS**

Discussion Board #3: The Variety of Ends (DUE Thurs, 6/2)

Research source list (DUE Friday, 6/3)

Reading Reflection #3: Boyer, Kyle, and Ruggiero (DUE Sun, 6/5)

**WEEK FOUR: The End in American Popular Culture**

**READINGS**

Selected chapters from Kyle

Selected pages from Boyer

Ruggiero 6 & 7

Cantor Essay

**ASSIGNMENTS**

Discussion Board #4: Rise of the Zombies (DUE Thurs, 6/9)

Reading Reflection #4: Boyer, Cantor, Kyle, & Ruggiero (DUE Sun, 6/12)

Essay 3: Film Analysis (DUE Sun, 6/12)

**WEEK FIVE: The Future of the End & the World Without Us**

**READINGS**

Selected chapters from Kyle

Weisman, a brief selection from *The World Without Us*

**ASSIGNMENTS**

Discussion Board #5: The World Without Us (DUE Wed, 6/15)

Reading Reflection #5: Kyle & Weisman (DUE Wed, 6/15)

Final Paper\* (DUE Thurs, 6/16)

Semester Reflection (DUE Fri, 6/17)

\*The final paper will consist of a longer, more detailed essay (6-8 pages) with visuals or data presented in an attempt to wrestle with an interdisciplinary question regarding The End. The

student must formally submit a proposal for research by the set deadline for instructor approval. After approval, the student must then compile an initial source list by the set deadline. Ultimately, these papers are meant to feature the student's interdisciplinary methods of approach to their question and demonstrate work consistent with the course's listed Student Learning Outcomes (SLOs). There will be specific due dates and requirements for each stage of the project.

Each student will be responsible for completing all of the assigned materials to be able to actively participate (in a well-informed manner) in Blackboard discussions. Specific instructions and due dates will be given for each graded assignment.

Your participation is directly related to the success in this course (both individually and collectively). Success in this course consists of class contribution, written work, and various other assessments. Since the class is a building process, there are various costs related to missing any one reading, class meeting, or assignment. Circumstances will only be considered at the discretion of the professor with as much fairness as possible. Moreover, "patterns" of behavior often prove most telling regarding a student's level of engagement in any given course. Therefore, strive to establish a pattern of consistency regarding all course components.

Grading will be based on the assessment of the student's performance in completing each of the course requirements. Furthermore, **all activity and submissions done via electronic technology are the sole responsibility of the student.** That is, if you post something without the submission/text being recorded (like posting a document that cannot be opened or is empty), it is **not** a credit toward handing it in on time. Always re-check and make sure it posted correctly. Of course, your accessibility to Blackboard for course requirements and your navigation of the Internet for research, images, web links, articles and media files are all mandatory. Do not wait to check on accessibility to important course files or downloadable files from Library Internet sites until the last minute.

### **Blackboard, Net-tiquette (Etiquette for Online Activities), and Online Policies**

For all written work, your responses should be done in a **college level writing** style (proper spelling and grammar) and clearly address the issues being discussed.

**Class emails will be sent via Blackboard to students – you must check and use your university registered email account for this class.** Please use proper headings (I.E., be specific in the subject line) and your name at the end for all emails. If you utilize an email address other than your WKU account, be aware that the professor's university required filter for spam might not allow the receipt of your email. Additionally, unless requested by the professor, do not send email submissions in place of Blackboard assignments.

All information and readings shared via Blackboard by the professor and for student coursework will be "done for educational purposes only" to maintain copyright laws. However, the professor retains the rights to all personally created pedagogical materials for this course.

For ALL difficulties or problems with Blackboard, library access, software issues or hardware problems, you must pursue every avenue at hand before contacting the professor. Blackboard has a terrific "Help" section to assist you with this course and concerning the different technical issues or procedures. WKU's Informational Technology website, <http://www.wku.edu/it/> offers online help and video tutorials (there are videos just for helping you with Blackboard). Even their Helpdesk has a live chat or phone option (270)745-7000. Additionally, the WKU Library site,

<http://www.wku.edu/library/> has different help sections, including an online ask-a-librarian, to assist you with the location of materials.

### **Writing Requirements:**

When working on the essays or the final project, think about how your writing exhibits your understanding of the material covered in the readings or other course activities. Use your critical thinking and various skill sets to draw your own conclusions. **Do not use non-adjudicated sources for any information in this course** – this includes websites like Wikipedia or Ask.com and the like.

Additionally, you will be expected to maintain professional attitudes regarding all aspects of your readings, written assignments, and outside research throughout the semester. In addition, I must remind you that **academic dishonesty of any sort will not be tolerated**. Please consult the WKU student code for references to academic dishonesty and disciplinary measures. **If you take another person's work or ideas and represent them as your own, it is considered plagiarism**. If you have questions or concerns on writing or citing sources, ASK me. As we are working with the Internet for research on a regular basis – **always keep track of your sources** – by including the website addresses with saved downloaded files or referenced material. You must practice becoming meticulous in documentation of your sources.

If you have questions concerning writing at the college level, I suggest contacting the WKU Writing Center or consult the website for all students at <http://owl.english.purdue.edu/> for more information. In this class, and most all courses, student work will be checked by plagiarism detection software. Please think about how you utilize information in every course and never misrepresent or fail to give credit to outside sources in all of your writing. In other words, it must be your work.

### **Other Concerns:**

The professor reserves the right to make any changes to the course or syllabus when necessary for attaining the course objectives within the semester timeline. All students will be notified in writing of all changes within a reasonable timeframe.

Reasonable accommodation will be provided for all persons with disabilities. For calendar and scheduling purposes, any necessary adaptation should be identified within the first week of the course. 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 WKU Office of Student Disability Services at the Student Success Center (DUC A200). The phone number is 745-5004; TTY is 745-3030. Per university policy, please do not request accommodations directly from the professor without a letter from the OFSDS. You may also contact them for questions and concerns.

## **ATTACHMENT #2**

### **Final Paper**

**This assignment will serve as both the Colonnade Artifact and Evidence & Argument Artifact addressed in items #6A and #7 in the Colonnade Program Course Proposal: Connections Category application.**

This final project will consist of a longer, more detailed essay with visuals or data presented in an attempt to wrestle with an interdisciplinary question regarding The End.

1. The selected topic must be verified by professor prior to starting the project and approved after submitting a one-page research proposal. This proposal should communicate 1) how this phenomenon is complex and requires IDST; 2) how this phenomenon constitutes an appropriate choice for this course; and 3) which two or three specific disciplines will be employed by the student in the research. (25 points)
  
2. An initial source list must also be submitted for approval before moving into the final stages of completing the paper. Minimally, two distinct disciplines must be represented in the source list (minimum of six scholarly sources). Avoid DotCom sources, Wikipedia, Ask.com, and similar sites. Ultimately, these papers are meant to feature the student's interdisciplinary methods of approach to their question. (25 points)
  
3. The final paper should consist of the following sections and will be graded on your effectiveness in addressing these components (150 points):
  - a. Introduction and establishment of the IDST phenomenon
  - b. Rationale of chosen disciplines employed in the research
  - c. Discussion of insights from discipline #1
  - d. Discussion of insights from discipline #2
  - e. Discussion of insights from discipline #3 (if applicable)
  - f. Synthesis of disciplinary insights
  - g. Discussion of connections to core IDST course readings (Repko, Newell)
  - h. Attempt to apply new learning to larger social and cultural issues
  - i. Conclusion and next questions
  
4. All papers must follow MLA, APA, or Chicago format. The default style for IDST scholars is APA, but if your prior major or emphasis area relies on one of the others you may use the style with which you are most skilled and comfortable. Follow all citation rules and refer to the Purdue OWL as a first source for all writing questions.

**GRADING RUBRIC**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Connections Student</b>	<b>Poor</b> (does not meet basic)	<b>Competent</b> (meets basic)	<b>Good</b> (exceeds basic)	<b>Excellent</b> (far exceeds)

<b>Learning Objectives</b>	expectations)	expectations)	expectations)	expectations)
<b>Analyze the development of self in relation to others and society.</b>	Does not clearly recognize the value of disciplinary and IDST perspectives in broader cultural conversations surrounding complex phenomena	Recognizes the value of disciplinary and IDST perspective in broader cultural conversations surrounding complex phenomena	Attempts to communicate the value of disciplinary and IDST perspective in broader cultural conversations surrounding complex phenomena	Effectively communicates the value of disciplinary and IDST perspective in broader cultural conversations surrounding complex phenomena
<b>Examine diverse values that form civically engaged and informed members of society.</b>	Does not draw insights from at least two disciplines; and/or relies on weak sources	Draws insights from at least two disciplines from mostly strong sources	Draws insights from at least two disciplines from a strong set of sources	Draws insights from at least two disciplines from a strong set of sources and demonstrates an understanding of the value and limit of disciplinary and interdisciplinary perspectives
<b>Evaluate solutions to real-world social and cultural problems.</b>	Does not attempt to synthesize insights	Attempts to synthesize insights of at least two disciplines	Effectively synthesizes insights from at least two disciplines and attempts to apply new learning to larger social and cultural problems	Effectively synthesizes insights from at least two disciplines and succeeds in applying them to larger social and culture problems



## Colonnade Connections Course Proposal

### Local to Global Subcategory

Proposal Contact Name, E-mail, and Phone: Patricia Minter, [patricia.minter@wku.edu](mailto:patricia.minter@wku.edu), 5-5098  
College and Department: Potter College, History Department Proposal Date: February 15, 2016

#### 1. Course Details:

8. Course prefix (subject area), number and title: HIST 430: History of the Civil Rights Movement in America
9. Credit hours: 3
10. Prerequisites<sup>2</sup>: No specific pre-requisites beyond the requirement that students have taken 21 hours of Colonnade Foundation and Exploration courses before enrolling in a Connections course.
11. Crosslisted and/or equivalent courses (prefix and number): none
12. Expected number of sections offered each semester/year: 1
13. Is this an existing course or a new course? Existing course
14. 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 explores the evolution of the American Civil Rights Movement from its integrationist origins in the 1940s and 1950s to the radical Black Power and Black separatist movement of the late 1960s. Through readings and film documentaries, we will examine grassroots community activities as well as analyze the ideas and contributions of the nationally prominent organizations and individuals. We will explore the interactions between these local movements, global decolonization, and the shift to the broader human rights framework of the era. We will conclude by examining the current debates on civil rights in America. Class time will be a mixture of lecture and discussion, and students are expected to come to class prepared to discuss the readings and films assigned for the week.

**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.

First, HIST 430 is intentional in helping students integrate knowledge and skills from multiple disciplines and experiences. Because the topics of civil rights and social movements are, by their very nature, interdisciplinary, it prepares students with varied interests—history, intersectional theory, social justice, legal studies, social policy, and political advocacy—to augment their professional and academic skills by conceptualizing a problem from multiple disciplinary perspectives. In that sense HIST 430 prompts students to advance intellectual inquiry and analysis in both a critical and creative fashion.

Second, HIST 430 is intentional in developing and advancing students' sense of personal and social responsibility. Students who complete this class can come to a deeper understanding of global

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

forces and simultaneously become more perceptive of human rights problems in their own communities. To foster the ideal of a global citizen with a developed civic consciousness based on ethical reasoning and action, HIST 430 aims to cultivate:

- An understanding of specific global issues and trends, as well as knowledge of, and respect for, key universal values (e.g., human rights, diversity, justice, democracy, and non-discrimination).
- Non-cognitive skills such as empathy, openness to experiences and other perspectives
- Interpersonal/communicative skills and aptitude for networking and interacting with people of different backgrounds and origins.
- Behavioral capacities to launch and engage in proactive debates and projects.

**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.

<b>Connections Student Learning Outcomes</b>	<b>How does the course meet these learning outcomes? (Align course goals to Connections SLOs)</b>
1. Analyze issues on local and global scales.	<p>Students will analyze issues relevant to an understanding of the grassroots Black freedom struggle and Civil Rights Movement in America. Two specific examples:</p> <ul style="list-style-type: none"> <li>• An emphasis on local, grassroots civil rights activism, with particular attention to how non-violent direct action strategies and movement building changed the direction of the national civil rights movement and interacted with global decolonization.</li> <li>• An emphasis on political strategies and coalition building between national civil rights organizations, legal advocates, student-led groups, and church-based organizations. Organizations such as the Student Non-Violent Coordinating Committee linked the Black Freedom Struggle in the U.S. to global human rights and decolonization movements.</li> </ul>
2. Examine the local and global interrelationships of one or more issues.	<p>Students will analyze issues relevant to local and global interrelationships. One specific example:</p> <ul style="list-style-type: none"> <li>• an emphasis on how the Black Freedom Struggle in specific localities, such as the Little Rock Crisis, impacted Cold War interactions and global human rights initiatives</li> </ul>
3. Evaluate the consequences of decision-making on local and global scales.	<p>Students will evaluate consequences of decision-making on local and global scales. One specific example:</p>

	<ul style="list-style-type: none"> <li>interactions between local and national movements and the federal government, which impacted global conversations on decolonization, anti-imperialism, and human rights</li> </ul>
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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).**

None

**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.

<b>Connections Student Learning Outcomes</b>	<b>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.</b>	<b>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.</b>
1. Analyze issues on local and global scales.	Students will be required to complete a ten page research paper (excluding title page and bibliography) on an aspect of Civil Rights Movement History, politics, and experiences Students will be required to identify and discuss ways in which the works address the interactions between people, social movements, and events in local, national, and global contexts.	Each term, I will randomly choose 33% of final papers to be evaluated. The goal is to have 70% of the sample achieve at least a 3 on this objective, and 25% a 2 or greater.

2. Examine the local and global interrelationships of one or more issues.	For the final exam, students will write an essay about intersectional relationships between the Black Freedom Struggle and anti-colonial liberation movements in global context.	I will randomly select 33% of the final exam essays to be evaluated. The goal is to have 70% of the sample achieve at least a 3 on this objective, and 25% a 2 or greater.
3. Evaluate the consequences of decision-making on local and global scales.	For one writing assignment based on the assigned readings, students will study white resistance to local civil rights movements. They will evaluate the global consequences of these actions, such as Cold War-era complications in building alliances with post-colonial Africa and Asia.	Each term, I will randomly choose 33% of these papers to be evaluated. The goal is to have 70% of the sample achieve at least a 3 on this objective, and 25% a 2 or greater.

**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.

	<b>1. EXCELLENT</b>	<b>2. GOOD</b>	<b>3. NEEDS WORK</b>	<b>4. POOR</b>
<b>1. Analyze issues on local and global scales</b>	Provides detailed analysis of primary and secondary material to explain how local and global rights movements developed in reciprocal relation to each other.	Can show based on primary and secondary sources some major interactions between local and global rights movements.	Is aware that local and global movements evolve due to the interaction of different component parts, but analysis is incomplete.	Cannot identify the major issues of the local and global rights movements and overly simplifies change over time.
<b>2. Examine the local and global interrelationships of one or more issues.</b>	Provides detailed analysis of primary and secondary material to show reciprocal relationships between components of local and global rights movements (political, cultural, economic) of and the whole system.	Can show based on primary and secondary sources to show how interrelationships function between components of local and global rights movements, but not <i>vice versa</i> or cannot show feedback.	Is aware the component parts of interrelated local and global rights movements and how they interact, but cannot provide adequate evidence based on primary and secondary sources.	Is unable to clearly relate individual local movements to interrelated global rights movements.
<b>3. Evaluate the consequences of decision-making on local and global scales.</b>	Provides detailed analysis of primary and secondary material to explain how major or influential decisions	Clearly uses source material to show consequences of major or influential decisions, or how the decisions	Describes major or influential decisions, with some difficulty explaining either causes or consequences.	Cannot demonstrate understanding of concrete impact of major or influential decisions.

	both affected, and were affected by local and global rights movements as a whole.	responded to shifts in local and global movements, but cannot do both.	Inadequate evidence in sources.	
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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 artifacts in question will be the final research paper (ten pages in length, excluding title page and bibliography) which encourages students to use evidence to make an argument. During their research, students will identify sources (both primary and secondary) and synthesize the evidence they glean from these sources. This will provide evidence for them to make a clear, persuasive argument in their research paper.

**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 430: History of the Civil Rights Movement in America**

**Dr. Patricia Minter** ([Patricia.Minter@wku.edu](mailto:Patricia.Minter@wku.edu))

**206 Cherry Hall 745-5098**

**Office Hours: 1:35-3:00 MWF and by appointment**

This course explores the evolution of the American Civil Rights Movement from its integrationist origins in the 1940s and 1950s to the militant Black Power and black separatist emphasis of the late 1960s. Through readings and film documentaries, we will examine grassroots community activities as well as analyze the ideas and contributions of the nationally prominent organizations and individuals. We will also look at how these local movements shaped and were shaped by the global decolonization struggle and Pan-Africanism. We will conclude by examining the current debates on civil rights in America. Class time will be a mixture of lecture and discussion, and you are expected to come to class prepared to discuss the readings and films assigned for the week.

**Required Reading:** (available at WKU Bookstore or any internet book source):

Taylor Branch, *Parting the Waters* (ISBN 0-671-68742-5)

John Dittmer, *Local People* (ISBN 0-252-06507-7)

Anne Moody, *Coming of Age in Mississippi* (ISBN 0-440-31488-7)

Andrew Lewis, *The Shadows of Youth* (ISBN 0-374-53240-0)

Book excerpts and articles will be provided during the semester under “Course Documents” on Blackboard site

### **Colonnade Learning Objectives:**

A course designated as a Connections: Local to Global course in the Colonnade program will ask students to analyze issues on local and global scales and to examine the interrelationships of local and global issues. The course will also consider the consequences of decision-making on local and global scales. Students who complete this course will:

- 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

**Course Goals and Objectives:** Upon completion of this course you will be able to:

- understand the local origins of legal and moral concepts that evolved into an international civil rights movement and struggle for Black freedom.
- principal debates regarding the universal applicability of civil rights.
- key localized challenges to the enforcement of human rights globally.
- local case studies examining the efficacy of enforcing civil and human rights on a global scale.

**Research and Writing Assignments:** In 2008 the History Department adopted writing standards for all History courses. The standards are designed to be cumulative and focus on the analysis of sources and the evaluation and construction of arguments. The minimum standard for 300-level History courses requires that “there will be at least three separate writing assignments requiring a minimum total of 15 pages. Each of these assignments will emphasize different types of writing. These three assignments will include one requiring students to synthesize ideas, one requiring students to provide a critical analysis of an article or monograph, and a short research paper based upon primary sources.”

- Students will be required to complete a ten page research paper (excluding title page and bibliography) on an aspect of Civil Rights Movement History, politics, and experiences. Students will be required to identify and discuss ways in which the works address the interactions between people, social movements, and events in local, national, and global contexts.
- **NOTE:** To pass this course, all assignments must be completed.

#### **Students with Disabilities**

According to Western Kentucky 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, DUC A-200 of the Student Success Center in Downing University Center. The OFSDS 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 for Student Disability Services.”

## **Statement of Academic Policy on Plagiarism and Academic Dishonesty**

**You may not turn in work completed for another class--please see me if you desire further clarification. Violation of this policy will constitute academic dishonesty and will result in a failing grade for the course.** Citation style and format must conform to *Chicago Manual of Style*, 15th ed. (in library reference room); you may also use Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 6th ed. (at WKU bookstore).

Western Kentucky University’s policy on plagiarism and other forms of academic dishonesty is that it will not be tolerated. As a student at Western Kentucky University, you are expected to demonstrate academic integrity, as outlined in the University’s “Student Code of Conduct” (WKU Undergraduate Catalog, 2015-2016 and online at the Judicial Affairs website). Violations of the academic code 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, but not limited to, quoting material in a paper and not crediting the original author through proper citation, copying from a book, pasting text from web pages, or using an internet source to obtain all or part of a paper.

Sanctions for academic dishonesty are outlined in the appendix of the WKU Undergraduate Catalog, 2015-2016 and on the Judicial Affairs page of the Student Affairs website. **The History Department utilizes Turnitin.com and SafeAssign to detect plagiarism; any act of plagiarism will result in a failing grade for the course without possibility of withdrawal and a referral of the case to the Office of the Dean of Student Life for disciplinary sanctions.**

### **Other Information:**

Lectures are intellectual property. Recording devices of any type are not allowed in class. Please turn off all cell phones/laptops/tablets during class.

**Week 1:** Introduction and Overview: “The past is never dead; it’s never even past.”

Reading and Film: “Eyes on the Prize,” episode 1 “Awakenings” (Emmett Till murder) on Bb (watch first 30 minutes of episode 1); Lewis, ch. 1 on Till murder; Moody, chapters 10, 11, 12

**Week 2:** Awakenings: The Jim Crow South and the Origins of the Movement

Reading: Branch, chs. 1-3; Dittmer, “Rising Expectations”; Patricia

Sullivan, ch. 9 "The Beginning of the End" from *Lift Every Voice: The NAACP and the Origins of the Civil Rights Movement* (Course Documents)

Discussion: Origins of the Movement

**Week 3:** Separate is Not Equal: *Brown v. Board of Education*

Reading and Films: Richard Kluger, *Simple Justice*, ch. 1, 700-754 (Course Documents on Blackboard) ; Watch *Eyes on the Prize*, episodes 1 "Awakenings" and 2 "Fighting Back" (on Bb)

Discussion: Why Separate is not Equal and the Role of the Court

**Week 4:** Contested Terrain: the Montgomery Bus Boycott and the Rise of Martin Luther King

Reading: Branch, chs. 4-5; Jo Ann Robinson boycott article (Bb)

Discussion: King and the Boycotts

### **FIRST PAPER DUE**

**Week 5:** The White South Fights Back: Massive Resistance and Little Rock

Reading: Branch, ch. 6; Strom Thurmond, "Southern Manifesto"

(<http://www.strom.clemson.edu/strom/manifesto.html>);

Mary Dudziak, "Holding the Line at Little Rock" (Bb)

Discussion: Massive Resistance

**Week 6:** Sit-Ins and Freedom Rides: The Student Movement Takes Shape

Reading: Branch, chs. 7 and 11; Dittmer, chs. 3, 4, 5; Lewis, chs. 2, 3, and 4; Film: *Eyes on the Prize*, ep. 3 "Ain't Scared of Your Jails"

Discussion: The Student Movement

**Week 7:** At the Grass Roots: The Voter Education Project

Reading: Branch, chs. 13 and 17; Dittmer, chs. 6-10; Lewis, ch. 5

Film: *Eyes on the Prize*, episode 4 "No Easy Walk"

Discussion: Civil Rights Workers and Voting Rights

### **MIDTERM EXAM**

**Week 8:** Albany and Birmingham: Challenges to the Movement

Reading: Branch, chs. 14-16 and 19-20; Jane Dailey, "Sex,

Segregation, and the Sacred After *Brown*," in *Journal of American History* (June 2004) on J-STOR

Discussion: Sex, Violence, and the Culture of White Supremacy

**Week 9:** The March on Washington and the Civil Rights Act of 1964

Reading: Moody, *Coming of Age in Mississippi*; Branch, chs. 21-23

Film: *Eyes on the Prize*, episode 5 "Mississippi: Is This America?"

Discussion: The Movement's Big Moments

**Week 10:** Freedom Summer

Reading and Film: Dittmer, chs. 11-13; Moody (continued); Lewis, ch. 6

Discussion: All Eyes on Mississippi: The Summer of 1964

### **SECOND PAPER DUE**



**Week 11: Selma and the 1965 Voting Rights Act: The Coalition Breaks Down**

Reading: Dittmer, chs. 14-15; Lewis, ch. 7; Charles Payne, *I've Got the Light of Freedom*, chs. 11 and 13 (Course Documents)

*Eyes on the Prize*, episode 6 "Bridge to Freedom"

Discussion: Voting Rights

Film:

**Week 12: Black Power and Gender Politics**

Reading: Lewis, ch. 8 and 9; Malcolm X, "The Bullet or the Ballot"; SNCC, "The Basis for Black Power," SNCC Position Paper on Women; in the Movement; Casey Hayden and Mary King, "Sex and Caste: A Kind of Memo"; Stokely Carmichael's 1966 "Black Power" speech at

<http://www.americanrhetoric.com/speeches/stokelycarmichaelblackpower.html>

Film: *Eyes on the Prize*, episode 7 "The Time Has Come"

Discussion: Black Power

**Week 13: From Chicago to Memphis: The Poor People's Campaign and the Assassination of King**

Reading: excerpts from Michael Honey, *Going Down Jericho Road* and Branch, *At Canaan's Edge*; MLK, "Declaration of Independence from the War in Vietnam," SNCC Position Paper on the Vietnam War (Course Documents)

Watch: *Eyes on the Prize*, ep. 8 "Power!" and ep. 9 "The Promised Land"

Discussion: Racial and Economic Justice **THIRD PAPER DUE**

**Week 14: "We Thought They Meant It": Fighting for Enforcement Against White Backlash**

Reading: Jason Sokol, *There Goes My Everything: White Southerners in the Age of Civil Rights, 1945-1975*, chs. 4 and 5; Matthew D. Lassiter, "The Suburban

Origins of Color-Blind Conservatism: Middle-Class Consciousness in

The Charlotte Busing Crisis" in *Journal of Urban History* (Course Documents)

Film: *Eyes on the Prize*, episodes 12 and 13 "A Nation of Laws" and "The Keys to the Kingdom"

Discussion: White Backlash in the 1970s

**Week 15: The Ongoing Journey: Concluding Thoughts**

Reading: Lewis, chs. 10 and 11; excerpts from Joseph Crespino, *In*

*Search of Another Country*; excerpts from Michelle Alexander, *The New Jim Crow*; Kimberlé Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color" (on Course Documents)

Film: *Eyes on the Prize*, episode 14 "Back to the Movement"

Discussion: The Continuing Struggle for Racial and Economic Justice and Human Rights

**RESEARCH PAPER DUE**

**FINAL EXAM**

## Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact Name, E-mail, and Phone: Dr. Lauren McClain, [lauren.mcclain@wku.edu](mailto:lauren.mcclain@wku.edu), 5-5921  
College and Department: PCAL Sociology Proposal Date: 1/24/2016

### 1. Course Details:

15. Course prefix (subject area), number and title: *SOCL 363: Population, Society, & Development*
16. Credit hours: 3
17. Prerequisites<sup>3</sup>: *Students should have taken 21 hours of Colonnade Foundation and Exploration courses before enrolling.*
18. Crosslisted and/or equivalent courses (prefix and number):
19. Expected number of sections offered each semester/year: *1 – 2 per year*
20. Is this an existing course or a new course? *This is an existing course in that it is in the course catalogue, however, it has not been taught in at least 4 years. The last person who taught it is no longer at WKU.*
21. Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) *Main campus and online (web and possibly OnDemand)*

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

*The major purpose of this course is to examine population as a system itself, within the larger system of a society. We will specifically focus on the causes and consequences of population size, composition, distribution, and change by investigating the components of the population system, namely fertility (sex), mortality (death), and migration (moving). The course provides an overview of how social factors can influence population characteristics and how these characteristics in turn affect society. Population can be viewed as part of, or even the driving force behind, the larger system of a community, a whole society, and/or the world, impacting daily tasks, individual and societal decision-making, public policy, and development. We will explore many demographic questions, including the following:*

- *Why do some countries have rapid population growth while others face decline?*
- *Why is there a large variation in birth rates throughout the world today?*
- *Why are some people more likely to die younger than others?*
- *Why do some people try hard to migrate and others do not?*
- *What are the consequences of population growth or decline for institutions?*

*To address these and other issues, students will learn and apply demographic concepts, approaches, and techniques. Students will also learn about world population trends and their interrelationships with development and the environment. Students will compare developing nations to the developed world and examine the respective issues each faces given its' stage in the demographic transition.*

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

**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.

*Students can draw upon the knowledge they have gained from their introductory classes in just about any discipline and think about how population size, composition, distribution, and change are associated with their discipline. For example, how do issues of population impact public health, politics, education, journalism and distribution of knowledge, changes in technology, and so much more? Further how is population impacted by those institutions? Specifically, students will use skills they have learned in their English and Philosophy courses in writing assignments and the final project, skills from Communication and Public Speaking classes in class participation/discussion and the final presentation, skills from Math when we are calculating population statistics such as fertility or mortality rates, and reasoning skills when analyzing demographic data for the final project. Students in any major who plan to go into just about any career need to understand how population characteristics matter to the society they live in, the community they live and work in, and the organization or business they work for. It is a course that will get students thinking about population as a key component of many systems and institutions; within families, communities, countries, and the world. Students will work on projects and assignments that use their research, critical thinking, and presentation skills.*

**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.

<b>Connections Student Learning Outcomes</b>	<b>How does the course meet these learning outcomes? (Align course goals to Connections SLOs)</b>
<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.	<i>Students will learn about demographic transition theory, which is a major way to conceptualize population as a system and begin to understand the components of that system, and how societies move through the demographic transition (i.e., how fertility and</i>

	<p><i>mortality patterns change as a consequence of social institutions and societal factors such as health care and sanitation). Students will compare developing nations to the developed world and examine the respective issues each faces given its' stage in the demographic transition (i.e., what are the differences in the evolution of the system and the consequences of their stage in that evolution). They will then consider the second demographic transition (SDT) for developed countries and consider the issues that developed countries have faced and will face in the future given their place in the SDT. Using this knowledge base, they will focus on a specific country for their final project to display their understanding of these processes for one country.</i></p>
<p>2. Compare the study of individual components to the analysis of entire systems.</p>	<p><i>Students will learn about demographic forces such as fertility, mortality, and migration (i.e., the components of the system) and will think about them from an individual perspective (what decisions must people think about and make to control their fertility, how and why might they want to control their fertility [or not], why might they want to space their children a certain way, etc.) as well as from the perspective of the larger society (what might it mean if there is a spike or rapid decline in fertility for institutions, why might some segments of the population be growing faster than others and what are the implications of that, are there policies societies should put in place to inhibit or encourage fertility, etc.)</i></p>
<p>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.</p>	<p><i>Students will learn how population size, composition, distribution, and change matter for the entire society and its institutions, which connects the system of population to the system of a whole society). They will have to evaluate the causes and consequences of those population characteristics and think about how institutions may need to change or adapt to a changing population structure (e.g., add more classrooms and teachers to schools, expand health care for the elderly, provide new housing), whether policy needs to be implemented to address these population characteristics (e.g., family leave policies if the society wants to encourage fertility), and what needs to happen to make sure that the population system is sustainable and changes or grows in ways that will benefit the society over time – thinking both in the short- and long-term.</i></p>

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

- *Articulate the bases of evidence in this discipline, how they are used, and the assumptions on which they rest in an effort to use evidence to make sound and convincing arguments.*

**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.
<i>Example: Analyze how systems evolve.</i>	<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>	<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>
1. Analyze how systems evolve.	<i>Students will produce a final project in which they select a country or region and analyze all population components (fertility, mortality, migration, population size, change, and composition) with an eye toward the historical context, the current state of population, and where the population is headed in the future.</i>	<i>After the close of the semester, a faculty member will draw a 30% random sample of the essays. Each essay will be assessed in an anonymous fashion according to the attached rubric. It is expected that 70% of essays will achieve a 2 or greater and 25% of the sample will achieve a 3 or greater. A comparison will be made of the outcomes of the assessment from the various course delivery methods.</i>

<p>2. Compare the study of individual components to the analysis of entire systems.</p>	<p><i>Students will produce a final project in which they select a country or region and analyze all population components (fertility, mortality, migration, population size, change, and composition); discussing how those individual population components interact and help us understand the entire population system.</i></p>	<p><i>After the close of the semester, a faculty member will draw a 30% random sample of the essays. Each essay will be assessed in an anonymous fashion according to the attached rubric. It is expected that 70% of essays will achieve a 2 or greater and 25% of the sample will achieve a 3 or greater. A comparison will be made of the outcomes of the assessment from the various course delivery methods.</i></p>
<p>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.</p>	<p><i>Students will produce a final project in which they select a country or region and analyze all population components (fertility, mortality, migration, population size, change, and composition) and demographic issues that country faces – they must include a discussion of how those population components inform decision-making, public policy, and/or the sustainability of the system (society) itself and specifically in regard to those demographic issues.</i></p>	<p><i>After the close of the semester, a faculty member will draw a 30% random sample of the essays. Each essay will be assessed in an anonymous fashion according to the attached rubric. It is expected that 70% of essays will achieve a 2 or greater and 25% of the sample will achieve a 3 or greater. A comparison will be made of the outcomes of the assessment from the various course delivery methods.</i></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.

	4. Excellent	3. Good	2. Needs work	1. Poor
<p><b>1. Analyze how systems evolve</b></p>	<p>Student accurately describes systems and discusses how the system has evolved over time and where it is heading utilizing detailed supportive evidence.</p>	<p>Student accurately describes system and can discuss systems in relation to one another over time.</p>	<p>Student accurately describes system, but does not discuss their evolution.</p>	<p>Student inaccurately describes systems.</p>

<b>2. Compare the study of individual components to the analysis of entire systems.</b>	Student accurately describes systems and demonstrates how they interact by utilizing detailed and supportive evidence.	Student accurately describes systems and can briefly demonstrate the ways in which they interact.	Student accurately describes systems and indicates that they interact, but does not demonstrate the ways in which they interact.	Is unable to accurately describe individual components. Cannot express how the components relate to the whole.
<b>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself</b>	Student accurately describes the system level decisions, public policy, and/or has suggestions for the sustainability of the system and the impacts on the parts of the system utilizing detailed and supportive evidence.	Student accurately describes the system level decisions or public policies put in place or that should be put in place and can describe the impact on the parts of the system.	Student can describe system level decisions or public policies put in place or that should be put in place, but inaccurately describes the impact on the parts of the system.	Student is unable to accurately describe a system level decision.

**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 students will work on a final project. See attached guidelines and rubrics to be used in grading.*

**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.

*Syllabus is attached.*

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## SOCL 363: Population, Society, & Development

Semester  
Day & Time  
Location

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**Contact Information:**

Dr. Lauren McClain  
Phone: 270-745-5921  
Office: Grise Hall #125  
Email: lauren.mcclain@wku.edu

Office Hours:  
Days & Times  
by appointment

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## *QEP: Evidence and Argument*

*"The work you do is a reflection of yourself" –my parents*

### **Course Description**

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The major purpose of this course is to examine population as a system itself, within the larger system of a society. We will specifically focus on the causes and consequences of population size, composition, distribution, and change by investigating the components of the population system, namely fertility (sex), mortality (death), and migration (moving). The course provides an overview of how social factors can influence population characteristics and how these characteristics in turn affect society. Population can be viewed as part of, or even the driving force behind, the larger system of a community, a whole society, and/or the world, impacting daily tasks, individual and societal decision-making, public policy, and development. We will explore many demographic questions, including the following:

- Why do some countries have rapid population growth while others face decline?
- Why is there a large variation in birth rates throughout the world today?
- Why are some people more likely to die younger than others?
- Why do some people try hard to migrate and others do not?
- What are the consequences of population growth or decline for institutions?

To address these and other issues, students will learn and apply demographic concepts, approaches, and techniques. Students will also learn about world population trends and their interrelationships with development and the environment. Students will compare developing nations to the developed world and examine the respective issues each faces given its' stage in the demographic transition.

### **Student Learning Outcomes**

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Upon successful completion of this course, the student 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; and
- articulate the bases of evidence in this discipline, how they are used, and the assumptions on which they rest in an effort to use evidence to make sound and convincing arguments.

### **Expectations for a College Course**

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By the time you graduate, you should have a full understanding of what it means to be a well-informed citizen who participates fully in society. It is my goal to instill in my students the ability to:



- ask questions about the world around them
- think critically and constructively
- solve problems creatively
- examine values
- communicate effectively and intelligently through reading, writing, and presenting
- be leaders and participate

Fortunately, sociology is a field which directly studies the world around us and this class avails you with the skills to understand and conduct research about society. The lectures, readings, assignments, and tests will aid in adding to your ability to evaluate information, think critically, work with others, speak in front of other people through asking questions, sharing ideas and formal presentations, and learn about the world you live in.

## **Course Policies**

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**Respect:** The climate of this class should be open, warm, and professional. Every student is to show respect for me and their classmates at all times. Everyone is entitled to ask as many questions as necessary to understand the material. There are no stupid or silly questions. The discussion questions may spark some controversy. You are entitled to your opinion and to disagree with each other but please do so in a professional, respectful manner. Remember to always use course material or supplementary material to support your opinions. Personal information may be used as examples so we should all maintain professionalism and confidentiality. No racist, homophobic, sexist, or other alienating comments will be tolerated.

**Timeliness:** You are expected to arrive to class on time and to leave only when I have dismissed you. Do not pack up before class has been dismissed. If you have to come in late or leave early, please do so quietly as to not disrupt the class.

**Electronics:** You must turn off and put away all electronic devices during class (cell phones, IPODS, PDAs, etc.). You are not to text message during class...I can see it, trust me.

### **Note about Email:**

Please send proper emails. Make sure to put "SOCL 363" or "Population" in the subject line and to include your full name in the text. Also, use proper capitalization, spelling, and punctuation. Emails should come from a wku.edu address (emails from other accounts will not be opened).

**Writing Guidelines for typed work:** I will only accept submissions of assignments through BlackBoard (unless otherwise specified); NO email attachments will be accepted. All assignments are to be typed in Times New Roman, 12 point font, double-spaced, with one inch margins, include page numbers, and stapled (if hard copy). **Points**

**will be deducted for not following these guidelines!!** Grammar, spelling, and punctuation count; points will be deducted for more than a few errors. I strongly encourage you to consult the Writing Center or the Learning Center for help on improving your work.

**Assignment Late Policy:** One part of being responsible students and employees is being able to meet deadlines; therefore, all assignments are expected to be turned in on time. However, if for any reason you have to turn in an assignment late, you will be docked a half letter grade for every **day** that it is late (this includes weekend days). **Assignments turned in in class are due within the first five minutes.** After five minutes, it is considered late and will be docked. No assignment will be accepted after seven days or after we go over it in class. If there is a problem or a situation presents itself, please let me know before the assignment is due.

**BlackBoard:** We will use BlackBoard (BB) frequently in this class. I will post readings, assignments, and grades on BB. You should check the course site frequently. If I have to cancel class due to an emergency, I will announce it on there as well. If you do not have a login and password, please get it ASAP.

**Policy on Academic Dishonesty:** The academic dishonesty policy prohibits cheating, fabrication, facilitating academic dishonesty, and plagiarism. I take academic dishonesty VERY, VERY seriously. Students who violate this policy will automatically receive a failing grade for the course and will be reported to their academic dean for disciplinary action.

**From the Office for 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 DUCA-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 Services.

**The Learning Center (TLC):** Should you require academic assistance with your WKU courses,

The Learning Center (located in the Downing University Center, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ DUC 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 is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a thirty-two machine Dell computer lab to complete academic coursework. Additionally, TLC has three satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please call TLC @ DUC at (270) 745-6254 for more information or to schedule a tutoring appointment. [www.wku.edu/tlc](http://www.wku.edu/tlc)

## Required Materials

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All required texts are available from the Population Reference Bureau's ([www.prb.org](http://www.prb.org)) "PRB Library" for download for free.

- *Population Handbook, 6<sup>th</sup> Edition* [*Handbook* in Course Schedule] (<http://www.prb.org/pdf11/prb-population-handbook-2011.pdf>)
- *Population: A Lively Introduction, 5<sup>th</sup> Edition* [*Introduction* in Course Schedule] (<http://www.prb.org/pdf07/62.1LivelyIntroduction.pdf>)
- *2015 World Population Data Sheet* ([http://www.prb.org/pdf15/2015-world-population-data-sheet\\_eng.pdf](http://www.prb.org/pdf15/2015-world-population-data-sheet_eng.pdf))
- Weeks, J. R. (2012). *Population: An introduction to concepts and issues, 11<sup>th</sup> edition*. Wadsworth: Belmont, CA. (recommended)
- PowerPoints will be available on Blackboard under Course Documents.
  - Availability of PowerPoints does not mean you do not need to attend class or taking notes. PowerPoints are merely a guide for the discussion.
- A three-ring binder for course readings and lecture outlines is recommended. You can get them copied (and bound) at the Print Center. *Other readings will be available on BlackBoard*. See the schedule for titles of these readings.
- Some calculations will be necessary in this class. It is recommended that students have access to a calculator.
- **\*\*A stapler is also required!!!!**

## Course Requirements

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*Reading:* You are expected to read the assigned reading (see course schedule) before you come

to class. Lectures and discussions are intended to supplement and expand upon the readings, not to repeat them. To do well in the course, you will need to be familiar with the material presented in both the readings and the class; one will not substitute for the other. However, because the classroom material does often expand or elaborate on issues raised in the readings, it is essential to keep up with the readings. If you have not, lectures and discussions may be difficult to follow.

**\*\*Additional readings may be assigned during the course of the semester.**

*Class Participation:* Attendance, participation in class discussions through questions and

comments, participation in group discussions and in-class projects, pop quizzes and minute papers will contribute to your class participation grade.

Attendance is necessary to participate in class, which is part of your grade (as well as providing you with information needed for the tests). You need to be in class to participate in discussions and ask questions. Periodically, you will be discussing issues in groups in class. **If you miss a class, you need to get the notes from a classmate, please do not ask me what you missed. I do not give out my notes.**

*Exams:* There will be three exams in this class. The exams will cover material from both the lectures and the reading material, therefore, it is important to attend class and read the assigned material. No exam is comprehensive, however, there may be information from earlier in the course inherent in the new information. *Failure to take an exam will result in a zero! I do not give make-up exams unless there is an extreme circumstance and official documentation is provided. I must be notified in advance if a situation presents itself.* You are expected to be in class to take the final exam on the regularly scheduled day and time. Do not schedule vacations or other events that conflict with the final exam.

*Assignments:* Assignments will be given throughout the semester as a way to practice and apply the material covered in lecture and readings. Some assignments will be done in class and some will be done as homework. I will drop your lowest assignment score. Since you can miss one assignment with no penalty, I will not accept late assignments. As in-class assignments count and will often be unannounced, you need to be in class to complete them.

*Final Project and Presentation:* Students will complete a final project and give a presentation that synthesizes and expands upon information from the assignments completed throughout the semester. More detailed instructions will be handed out soon. We will discuss it more at that time.

<b>Grading:</b>		<b>Grading Scale:</b>	
Exam 1	15%	A	90-100
Exam 2	15%	B	80-89
Exam 3	15%	C	70-79
Assignments	20%	D	60-69
Final Project	20%	F	<60
Class Participation	15%		
Total	100%		

## Schedule (subject to change)

\*Additional readings may be added

Week	Date	Topic & Due Dates	Reading
1		Introduction to the Course	Get to know each other
2		Introduction to Populations and Demography	Introduction pp. 3-4 to Fertility Handbook pp. 1-3 "Population Development"
		Demographic Measurement	Introduction pp. 15-16 "Population Size = ..." Handbook pp. 5-8 (Population pyramids) Handbook pp. 29-30 "Population Change" "World Population Highlights"
3		Demographic Perspectives	Thomas Malthus "Essay on Population" "New Limits to Growth Revive Malthus Fears" "Defusing the Population Bomb" Handbook pp. 30-31 "The Demographic Transition"
4		Demographic Data	Introduction p. 17 "Where Do Demographic Data Come From?" "The US Census Tradition" "The 2010 Census Questionnaire: Seven Questions for Everyone"
5		Global Population Trends	Introduction pp. 25-29 (Starting with Why Population Numbers and Growth Matter)" "Global Demographic Divide"
6		Overflow - Project Day - <b>Assignment 1 Due</b> Review for Exam 1 <b>Exam 1</b>	<b>Hand out Project - Assign Groups - Groups will select Country</b>
7		Population Processes: Fertility	Introduction pp. 4-8 "Fertility: Adding New People" Handbook pp. 9-15 "Fertility" & "Factors Affecting Fertility" "Powerful Partners: Adolescent Girls' Education & Delayed Childbearing" "Family Planning & Economic Well-Being: New Evidence from Bangladesh"
8		Population Processes: Fertility continued	"Raising Your Quarter Million Dollar Baby" "As Europe Grows Grayer, France Devises a Baby Boom"
		Project Work Day in class	
9		Population Processes: Mortality & Morbidity <b>Assignment 2 Due</b>	Introduction pp. 8-12 "Mortality: Subtracting People" Handbook pp. 16-22 "Mortality" & "Morbidity" "How HIV and AIDS Affect Populations" "Condom Semiotics: Meaning and Condom Use in Rural Malawi" "The Timing and Pace of Health Transitions Around the World"
10		Population Processes: Migration	Introduction pp. 12-15 "Migration: Adding & Subtracting People" Handbook pp. 24-25 "Migration" "Immigration in America 2010" "Birthright Citizenship Looms as Next Immigration Battle"
11		<b>Assignment 3 Due</b> Review for Exam 2 <b>Exam 2</b>	

Continued...

12	Population Composition and Distribution	Introduction pp. 17-25 "Pop. Composition & Pop. Distribution" Handbook pp. 5-11 "Age & Sex Composition" "China Grapples with Legacy of its 'Missing Girls'" "Global Aging: The Challenge of Success" pp. 1-18 "The Demographic Faces of the Elderly"
13	Family Demography <b>Assignment 4 Due</b>	Handbook p. 23 "Nuptiality" Handbook p. 27 "Households and Families" "How Cohabitation is Reshaping American Families" "Marriage in the Arab World"
14	Urbanization The Environment	Handbook p. 28 "Urbanization & Distribution" "Impact on Children & Families of the Deepwater Horizon Oil Spill" "Population Change, Resources, & the Environment" "Impacts of Population Change on Vulnerability..."
15	The Environment	"Impact of Population Growth on Food Supplies & Env." "Retail Concentration, Food Deserts, and Food Disadvantaged Communities" "Deserts in New Orleans?"
<b>Exam 3</b>		
<b>Project Work Day</b>		
16	<b>Final Project Presentations</b> Final Project Presentations	<b>Final Projects Due</b>

## Population, Society, & Development Final (Group) Project

### Student Learning Outcomes

Upon successful completion of this course, the student 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; and
- articulate the bases of evidence in this discipline, how they are used, and the assumptions on which they rest in an effort to use evidence to make sound and convincing arguments.

### *Purpose*

All semester, students have been learning about the system of population, the components of that system, and how components of the population change and are changed by social institutions, individual and group decision making, public policy, and other social systems (the economy, for example). Students have also learned about demographic transition theory, the second demographic transition, and issues of development. Finally, students have learned how to evaluate and use bases of evidence in reference to population. This final project will be an opportunity for students to display what they have learned all semester.

For the purpose of this project, students are required to work in groups of **two**. Groups will present a population report. To do this, you will gather information on a specific

country/region, write a 5 page reaction paper and present a 10 minute PowerPoint presentation.

This final project is designed such that students will develop an expertise in one area of global population, in particular the demographic portrait of one country/region of the world. Students will need to (1) display an understanding the historical context of their country/region, (2) describe the current population, considering all the components of the population system (fertility, mortality, migration, population composition, family demographic indicators), (3) identify key demographic issues the country/region faces, and (4) make a case for where you think the country/region is headed given those current issues.

Students will sign up for a country/region – that is how groups will be determined – so no two groups have the same country/region (that would be boring!).

### Presentation

The meat of this assignment will be to produce a PowerPoint presentation that addresses the major demographic issues related to your country/region.

The PowerPoint presentation should include (but is not limited to) the following:

- A description of where your country/region is located in the world or a map of the country/region.
- A historical context (political, economic, or social issues) of the country/region.
- A detailed portrait of the major demographic issues affecting the country/region (this is the meat of the presentation).
  - Consider fertility, mortality, migration, environmental issues, population growth, population aging, HIV epidemic, etc.
  - Discuss how each of these components contributes to the whole population system.
- Each country/region will have a unique set of contemporary demographic issues that are particularly salient to that part of the world. Find out what they are and tell us about them, including a discussion of how population components inform decision-making, public policy, and/or the sustainability of the system (society) itself in regard to those demographic issues.
- Given all that you have learned about this country/region's population and demographic issues, where do you see them headed in the future? Are the issues solvable? What suggestions do you have for how to solve their issues?

Groups are encouraged to include quality graphics (maps, charts, population pyramids, etc). It is strongly recommended that groups utilize complementary colors throughout the PowerPoint. Groups should consider appeal when completing the project...is this something that others (your classmates and instructor) would want to pay attention too? We are talking about sex, death, and migration here, so it should not be too hard to make it interesting!

Presentations should last 10 minutes. All members of the group must actively participate in the presentation (this does not mean moving the PowerPoint forward or passing out handouts). All group members should talk!

**Groups must post their PowerPoint slides to BlackBoard prior to presentation. On the day of the presentation, you must get to class 5 minutes early to load your presentation on the computer so we do not use class time to do so (we will run out of time otherwise).**

Paper

In addition, students will write an **individual** 5-page summary/reaction paper to the demographic issues at hand in their specific country/region. Be sure to address all of the key components that are addressed in the PowerPoint presentation. Students should consider what was learned in this process and what future research demographic scholars might consider when studying the country/region. You must use evidence to tell the story of your country and make solid arguments about where you think your country is headed in the future.

Citations

In order to conduct this research and prepare your PowerPoint presentation and your paper, you must incorporate at least four scholarly sources (including: academic journals, government publications, or agency websites). Non-scholarly sources (such as Wikipedia) are not acceptable. You must include complete citations for each source within the text of the written reaction and include a reference page (the reference page does not count toward the 5 page minimum). All papers should be written in APA format. Individuals are encouraged to utilize the Writing Center in preparing their paper. This paper is half of your final project grade, so please make it a well-written and coherent essay.

Groups are encouraged to use both U.S. and international sources. For example: the Population Reference Bureau ([www.prb.org](http://www.prb.org)), the U.S. Census Bureau ([www.census.gov](http://www.census.gov)), the World Health Organization ([www.who.org](http://www.who.org)), the Centers for Disease Control ([www.cdc.gov](http://www.cdc.gov)), the Population Council ([www.popcouncil.org](http://www.popcouncil.org)), the United Nations Population Division ([www.un.org/esa/population](http://www.un.org/esa/population)), and the United Nations Population Fund ([www.unfpa.org](http://www.unfpa.org)), among others.

Due Date & Grading

We will have two project work days (see syllabus for dates), however, you will need **to meet outside of class to work on projects and practice presenting.**

Groups will be assigned a presentation day. Presentations will take place the last week and a half of the semester. **All written reaction papers are due on DATE!** I will calculate your final project grade as follows: presentation (45%), paper (45%), group participation (10%).

<p><u>Country/Region</u> Groups should have two or three country/regions in mind, as other groups may be interested in the same country/region.</p> <ul style="list-style-type: none"> <li>- United States</li> <li>- Canada</li> <li>- Mexico</li> </ul>	<ul style="list-style-type: none"> <li>- Russia</li> <li>- Norway, Sweden, Finland</li> <li>- France</li> <li>- Germany</li> <li>- Italy</li> <li>- Spain</li> <li>- Greece</li> <li>- Indonesia</li> </ul>
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- Cuba	- India
- Latin America	- Japan
- Brazil	- China
- Argentina	- Kenya
- Peru	- Somalia
- Chile	- South Africa (country, not region)
- Middle East (Iran, Iraq, etc)	- Sub-Saharan Africa (Zambia, Congo, etc)
- United Kingdom	- Northern Africa (Algeria, Chad, Niger, etc)
- Eastern Europe (Ukraine, Romania, etc)	- Oceania (New Zealand, Australia, etc)

Name: \_\_\_\_\_

**Final Project – Presentation Rubric**

Area	Score	Quality	Criteria
CONTENT 30 points		<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Needs improvement <input type="checkbox"/> Weak	-Display an understanding of the historical context of their country/region -Describe the current population, considering all the components of the population system - Identify key demographic issues the country/region faces - Make a case for where you think the country/region is headed given those current issues -Depth of research, use of evidence to make arguments
GRAPHICS 20 points		<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Needs improvement <input type="checkbox"/> Weak	Correct tables/charts/graphs/figures used Titles Labels Original tables and figures or citations
VOCABULARY 15 points		<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Needs improvement <input type="checkbox"/> Weak	Use of demographic terminology Correct use of demographic terms Interpretations Grammar
VISUAL 10 points		<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Needs improvement <input type="checkbox"/> Weak	Visually appealing Professional Spelling Few typos
MECHANICS 5 points		<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Needs improvement <input type="checkbox"/> Weak	Format (no periods, not too wordy) Readable

PRESENTATION 20 points		<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Needs improvement <input type="checkbox"/> Weak	Able to tell the story Able to explain demographic issues, charts, tables Knowledgeable Dressed professionally 10 minutes
<b>Subtotal</b>			
Deductions 3 points each			Late to class on day of presentation Not there 5 minutes early to load presentation
<b>TOTAL</b>			

Name: \_\_\_\_\_

Final Project – **Paper Rubric**

Area	Score	Quality	Criteria
CONTENT 50 points		<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Needs improvement <input type="checkbox"/> Weak	-Display an understanding of the historical context of their country/region -Describe the current population, considering all the components of the population system - Identify key demographic issues the country/region faces - Make a case for where you think the country/region is headed given those current issues -Depth of research, use of evidence to make arguments
ORGANIZATION 10 points		<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Needs improvement <input type="checkbox"/> Weak	Introduction paragraph Conclusion paragraph Coherence – transitions Subheadings Good flow
APA STYLE 10 points		<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Needs improvement <input type="checkbox"/> Weak	Correct title page Correct in-text citations Correct use of quotes (not to exceed 4) Correct reference page (If no citations or plagiarism, 0 for whole paper!!!)
ACADEMIC REFERENCES 15 points		<input type="checkbox"/> Has at least 4 <input type="checkbox"/> Does not have at least 4	Must be academic references – academic journals, government publications, or agency websites

GRAMMAR 10 points		<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Needs improvement <input type="checkbox"/> Weak	Tense Subject-verb agreement Proper English Spelling Sentence variety Correct punctuation Sentences starting with numbers are spelled out
MECHANICS 5 points		<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Needs improvement <input type="checkbox"/> Weak	Format (font type and size, spacing, page numbers, title page, stapled) Few typos
<b>Subtotal</b>			
GRAPHICS Up to 5 bonus points if included in the paper (does not count toward page total)		<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Needs improvement <input type="checkbox"/> Weak	Correct tables/charts/graphs/figures used References (Table 1, Figure 1....) Titles Labels Original tables and figures or cited
Deductions 3 points each			Not in class on project work day 1 Not in class on project work day 2
<b>Total</b>			

Please complete the following and return electronically to [colonnadeplan@wku.edu](mailto: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 318 – Daoism, in the Social and Cultural 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.

Daoism introduces students to discipline-specific knowledge about this pervasive East Asian philosophical-religious tradition and requires them to apply and integrate this knowledge to significant issues challenging our individual and shared responsibilities as global citizens. Two examples of such “significant issues” are the parameters of the idea of godhood (does a god have to be anthropomorphic? does a “principle of nature” count as divine?) and the ideal interrelationship of the physical and social environments for humans. Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. Daoism is a human construct that has shaped societies and cultures. Social and cultural change in turn changed Daoism. Further, Daoism finds its primary inspiration in the natural world; thus individuals and societies both are ostensibly shaped by the natural environment. This course investigates all three of these directional influences. Students will also consider ethical questions and shared cultural values that shape societal norms and behaviors. For example, without a deity that communicates to humans via prophets and revelation, how is one to derive an ethical system? And, how might an ethics derived from the typical Western creation story, wherein humans, in “the image” of the deity, are given to “rule over” (Gen.1.26) the world and everything in it, relate to Daoist ethics, with its spontaneous creation story without a deity? Students will also consider the independent and collective artistic expression of those values via an examination of Daoist art which, for example, emphasizes the smallness of humans in the natural world (in painting) and asymmetry (in pottery and flower-arranging). Finally, students will consider the role of the “cultural institution” of Daoist literature in developing and sustaining norms, values, and beliefs. East Asians to this day are inspired and sustained by Daoist ideals and these ideals hold potential correctives to Western capitalism and consumerism.

- i. Analyze the development of self in relation to others and society.

Daoism problematizes the notion of self (one text pointedly says that “the perfect person has no self” [*Zhuang Zi* ch.1]), the relation of self to others, and the relation of self to the natural world. Students will therefore consider what “selfhood” entails, how Daoists (in contradistinction to, say, Confucians or Christians) ideally relate to one another, and how they relate to the natural environment. In a specific “Meta-

analysis” essay, students will be asked to write a response to the prompt: “Analyze the development of self in relation to others and society within the Daoist worldview.”

ii. Examine diverse values that form civically engaged and informed members of society.

Daoism espouses a number of values that may seem counter-intuitive to a Western audience steeped in an ethos of confident dogmatic certainty, but nevertheless these values often hold universal appeal. They include flexibility, open-mindedness, effortlessness, contentment, and the relativity of an anthropocentric point of view. Simply knowing about these “Eastern” values will contribute to making one a more “informed member of society,” but they also civic engagement: flexibility combats inflexibility (something in which American politics has been mired over the last few decades); open-mindedness promotes creativity (entrepreneurial and otherwise); effortlessness comes from dedicated practice; contentment enhances harmony (though the line between agitating for change and acceptance of one’s lot is always a problematic one); and the relativity of an anthropocentric point of view allows one to address environmental issues in a more comprehensive way. In a specific “Meta-analysis” essay, students will be asked to write a response to the prompt: “Examine diverse values that form civically engaged and informed members of society, using Daoist values and values from at least one other value system (typically, but not necessarily, Confucianism or Christianity).”

iii. Evaluate solutions to real-world social and cultural problems.

Real-world social and cultural problems like religious intolerance, environmental degradation, overpopulation, and issues brought on by multi-culturalism and globalization are daily news. Daoism contextualizes human social and cultural problems within the natural environment and derives an ethics that features a “torch of doubt” to combat dogmatism, a fundamental respect for the environment, and a non-anthropocentric worldview that embraces multi-culturalism and globalization. In a specific “Meta-analysis” essay, students will be asked to write a response to the prompt: “Evaluate Daoist solutions to real-world social and cultural problems. (Such problems might include the derivation of ethical systems, or the ideal relationship between humans and the natural environment.)”

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.

Daoism is a philosophical-religious system that is quite unlike any comparable world-view known to typical WKU undergraduates. Unlike Judaism, Christianity, Islam, Hinduism, and the more popular forms of Buddhism, Daoism lacks an anthropomorphic deity, sacred texts, and most of the usual trappings of religion. Yet it posits a guiding principle to the cosmos

(known as the Dao), has authoritative literary texts that are well-known across East Asia to this day, has an identifiable aesthetic, and provides a paradigm by which one can order one's life. This course should be in the WKU Colonnade program because it offers a specific and pointed challenge to WKU students both to observe how their worldview has been radically shaped by their society and culture, and to consider a viable and fundamentally different worldview than any likely to be known to them. It isn't until college that we typically begin to reflect upon the limitations of our own culture, the ramifications of uncritically following it, and the possibilities offered by other cultures. Ethics, in particular, is something that students rarely have an opportunity to ponder head-on with a global perspective. This course will realize several of the WKU Colonnade Program's "Essential Learning Outcomes," beginning with, but not limited to, "An appreciation of the complexity and variety of the world's cultures."

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.

From the "Course Description" on the syllabus:

This course has three specific learning outcomes, by which students learn: 1. Content: i.e., evaluate some of the key ideas of Daoism (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 the Daoist view of the development of the social self, its value system, and some of its solutions to real-world social problems (assessed by essay).

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:

- a. Analyze the development of self in relation to others and society within the Daoist worldview
- b. Examine diverse values that form civically engaged and informed members of society, using Daoist values and values from at least one other value system (typically, but not necessarily, Confucianism or Christianity)
- c. Evaluate Daoist solutions to real-world social and cultural problems. (Such problems might include the derivation of ethical systems, or the ideal relationship between humans and the natural environment.)

Our goal is to have 70% of the class achieve a “C/Fair” or higher for the aggregate score on the above three questions. This percentage and score may be adjusted as more relevant data and experience is accrued.

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).

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.

See syllabus below

## Daoism (RELS 318): Spring 2017 – Syllabus - DRAFT

Instructor: Paul Fischer

Office: Cherry Hall 321

Office hours: TBA + by appointment

Email: paul.fischer@wku.edu

Phone: 745-5758

Class times: TBA

### Course description:

Analysis of the foundational texts of Daoism in order to articulate and understand key components of this philosophical/religious tradition. Philosophical Daoism derives its ethics and aesthetics from nature. Originating in c.500bce China, Daoism has continued to shape some of the most poetic and profound ideas of our place in the cosmos. East and Southeast Asia were greatly influenced by the spread of Daoism, both in its earlier, philosophical forms and its later, religious forms. Now, however, appreciation of these ideas has found global appeal, as modern readers continue to discover the beauty, humor, and depth of this early school of thought. The basic assumption of Daoism is that the cosmos has a guiding principle—a *dao*, a *dharma*, a *logos*—that cannot be described in writing because it, as well as human language, are always in flux. Nevertheless, for humans to live freely and gracefully, they must discover this Way and live according to it. In this class we will read both primary texts and secondary scholarship in an attempt to apprehend this fascinating and abiding worldview. This course has three specific learning outcomes, by which students learn: 1. Content: i.e., evaluate some of the key ideas of Daoism (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 the Daoist view of the development of the social self, its value system, and some of its solutions to real-world social problems (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 the instructor does.)

\* **Essay:** This “meta-analysis” essay has three writing prompts: 1. Analyze the development of self in relation to others and society within the Daoist worldview; 2. Examine diverse values that form civically engaged and informed members of society, using Daoist values and values from at least one other value system (typically, but not necessarily, Confucianism or Christianity); 3. Evaluate Daoist solutions to real-world social and cultural problems. (Such problems might include the derivation of ethical systems, or the ideal relationship between humans and the natural environment.) 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.

### Texts:

Lau, D.C. (trans). *Tao Te Ching*. New York: Penguin, 1963. (\$10)

Moeller, Hans-Georg. *The Philosophy of the Daodejing*. New York: Columbia University Press, 2006. (\$27)

Watson, Burton (trans). *The Complete Works of Zhuangzi*. New York: Columbia University Press, 1968; 2013. (\$50)

Quinn, Daniel. *Ishmael: An Adventure of the Mind and Spirit*. New York: Bantam, 1992. (\$10)

Blackboard has some pdf readings (viz., articles by Scott Cook, Michael Puett, and Paul Goldin on the *Zhuang Zi*).

Readings: 122 (Lau) + 145 (Moeller) + 325 (Watson) + (23+22+15=) 60 = 652 / 25\* = 26pgs per class (w/Quinn 652 + 250 = 902/25 = 36)

\* Why 25? 14 weeks x 2x/wk = 28 - 3 (the first day, the test day, and one day for instructor conference/sickness)

### Select bibliography for additional secondary sources:

Livia Kohn and Michael LaFargue, eds., *Lao-tzu and the Tao-te-ching* (Albany: SUNY, 1998).

Victor Mair, ed., *Experimental Essays on Chuang-tzu* (Honolulu: University of Hawaii Press, 1983).

Paul Kjellberg and Philip Ivanhoe, eds., *Essays on Skepticism, Relativism, and Ethics in the Zhuangzi* (Albany: SUNY, 1996).

Roger Ames, ed., *Wandering at Ease in the Zhuangzi* (Albany: SUNY, 1998).

Scott Cook, ed. *Hiding the World in the World: Uneven Discourses on the Zhuangzi* (Albany: SUNY Press, 2003).

### Readings:

We will read Lau, Moeller, and Watson in that order. Quinn is a novel and should be read concurrently. We will read Cook for *Zhuang Zi* ch.2 [actually after ch.4], Puett for ch.7 [actually after ch.11], and Goldin for ch.18 [actually after ch.21]. Given my calculations above, you should read about 26 pages for every class (not counting the Quinn reading), plus about 10 pages in Quinn.

Thus, our **reading schedule** will be\*:

Week 1 (to 27 Jan): Lau introduction to *Lao Zi*: Lau (1963), vii-xlv (=39pgs)

Week 2 (to 03 Feb): *Lao Zi* chs.1-54: Lau (1963), 5-61 (=57pgs)

Week 3 (to 10 Feb): *Lao Zi* chs.55-81: Lau (1963), 62-88 + Moeller (2006), intro, ch.1: ix-xii, 1-20 (=51pgs)

Week 4 (to 17 Feb): Moeller (2006), chs.2-4: 21-74 (=54pgs) + **Paper due**

Week 5 (to 24 Feb): Moeller (2006), chs.5-9: 75-131 (=56pgs)

Week 6 (to 03 Mar): Moeller (2006), ch.10: 133-45 + *Zhuang Zi* intro, ch.1: Watson (1968; 2013), vii-xxxi, 1-6 (=42pgs)

Week 7 (to 10 Mar): *Zhuang Zi* chs.2-4: Watson (1968; 2013), 7-33 + Cook in Cook (2003), 64-87 (=51pgs)

Week 8 (to 17 Mar): Spring Break: 13-17 Mar: no class

Week 9 (to 24 Mar): *Zhuang Zi* chs.5-11: Watson (1968; 2013), 34-83 (=50pgs)

Week 10 (to 31 Mar): Puett in Cook (2003), 248-262 + *Zhuang Zi* chs.12-15: Watson (1968; 2013), 84-121 (=53pgs)

Week 11 (to 07 Apr): *Zhuang Zi* chs.16-21: Watson (1968; 2013), 122-175 (=54pgs) + **Meta-analysis essay due**

Week 12 (to 14 Apr): Goldin in Cook (2003), 226-247 + *Zhuang Zi* chs.22-23: Watson (1968; 2013), 176-198 (=45pgs)

Week 13 (to 21 Apr): *Zhuang Zi* chs.24-28: Watson (1968; 2013), 199-251 (=52pgs)

Week 14 (to 28 Apr): *Zhuang Zi* chs.29-33

Week 15 (to 05 May): Quinn

Finals Week: 08-12 May: **Test**

\* This schedule is only an estimate; I reserve the right to alter it at any time. If I do, I will announce it in class.

\*\* Paper topic: How does Lao Zi's anthropology influence his soteriology?

As Confucius said: "I will not open the door for a mind that is not already striving to understand, nor will I provide words to a tongue that is not already struggling to speak. If I hold up one corner of a problem, and the student cannot come back to me with the other three, I will not attempt to instruct him again." *Analects* 7.8 [子曰不憤不啟不悱不發舉一隅不以三隅反則不復也]

**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](http://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.

**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 the development of self in relation to others and society.
2. Examine diverse values that form civically engaged and informed members of society.
3. Evaluate solutions to real-world social and cultural problems.

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

Proposal Date: 2/29/16

**University College  
School of Professional Studies  
Colonnade Connections Course Proposal  
Social and Cultural Subcategory**

**Contact Person:** Jennifer Brinkley, Paralegal Studies, TPH 232,  
[jennifer.brinkley@wku.edu](mailto:jennifer.brinkley@wku.edu), 270-745-3965

**1. Identification of proposed course:**

1. **Course prefix (subject area), number, and title:** PLS 324, Women and the Law
2. **Credit hours:** 3
3. **Prerequisites:** N/A

**Crosslisted and/or equivalent courses (prefix and number):** No course on women and the law is currently offered in other departments.

There could be potential commonality with the following: PS 374, Women and Politics; HIST 453, American Women's History; HIST 445, American Legal History to 1865; HIST 446, American Legal History Since 1865; SOCL 220, Marriage and Family; SOCL 260, Race and Ethnic Relations; SOCL 435, Family Violence; SOCL 446/G546, Gender Crime and Justice.

PS 374 has a course description of: An examination of the political, economic and social status of American women from an historical and contemporary perspective; explores issues of concern to women in a political context. This course differs from PS 374 as it does not focus on politics. Women and the Law will focus on substantive legal issues and not on issues of political context.

HIST 453 has a course description of: Social, cultural, and political history of American women from pre-colonial times to the present. This course differs from HIST 453 as it starts in the latter part of the 19<sup>th</sup> century in its discussions. The course may briefly discuss social and cultural issues through its analysis of case law and how those decisions fit in history, but the learning outcome of the course is for the student to focus on the way the law has intersected with the rights of women in the United States at federal, state, and local levels. It will be very specific in its examination of case law, as well as the four female Supreme Court Justices.

HIST 445 has a course description of: A survey of the development of American law and its relationship to political, economic, and social trends in modern American society. This course differs from HIST 445 as it will look at legal trends and case law after 1865.

HIST 446 has a course description of: A survey of the development of American law and its relationship to political, economic, and social trends in modern American society. The course differs from HIST 446 as it focuses specifically on case law analysis and how it has impacted women's legal rights. Additionally, a large portion of the class will be focused solely on the Supreme Court female Justices and their impact on American jurisprudence.

SOCL 220 has a course description of: Analysis of the family institution, its structure and function and the dynamics of social change in family interaction and organization. The course differs from SOCL 220 as only one week of this course is primarily spent on the history of marriage per the syllabus.

SOCL 260 has a course description of: Designed to acquaint students with the historical and contemporary experiences of racial and ethnic groups in America. Explores social class and gender variations in the experiences of these various groups. The course differs from SOCL 260 as only one week of this course is primarily spent on racialized issues per the syllabus.

SOCL 435 has a course description of: This course is designed to provide the student with a sociological perspective on family violence in the United States. Emphasis is placed on child abuse and wife abuse. Research, theory, laws, treatment, and prevention are analyzed. The course differs from SOCL 435 as only one week of this course is primarily spent on family violence per the syllabus.

SOCL 446/G546 has a description of: This course will focus on a series of questions such as: How does the social construction of gender influence criminal offending and society's reaction to crime? How does gender affect patterns of criminal offending? Which theories best explain female offending? How does the experience of victimization vary by gender and what does this experience contribute to criminality? How is punishment differentially experienced or applied depending on the gender of the offender (more specifically: What is the experience of prison and interaction with the criminal justice system like for women)? How does sexuality affect crime portrayal, experience with the system, and the experience of institutionalization specifically? The course differs from SOCL 446/G546 as only one week of this course is primarily spent on the legal profession itself per the syllabus. The rest of the course spends time analyzing case law from courts regarding specific issues not covered in SOCL 446/G546 like reproductive freedom, workplace discrimination, racialized gender, and the history of the appointment of the four female Supreme Court Justices and their opinion/dissent histories. The commonality is the social construction of gender and how laws are made but this course breaks down why the courts are making the specific rulings and how those rulings are specifically impacting women in areas other than a criminal context. This course does

not discuss criminal cases throughout the semester. It focuses only on civil cases.

PLS 324 could be of interest to those in several disciplines, including Gender and Women's Studies, History, Political Science, African-American Studies, and Sociology.

4. **Expected number of sections offered each semester/year:** Every odd spring.
5. **Is this an existing course or a new course?** New.
6. **Where will this course be offered?** Bowling Green main campus, regional campuses through ITV access, online access.

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

This course will analyze the treatment of women in, and by, the U.S. legal profession, at federal, state, and local levels. Students will be introduced to the historical and contemporary struggles faced by women through the lens of the law. Students will understand how various factors, such as race, socio-economic status, religion, sexual orientation, and gender, can impact the way law influences daily life.

Topics in the course will include sexual harassment, workplace discrimination, reproductive rights, marriage equality, domestic violence, gender discrimination, the integration of females into male only educational public institutions, and equal protection issues. An examination of the four female United States Supreme Court Justices will also be studied. Specific case law will be studied to examine how federal and state courts ruled in past cases with a look toward what might come next. This analysis develops crucial case interpretation skills as well as policy making skills.

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

This course emphasizes what the WKU Colonnade Program has already embodied in the student: knowledge of human culture focusing on a historical perspective and understanding of connections between past and present, intellectual and practical skills focusing on the capacity for critical and logical thinking, personal and social responsibility focusing on an understanding of society and human behavior, and integrative learning.

This course is truly interdisciplinary in nature. Though it evaluates and analyzes the impact of various legal systems on gender, students will be considering components of other disciplines in this analysis. Students will be discussing the intersection of government, race, economics, criminology, religion, history, and sociology, among others, and the impact these



disciplines play in the treatment of women in the U.S. legal system. Students will critically draw on Colonnade courses which have prepared them to be able to evaluate issues, both historically and in the contemporary cases examined in this course.

For example, this course will begin with a focus on the historical struggles of racialized gender, integrating well with history or sociology courses the student has taken prior to this course. Additionally, this course will study various social components as we examine case law, simultaneously sharpening each student’s ability for critical thinking. This provides a capstone learning experience for Colonnade courses, including English, Philosophy, Sociology, Psychology, Gender and Women’s Studies, Leadership, Religious Studies, Institute for Citizenship and Social Responsibility, Economics, African American Studies, Political Science, History, Public Health, Social Work, and Criminology. In evaluating how gender has impacted the U.S legal system by building upon multiple disciplines, this course fulfills WKU’s mission to prepare students to become engaged and socially responsible citizen leaders.

**4. List the *course goals*, and explain how they are aligned with the Connections student learning outcomes.**

<b>Connections Student Learning Outcomes</b>	<b>How does the course meet these learning outcomes?</b>
1. Analyze the development of self in relation to others and society.	Students will analyze the treatment of women in, and by, the U.S. legal profession, at federal, state, and local levels. <ul style="list-style-type: none"> <li>A variety of topics will be covered in the course from racialized gender, reproductive freedom, workplace discrimination, and the history of marriage. Students will analyze these topics through scholarly readings, case law analysis, listening to opinions and/or dissents from the bench, and participating in informed debates and discussions. Students will also study the historical, contemporary, and future significance of the female Justices appointed to the U.S. Supreme Court.</li> </ul>
2. Examine diverse values that form civically engaged and informed members of society.	Students will examine the intersection of gender and law, along with other factors including race, religion, sexual orientation, and socio-economic status. <ul style="list-style-type: none"> <li>Students will analyze and interpret federal case law and will be required to participate in informed debates and discussions. Through this process, they will be able to develop viewpoints on important legal struggles facing women in American society. They will examine and</li> </ul>

	evaluate how social and cultural values have evolved over time and will analyze how these shaping values may have shaped the Court's opinions.
3. Evaluate solutions to real-world social and cultural problems.	<p>Students will evaluate solutions to facing gender discrimination in institutional settings at local, state, and federal levels.</p> <ul style="list-style-type: none"> <li>This course prepares students for facing types of discrimination in the workplace or other institutional settings and gives them practical skills for what to do when encountering it. This helps students develop value systems they will need when facing real-world social and cultural problems relating to gender issues. Additionally, students will focus on policy making skills in this course. Without a comprehensive understanding as to how policy is made, and a thorough study of how legislation is either upheld or struck down thereby impacting the rights of women, our next generation will not be able to make informed solutions to social and cultural problems. This course attempts to incorporate modules that will help improve the student's critical thinking abilities regarding this subject matter.</li> </ul>

**5. List additional student learning outcomes, beyond the three Connections SLOs, that**

**will guide student learning in the course (if any).**

- Analyze the treatment of women in, and by the U.S. legal profession, at federal, state, and local levels.
- Examine the intersection of gender and law, along with other factors, including race, religions, sexual orientation, and socio-economic status.
- Evaluate solutions to facing gender discrimination in institutional settings at local, state, and federal levels.
- Analyze and evaluate historical, contemporary, and future significance of the female appointed U.S. Supreme Court Justices.
- Analyze and interpret federal case law.  
Develop viewpoints on important legal struggles facing women in American society.

**6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*.**

1. Analyze the development of self in relation to others and society.	Students will work through this analysis by completing the required reading as well as participating in classroom discussions. Students will be provided with opportunities for short reflections and written analysis within class. Students will	The final research paper may serve as the artifact for assessment of this Connections SLO using the rubric provided below. The professors will work with the School's
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	demonstrate their mastery of this information through their performance on two exams with multiple short essay and long essay questions.	assessment teams to determine the most appropriate sample size to meet each department's assessment needs. For purposes of this artifact, The initial goal will be that 70% of students in the sample size are rated at least a (2) and no student is rated at (1). Assessment goals will be revisited after an initial six-year cycle.
2. Examine diverse values that form civically engaged and informed members of society.	Students will examine diverse values through their reading assignments, Blackboard assignments, and various informed classroom discussions in which they participate. Additionally, students will have a total of six exercises to complete within the course. These exercises will be short essay questions and will be formatted to include problem solving responses or evidence and argument responses. The student will have to critically evaluate case law and respond to questions as well. These exercises are intended to gauge the student's ability to analyze the material and support his or her answers using facts and evidentiary support. This will promote each student's ability to examine each primary ideal learned in the course and become informed about the issue and its relevance today.	The final research paper may serve as the artifact for assessment of this Connections SLO using the rubric provided below. The professors will work with the School's assessment teams to determine the most appropriate sample size to meet each department's assessment needs. For purposes of this artifact, The initial goal will be that 70% of students in the sample size are rated at least a (2) and no student is rated at (1). Assessment goals will be revisited after an initial six-year cycle.
3. Evaluate solutions to real-world social and cultural problems.	The course builds to SLO 3 where students are able to evaluate solutions on issues women have faced in, and by, the U.S. legal profession. Students will learn to evaluate the Court's decision making regarding issues brought before it by reviewing various cases throughout the semester. Students will also	The final research paper may serve as the artifact for assessment of this Connections SLO using the rubric provided below. The professors will work with the School's assessment teams to determine the most

	<p>learn what solutions may exist to alleviate this struggle in the future. Students will submit a 5-7 page research paper as the artifact for assessment. (See attached syllabus for an example of the paper details.) The students will be required to investigate and research a question for the paper and to support the paper with evidence and argument responses. Students must clearly demonstrate knowledge of prior case law, research, and their work must be supported by argument.</p>	<p>appropriate sample size to meet each department's assessment needs. For purposes of this artifact, The initial goal will be that 70% of students in the sample size are rated at least a (2) and no student is rated at (1). Assessment goals will be revisited after an initial six-year cycle.</p>
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**6b. Include the rubric that will be used for Connections assessment.**

The following will be used for the assessment of the final research paper.

<i>Criteria/Scale</i>	<i>Capstone (4)</i>	<i>Milestones (3)</i>	<i>Milestones (2)</i>	<i>Benchmark (1)</i>
<p><b>Analyze the development of self in relation to others and society.</b>  (modified from item 4 of the Inquiry and Analysis AAC&amp; U VALUE Rubric)</p>	<p>Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to law and women issues.</p>	<p>Organizes evidence to reveal important patterns, differences or similarities related to law and women issues.</p>	<p>Organizes evidence, but the organization is not effective in revealing important patterns, differences or similarities related to law and women issues.</p>	<p>Lists evidence, but it is not organized and/or is unrelated to law and women issues.</p>

<p><b>Examine diverse values that form civically engaged and informed members of society.</b></p> <p>(modified from item 5 of the Global Learning AAC&amp;U VALUE Rubric)</p>	<p>The student can use deep knowledge of the historic and contemporary role and differential effects on human organizations, and actions in and by the US legal profession, to develop and advocate for informed, appropriate action to solve complex problems.</p>	<p>The student can examine major elements of the US legal profession, including their historic and contemporary interconnections and the differential effects on human organizations and actions, to pose elementary solutions to complex problems.</p>	<p>The student examines the historical and contemporary roles, interconnections, and differential effects on human organizations and actions in and by the US legal profession.</p>	<p>The student identifies the basis role of some institutions, ideas, and processes in and by the US legal profession.</p>
<p><b>Evaluate solutions to real-world social and cultural problems.</b></p> <p>(modified from item 4 of the Problem Solving AAC&amp;U VALUE Rubric)</p>	<p>The evaluation of solutions to law and women issues is deep and elegant (i.e., contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of the problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.</p>	<p>The evaluation of solutions to law and women issues is adequate (i.e., contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solutions, and weighs impact of solution.</p>	<p>The evaluation of solutions to law and women issues is brief (i.e., explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning examines feasibility of solution, and weighs impacts of solutions.</p>	<p>The evaluation of solutions to law and women issues is superficial (i.e., contains cursory explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.</p>

**7. Evidence & Argument artifact.**

The final paper in the course will be provided as the artifact in support of Evidence & Argument assessment. Examples of the E&A artifact could be as follows:

The students will draft a research paper, 5-7 pages in length, to be turned in at the end of the semester. The students will be expected to answer a question supported by fact and

argument. They will be presented with two questions from which to choose and will need to answer one of the two questions:

**Question 1:**

Justice Ruth Bader Ginsburg was the second woman appointed to the United States Supreme Court. To this day there have only been four women appointed to the U.S. Supreme Court since it began. She was once asked when there would be enough women appointed on the bench. She famously answered, "When there are nine." Support why Justice Ginsburg would give this answer based on her history. Additionally, why, or why not, would this be enough women on the Supreme Court based on the Court's history and its rulings? Remember to support your argument with facts and cite your evidence.

**Question 2:**

*Frontiero v. Richardson* is a landmark case where the Supreme Court ruled the military cannot distribute benefits differently to women than they distribute to men. The Court opined that sex, like race, is a characteristic of birth. Because it bears no relation as to how one functions in society, statutes should not be applied differently between individuals based solely on sex. The Court fell short of setting up a strict scrutiny standard of review in this case, which is what attorney Ruth Bader Ginsburg, arguing for the ACLU WRP was desiring. Though it did not set up the strict scrutiny standard of review, *Frontiero* did impact military policy and laid the groundwork for other successful cases. What positive benefits came out of this landmark case? Remember to support your argument with facts and cite your evidence.

**8. Attach a sample course syllabus. Attached.**

Western Kentucky University  
School of Professional Studies, Paralegal Studies  
**PLS 324: Women and the Law**  
**Spring 2017**

Instructor: Jennifer L. Brinkley, JD, MA  
Office: TPH 232  
Telephone: 270-745-3965  
E-mail: [Jennifer.Brinkley@wku.edu](mailto:Jennifer.Brinkley@wku.edu)  
Office Hours: As posted or by appointment

**Semester Hours: 3.0**

**Course description:** An examination of treatment of women in, and by, the U.S. legal profession. Survey of landmark cases that have impact specifically on women's legal rights.

**Course materials:** This course is taught via the traditional face to face format with supplemental information provided in the online Blackboard platform. Basic computer literacy and familiarity with Blackboard is assumed; if this is problematic, the Instructor must be notified early on in the semester.

**Required texts** (available at the university bookstore or online):

Schneider, Elizabeth M. and Wildman, Stephanie M. (2011). *Women and the Law Stories*. (1<sup>st</sup> ed.). Foundation Press: United States. ISBN: 978-1-59941-589-5.

Carmon, Irin and Knizhnik, Shana. (2015). *Notorious RBG: The Life and Times of Ruth Bader Ginsburg*. (1<sup>st</sup> ed.). Dey St.: United States. ISBN: 978-0-06-241583-7.

(If the student purchases/rents a different edition of the text than the one listed, chapter references listed may need to be adjusted.)

**Active course participation required:**

This course requires active participation. Completing each reading assignment is vital for what is discussed in class. Success in this course will only be had by complying with the reading assignments as set forth in the Course Schedule. Please be prepared for assignments by complying with the reading schedule.

**Course schedule:**

**These dates/assignments are subject to change at the Instructor's discretion. This schedule is preliminary in nature and may be subject to change as the semester progresses. Should revisions become necessary, changes will be distributed to students.**

**Dates:**

**Material Covered/Tasks:**

**Week 1:**

**Read Chapter 1 in Schneider & Wildman; Overview of Course; BB Postings**

- **Judicial Processes and Supreme Court Decisions**
- **The History of Racialized Gender**
- ***United States v. Cruikshank***

**Week 2:**

**Read Chapters 2 & 3 in Schneider & Wildman; BB Postings**

- **Combating Gender Discrimination**
- ***Frontiero v. Richardson***
- ***Vorchheimer v. School Dist. of Philadelphia***

**Week 3:**

**Read Chapter 4 in Schneider & Wildman and Chapters 1 & 2 in Notorious RBG; BB Postings; Take Home Exercise 1**

- **Combating Gender Discrimination (cont.)**
- ***United States v. VA***
- **Introducing Notorious RBG**

- Week 4:** Read Chapter 5 in Schneider & Wildman and Chapters 3 and 4 in Notorious RBG; BB Postings; *Exercise 2*
- Reproductive Freedom
  - *Relf v. Weinberger*
  - Exam Review
- Week 5:** Read Chapter 6 in Schneider & Wildman and Chapter 5 in Notorious RBG; BB Postings; *Exercise 3*
- Reproductive Freedom (cont.)
  - *Harris v. McRae*
- Week 6:** Exam 1.
- Week 7:** Spring Break (No Class)
- Week 8:** Read Chapter 7 and 8 in Schneider & Wildman; BB Postings
- The Workplace
  - *Lochner v. NY and Muller v. Oregon*
  - *California Federal Savings & Loan Ass'n. v. Guerra*
  - *Meritor Savings Bank v. Vinson*
- Week 9:** Read Chapter 9 in Schneider & Wildman and Chapter 7 in Notorious RBG; BB Postings; *Exercise 4*
- The Workplace (cont.)
  - *Price Waterhouse v. Hopkins*
- Week 10:** Read Chapter 11 in Schneider & Wildman and BB Postings. *Take Home Exercise 5*
- Domestic Violence and the History of Marriage
  - *Town of Castle Rock v. Gonzales*
  - *DOMA, Windsor, and Obergefell v. Hodges*
- Week 11:** Read Chapter 12 in Schneider & Wildman and Chapter 8 in Notorious RBG; BB Postings
- The Legal Profession
  - *Blank v. Sullivan & Cromwell*
- Week 12:** Read Chapter 9 and 10 in Notorious RBG; Read BB Postings; *Exercise 6*



- **The Four Supremes—A Study of the Four Female U.S. Supreme Court Justices**

**Week 13:**

**Read BB Postings**

- **The Four Supremes—A Study of the Four Female U.S. Supreme Court Justices (cont.)**

**Week 14:**

**Exam 2.**

**Week 15:**

**Read BB Postings; *Research Paper* is due at start of class**

- **What does the future hold?**
- **Policy skills**
- **Review of course**

**ALL STUDENTS MUST BE PRESENT FOR THIS FINAL CLASS.**

**Course communication:** A copy of this Syllabus will be posted on Topnet and Blackboard prior to the beginning of the semester. It is the student's responsibility to refer to the Syllabus regularly for assignment schedules. One of the requirements for this course is that the student monitor Blackboard regularly for assignments, deadlines, scheduling, and/or announcements.

**Grades:**

Grades are weighted in this course. Each assignment is worth 100 points and given a weight at the end of the semester based on the percentages below. Your raw grades will be posted on Blackboard as the semester progresses. All written work must be typed in Microsoft Word, paginated, using 12 point font, with one inch margins, in Times New Roman font. Any sources cited must use the Bluebook, which is preferred in legal writing.

Exercises:	4% (each)
Participation:	11%
Examinations:	20% (each)
Research Paper:	25%

**Student Learning Outcomes:** By the end of the semester, students should be able to:

- Analyze the development of self in relation to others and society.
- Examine diverse values that form civically engaged and informed members of society.
- Evaluate solutions to real-world social and cultural problems.
- Analyze the treatment of women in, and by the U.S. legal profession, at federal, state, and local levels.
- Examine the intersection of gender and law, along with other factors, including race, religions, sexual orientation, and socio-economic status.

- Evaluate solutions to facing gender discrimination in institutional settings at local, state, and federal levels.
- Analyze and evaluate historical, contemporary, and future significance of four female appointed U.S. Supreme Court Justices.
- Analyze and interpret federal case law.
- Develop viewpoints on important legal struggles facing women in American society.

**Research Paper:** You will have a research paper due on the last day of class. It must be typed in Microsoft Word, paginated, using 12 point font, with one inch margins, in Times New Roman font. There must be a title page, which does not count as a page for the page count. Your name, the class, and title of the paper must be included on the title page. The paper is to be 5-7 pages. There must be a citations page at the back of the paper, which also doesn't count for page count. Any sources cited must use Bluebook style. There must be at least 5 scholarly sources cited. Your research paper must present evidence in support of a persuasive argument. There will be two questions below to write about in your research paper. Choose one. *See the end of this syllabus for the grading Rubric for the paper.* The research paper is worth 25% of your final grade.

**Question 1:**

Justice Ruth Bader Ginsburg was the second woman appointed to the United States Supreme Court. To this day there have only been four women appointed to the U.S. Supreme Court since it began. She was once asked when there would be enough women appointed on the bench. She famously answered, "When there are nine." Support why Justice Ginsburg would give this answer based on her history. Additionally, why, or why not, would this be enough women on the Supreme Court based on the Court's history and its rulings? Remember to support your argument with facts and cite your evidence.

**Question 2:**

*Frontiero v. Richardson* is a landmark case where the Supreme Court ruled the military cannot distribute benefits differently to women than they distribute to men. The Court opined that sex, like race, is a characteristic of birth. Because it bears no relation as to how one functions in society, statutes should not be applied differently between individuals based solely on sex. The Court fell short of setting up a strict scrutiny standard of review in this case, which is what attorney Ruth Bader Ginsburg, arguing for the ACLU WRP was desiring. Though it did not set up the strict scrutiny standard of review, *Frontiero* did impact military policy and laid the groundwork for other successful cases. What positive benefits came out of this landmark case? Remember to support your argument with facts and cite your evidence.

**Civility:** Feel free to challenge previously held ideas of your own and of your classmates, but do so in a scholarly and respectful manner. Please understand that insensitive, rude, and/or degrading statements WILL NOT BE ACCEPTED. Any type of inappropriate post or response will be dealt with accordingly, which may result in loss of participation points, a warning, or removal from the course. **The Instructor retains the right to remove any student from the classroom for disruptive or disrespectful behavior.**

**Americans with Disabilities Accommodations:** In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact Student Disability Services at 270-745-5004. Please do not request accommodations directly from the Instructor without a letter of accommodation from Student Disability Services.

**Academic honesty:** Each student is expected to be on an Honor Code. This means all work will be completed by the student registered for this course. Any student not turning in their own work will be in violation of this Honor Code. WKU and its colleges desire to maintain the highest academic integrity. It must be clearly understood that acts of plagiarism or any other form of cheating or dishonesty will not be tolerated. Anyone committing such acts shall be subject to disciplinary measures as outlined in the WKU Student Handbook, including but not limited to failure of this course.

**Use of cell phones, laptops, electronic devices, etc.:** Students are permitted to use these devices for note taking and other classroom activity that require Internet access as requested by the Instructor. Use of cell phones or other electronic devices for any other purpose is prohibited and constitutes disruptive behavior and/or violation of the Honor Code.

**Attendance and participation:** Each student provides a perspective that is important to the course. Students are expected to attend class and participate in person and online. Assignments and due dates will be made in class and posted on Blackboard. Late work will not be accepted, except in very rare circumstances which will include penalties. The Instructor retains the right to fail any student who misses one face to face class or fails to timely submit one online assignment without permission. No make-up examination will be administered unless the student's failure to timely submit has been properly excused. Excused absences of an emergency nature must be properly documented and determination of whether an absence constitutes an excused absence remains within the discretion of the Instructor.

***Research Paper Rubric:***

<b><i>Criteria/Scale</i></b>	<b><i>Excellent</i></b>	<b><i>Good</i></b>	<b><i>Needs Improvement</i></b>	<b><i>Poor</i></b>
<b>Solutions to Real-World Social and Cultural Problems</b>	Presents relevant and persuasive solutions to question presented with sound policy implications, supported by evidentiary support	Makes somewhat reasoned solutions to question presented, supported by some evidence	Presents a response to the question but not supported by clear authority	Lacks any solutions to question presented supported by authority
<b>Quality of Evidence</b>	Critical analysis of primary and secondary sources	Clear use of authoritative sources	Vague use of sources which lack scholarly authority	Does not provide sound evidence to support critical analysis
<b>Format</b>	Excellent use of Bluebook format	Clear use of Bluebook format	Vague use of Bluebook format	Bluebook format is

				absent
<b>Argument</b>	Argument is supported by fact Counter arguments are addressed Connected to thesis	Argument is somewhat supported by fact Counter arguments are sporadically addressed Connected at times to thesis	Argument is vague Argument rarely anticipates counter arguments Argument is not clearly connected to thesis	Argument is not presented No counter argument is presented Argument is not connected to thesis

## **Colonnade Connections Course Proposal Local to Global Subcategory**

Proposal Contact Name, E-mail, and Phone: Jean-Luc Houle, jean-luc.houle@wku.edu, 270-745-5910  
College and Department: Folk Studies and Anthropology Proposal Date: 2/1/2016

### **1. Course Details:**

- 1.1 Course prefix (subject area), number and title: ANTH 316 - The Archaeology of Environmental Change
- 1.2 Credit hours: 3.0
- 1.3 Prerequisites: The only prerequisite for this course is junior standing or 21 hours earned in WKU Colonnade Program coursework.
- 1.4 Crosslisted and/or equivalent courses (prefix and number): N/A
- 1.5 Expected number of sections offered each semester/year: The Department of Folk Studies and Anthropology plans to offer one section of 'ANTH 316 - The Archaeology of Environmental Change' per year. Depending on student interest and demand, as well as faculty course rotations, the department may increase the number of sections offered each year.
- 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, regional campuses, online? List all.) Bowling Green Main Campus

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

Environmental change has become one of the most debated topics of our time. But environmental change is not a new phenomenon. Humans have been faced with climate change and been active agents of environmental change for millennia – sometimes with success and other times not. This course reveals how the deep time historical perspective of archaeology can contribute to a better understanding of humans' relation to the environment and demonstrate how some of the environmental challenges facing humanity today can be better approached through an attempt to understand how past societies dealt with similar circumstances. Concretely, the course examines the methods for recording environmental change and discusses case studies of the varied responses of past human societies to environmental change in different geographic regions and time periods with varying sociopolitical and economic systems. The course also explores aspects of resilience and rigidity of societies and issues of environmental sustainability.

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

The recent decades witnessed an increase in interdisciplinary research between natural scientists and archaeologists/anthropologists involved in studying the relationship between climatic/environmental change and human social and cultural change. These interdisciplinary studies have improved significantly the understanding of the human–environment relationship. In keeping with this approach, this course draws upon an increasingly large body of empirical evidence from different regions of the world and from different time periods and explores a rapidly growing body of knowledge that is explicitly interdisciplinary, at the interface between archaeology, ecology, history, geography, environmental studies, geomorphology, and many other disciplines. Therefore, this course will appeal to a broad range of students interested in human–environment relationships and sustainability – issues that have and continue to affect us as individuals and as global citizens.

An important goal of this course is to integrate and build upon knowledge gained from earlier studies. But it also challenges students to go beyond knowledge learned in their specific discipline in order to appreciate the benefits of interdisciplinary perspectives on complex issues. For example, it challenges Anthropology students to be truly holistic when approaching complex socio-environmental issues by asking them to engage with data from the natural sciences. It also challenges students from various other disciplines to apply their skills more discerningly and in sometimes less familiar contexts in order to realize that humans' relationship to the environment is a result of the interaction of economics, social organization, history, technology, biology, and ideology, and that these vary greatly through time and space. Students are thus asked to consider this during student-led weekly group discussions on various topics that deal with human-environment interactions. Students are also challenged to think critically about issues and arguments proposed in the literature on environmental change and to apply this knowledge in specific assignments: 1) they are asked through the review of a book that deals with issues of environmental/climate change and society to analyze and evaluate the ways in which the author successfully addresses (or not) the issues at hand and the significance (or lack of significance) of the book to current local or global concerns; 2) they are asked to write a research paper that either critically evaluates the consequences of past decision-making on socio-ecological systems, or that discusses the potential applications of past land use and/or Traditional Environmental Knowledge (TEK) to modern problems. Together, these activities provide students with concrete opportunities to gather, analyze and summarize sound and relevant evidence in support of their point of view. Students are additionally asked to write a short report on *Environmental Change in North America*. Students select a ~100 km<sup>2</sup> area in North America and produce a 5 page research report (~1500 words) which critically examines past, present, and future environmental change trends incorporating archaeological and paleoenvironmental evidence, with defined issues and possible management strategies for the chosen area.

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

In ANTH 316, students will examine local and global issues within the context of an increasingly interconnected world. In an age of global climate change, social unrest in many parts of the world, and a myriad of associated challenges here at home, students will examine human-environment relationships in different geographic regions and time periods with varying sociopolitical and economic systems in order to understand what were adaptive and maladaptive human strategies. This deep time historical perspective will in turn help students better evaluate the modern politics and social responses to climate/environmental change on both local and global scales in order to consider the implications of these on sustainable development.

<b>Connections Student Learning Outcomes</b>	<b>How does the course meet these learning outcomes? (Align course goals to Connections SLOs)</b>
1. Analyze issues on local and global scales.	Students will analyze a range of issues pertaining to human-environment interactions on both local and global scales. For example, students will analyze how different human social, political and economic motivations have impacted their environments differently through time – sometimes with success, sometimes not. A concrete example of this is examining ancient (and sometimes not so ancient) agricultural and water management practices in east and southeast Asia, northeast Africa, and the Middle East and comparing these to current practices in the US in order to contemplate the implications of these varied motivations on sustainable development.

<p>2. Examine the local and global interrelationships of one or more issues.</p>	<p>Students will examine various case studies that deal with how local human actions can affect the environment both locally and globally and how global environmental change can affect human societies and cultural heritage resources locally in different ways. For example:</p> <p>In an age of global climate change, social unrest in many parts of the world, and a myriad of associated challenges here at home, students will examine the relationship that may exist between global climate change and instances of social conflict over the past 10,000 years all over the world.</p> <p>Another example involves examining the effects of climate change on cultural heritage resources. While climate change is global, a lot of consequences and solutions are local. Students will examine various ways archaeologists are dealing with the threats of rising sea levels, increased rainfall, creeping desert sands, and the melting of ice on archaeological sites here in the US and abroad – sites that are often a source of local identity, pride, and even income for many communities.</p>
<p>3. Evaluate the consequences of decision-making on local and global scales.</p>	<p>Students will consider the technological and cultural mechanisms people have developed over both short and long terms in the wake of ecological change, sometimes with success, other times facing catastrophes that led to urban abandonment and societal collapse.</p> <p>Students will evaluate the consequences of short-term economic and political concerns on sustainable lifeways in various world regions in the past and draw comparisons with such current concerns locally.</p> <p>Students will compare and contrast modern responses to climate change on a local and global scale with those of past societies, focusing specifically on consequences that are currently relevant, e.g. scapegoating, famine, migration, conflict.</p>

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

It is my intent that by the end of the semester and upon successful completion of this course, students should be able to:

- Demonstrate a basic understanding of the approaches to environmental reconstruction and archaeological analysis
- Evaluate the social, economic and technological issues human societies faced in the past when dealing with environmental change
- Assess what were adaptive and maladaptive human strategies in dealing with environmental change in the past
- Evaluate current debates about how human societies adapt to environmental change
- Think critically about issues and arguments proposed in the literature on environmental change, and to write a coherent essay arguing a point of view

**6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*.**

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.
1. Analyze issues on local and global scales.	<p>The artifact for assessment for the three Connections Student Learning Outcomes is an analytical book review.</p> <p>Students will review a book that deals with issues of environmental/climate change and society in the past (either on a local or global scale). In their analytical book review, students are asked to identify the book’s thesis, as well as analyze and evaluate / critique the author’s argument, evidence, and conclusions. They are also asked to consider the significance (or lack of significance) of the book to current local or global concerns, as well as the possible implications of the book’s findings for today's management practices on local, national, and global scales.</p>	At the end of the semester, a department assessment team will select at least a 30% random sample of students’ unmarked book reviews and evaluate them using the rubric in Section 6b below, producing separate evaluations for each SLO. Deficient outcomes will initiate a process of review and revision of corresponding artifacts.
2. Examine the local and global interrelationships of one or more issues.	[see above]	[see above]
3. Evaluate the consequences of decision-making on local and global scales.	[see above]	[see above]



**6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment).**

The randomly selected analytical book reviews will be evaluated using the following holistic rubric:

- 4 = outstanding (far exceeds expectations)
- 3 = good (exceeds expectations)
- 2 = average (meets expectations)
- 1 = poor (does not meet basic expectations)

The Anthropology Program Assessment Team’s targets are as follows:

- 70% of the work will score 2 or higher
- 30% of the work will score 3 or higher

Below is a sample of the criteria that will be used to assess the student learning outcomes

<b>Criteria</b>				
<b>Connections Student Learning Outcomes</b>	<b>4 Outstanding</b>	<b>3 Good</b>	<b>2 Average</b>	<b>1 Poor</b>
<b>Analyze issues on local and global scales.</b>	Clearly states the book’s thesis and critically analyzes and evaluates the ways in which the author successfully addresses (or not) issues of environmental change and society in the past (either on a local or global scale).	Capably states the book’s thesis, but sometimes digresses from it when analyzing and evaluating how the author addresses issues of environmental change and society in the past (either on a local or global scale).	Identifies the central purpose of the book, but the analysis of how the author addresses the issues of environmental change and society in the past (either on a local or global scale) is basic.	The book’s thesis is not made clear and the analysis and evaluation of the author’s arguments in terms of issues related to environmental change and society in the past (either on a local or global scale) are absent or unclear.
<b>Examine the local and global interrelationships of one or more issues.</b>	Clearly identifies the interrelationship that existed between environment/climate change and society in the past and the connection (or lack of connection) between the book and current local or global concerns.	Capably identifies the interrelationship that existed between environment/climate change and society in the past and the connection (or lack of connection) between the book and current local or global concerns.	Identifies the interrelationship that existed between environment/climate change and society in the past and the connection (or lack of connection) between the book and current local or global concerns.	Does not clearly identify the interrelationship that existed between environment/climate change and society in the past and the connection (or lack of connection) between the book and current local or global concerns.
<b>Evaluate the consequences of decision-making on local and global scales.</b>	Sophistically evaluates the possible implications of the book’s findings (e.g. the consequences of	Meaningfully expresses the possible implications of the book’s findings for today's management	Accurately identifies the possible implications of the book’s findings for today's management	Is not able to or does not clearly evaluate the possible implications of the book’s findings for

	past decision-making on socio-ecological systems) for today's management practices on local, national, and global scales.	practices on local, national, and global scales.	practices on local, national, and global scales.	today's management practices on local, national, and global scales.
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**7. Evidence & Argument Artifact.**

The book review provides students with an opportunity to gather, analyze and summarize sound and relevant evidence in support of a convincing argument. For example, the book review includes an analytical summary of the book’s contents and arguments as well as a critical evaluation of its significance (or lack thereof) to today’s world.

**8. Attach a sample course syllabus.**

See attached Syllabus below.

# THE ARCHAEOLOGY OF ENVIRONMENTAL CHANGE

## (Anth 316)

**Instructor: Dr. Jean-Luc Houle**  
**Tel.:** 270-745-5910  
**E-mail:** [jean-luc.houle@wku.edu](mailto:jean-luc.houle@wku.edu)

**Office:** FAC 312  
**Office Hours:**



“Environmental change” has become one of the most debated topics of our time. But is environmental change a new phenomenon? Or have humans been faced with climate change and been active agents of environmental change over longer periods of time?

This course will reveal how the deep time historical perspective of archaeology can contribute to a better understanding of humans’ relation to the environment and demonstrate how some of the environmental challenges facing humanity today can be better approached through an attempt to understand how past societies dealt with similar circumstances in the past. Concretely, we will examine the methods for recording environmental change and discuss case studies of the varied responses of past human societies to environmental change in different geographic regions and time periods with varying sociopolitical and economic systems. We will also explore aspects of resilience and rigidity of societies and issues of environmental sustainability.

In order to accomplish this, this course will draw upon an increasingly large body of empirical evidence from different regions of the world and from different time periods and explore a rapidly growing body of knowledge that is explicitly inter-disciplinary, at the interface between archaeology, ecology, history, geography, environmental studies, geomorphology, and many other disciplines. Therefore, this course will appeal to a broad range of students interested in human-environment relationships and sustainability.

### **Course Format**

The course consists of a combination of lectures and in-class discussion of readings, following the topical outline given below. Each topic will typically begin with a lecture to introduce the basic concepts and issues involved, followed by a class period devoted to discussion. Students will be assigned specific topics for which they will act as discussion leaders.

## Learning Outcomes

<p>In ANTH 316, students will examine local and global issues within the context of an increasingly interconnected world. In an age of global climate change, social unrest in many parts of the world, and a myriad of associated challenges here at home, students will examine human-environment relationships in different geographic regions and time periods with varying sociopolitical and economic systems in order to understand what were adaptive and maladaptive human strategies. This deep time historical perspective will in turn help students better evaluate the modern politics and social responses to climate/environmental change on both local and global scales in order to contemplate the implications of these on sustainable development.</p>	
<p><i>Connections Student Learning Outcomes</i></p>	<p><i>How does the course meet these learning outcomes?</i></p>
<p>1. Analyze issues on local and global scales.</p>	<p>Students will analyze a range of issues pertaining to human-environment interactions on both local and global scales. For example, students will analyze how different human social, political and economic motivations have impacted their environments differently through time – sometimes with success, sometimes not. A concrete example of this is examining ancient (and sometimes not so ancient) agricultural and water management practices in east and southeast Asia, northeast Africa, and the Middle East and comparing these to current practices in the US in order to contemplate the implications of these varied motivations on sustainable development.</p>
<p>2. Examine the local and global interrelationships of one or more issues.</p>	<p>Students will examine various case studies that deal with how local human actions can affect the environment both locally and globally and how global environmental change can affect human societies and cultural heritage resources locally in different ways. For example:</p> <p>In an age of global climate change, social unrest in many parts of the world, and a myriad of associated challenges here at home, students will examine the relationship that may exist between global climate change and instances of social conflict over the past 10,000 years all over the world.</p> <p>Another example involves examining the effects of climate change on cultural heritage resources. While climate change is global, a lot of consequences and solutions are local. Students will examine various ways archaeologists are dealing with the threats of rising sea levels, increased rainfall, creeping desert sands, and the melting of ice on archaeological sites here in the US and abroad – sites that are often a source of local identity, pride, and even income for many communities.</p>

<p>3. Evaluate the consequences of decision-making on local and global scales.</p>	<p>Students will consider the technological and cultural mechanisms people have developed over both short and long terms in the wake of ecological change, sometimes with success, other times facing catastrophes that led to urban abandonment and societal collapse.</p> <p>Students will evaluate the consequences of short-term economic and political concerns on sustainable lifeways in various world regions in the past and draw comparisons with such current concerns locally.</p> <p>Students will compare and contrast modern responses to climate change on a local and global scale with those of past societies, focusing specifically on consequences that are currently relevant, e.g. scapegoating, famine, migration, conflict.</p>
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In addition, it is my intent that by the end of the semester and upon successful completion of this course, students should be able to:

- Demonstrate a basic understanding of the approaches to environmental reconstruction and archaeological analysis
- Evaluate the social, economic and technological issues human societies faced in the past when dealing with environmental change
- Assess what were adaptive and maladaptive human strategies in dealing with environmental change in the past.
- Evaluate current debates about how human societies adapt to environmental change
- Think critically about issues and arguments proposed in the literature on environmental change, and write a coherent essay arguing a point of view

**Required Readings:**

Because of the vastness of the topic matter for this class, there is no required textbook. Instead, reading assignments will come from research articles and individual book chapters that will be posted on *Blackboard*. The books listed below have additional helpful material, and you may wish to purchase or borrow them from the library.

The Archaeology of Environmental Change: Socionatural Legacies of Degradation and Resilience, edited by Christopher Fisher, J. Brett Hill, and Gary M. Feinman. 2009.

Human Impacts on Ancient Environments. Charles Redman. 2001.

**Requirements and Grading: Total - 300 points**

Grading is based on: 1) An assessment test on basic concepts and methods (Week 4): 40 points. 2) Discussion leadership: 50 points (includes 25 points for leading a discussion and 25 points for written answers to peer-generated discussion questions on assigned readings). 3) Book review: 50 points. 4) Research paper: 100 points. 5) Report: 50 points. 6) Class participation: 10 points.

**Student Discussion leader:** Teams of two or three students will be responsible for generating three discussion questions and leading discussion on the readings assigned. For this, you should read the assigned text carefully, be sure to understand it fully, and prepare discussion points and questions to frame and encourage class discussion. Note: you should also prepare a 5 min summary of the articles to help in-class discussions get started. I encourage you to meet with me well in advance of your discussion date to go over the readings and topics and address any questions. Students not leading discussion on that day must respond to the three questions in writing and are responsible for contributing to the discussion and offering additional questions pertinent to the readings that may not have been raised.

**Book Review:** Choose a book relevant to issues of environmental/climate change and society in the past (subject to the instructor's approval). Write a review beginning with an analytical summary of the book's contents and arguments. Then give your own critical evaluation including what may be unique about the book and its significance (or lack of significance) to current local or global concerns. (5 pages/~1500 words double-spaced).

**Research Paper:** Your final paper will be a 2400-3000 word (8-10 pages) research paper. Your topic should be tailored to your interests, and I am happy to discuss potential ones. You may either critically evaluate the consequences of past decision-making on socio-ecological systems or discuss the potential applications of past land use or Traditional Environmental Knowledge (TEK) to modern problems. In your paper, you should outline the background and relevance of the problem, and develop an original argument while citing relevant peer-reviewed, scholarly work. You will also give a short 8-10 minute in-class presentation on your topic during the last week of the term.

**Report:** This assignment should be viewed as an independent research project that you may work on throughout the term. You are asked to write a short report on *Environmental Change in North America*. You will select a ~100 km<sup>2</sup> area in North America and produce a 5 page research report (~1500 words) which critically examines past, present, and future environmental change trends incorporating archaeological and paleoenvironmental evidence, with defined issues and possible management strategies for the chosen area.

**Note:** It is important for you to understand that late assignments will be marked down 5 points for each day they are late. The Final Paper MUST be turned in by the due date. NO papers will be accepted after this date.

**Grading Procedures:** I assign numerical grades (not letter grades) for each assignment. I will then calculate the final course grade by dividing the points earned by the total points possible (i.e. 300 points). I then convert this percentage into a letter grade using a 10% scale: A (90-100%); B (80-89%); C (70-79%); D (60-69%); and F (less than 60% – we don't want any of these!). I do not curve final grades. In *some* cases, I may assign students with borderline percentages the higher grade based on class attendance, class participation, improvement, and/or attitude.

**Attendance and Participation:** Class attendance and participation are required and make up a significant portion of your grade. They will become increasingly important as the course progresses in order to internalize the material covered in discussions and assignments. Many of the issues we cover in this class are theoretical: your contributions to discussions are very important, and how active you participate in discussions will factor into your final grade. Your final grade can be lowered by unexcused absences.

**In order for an absence to be excused**, students must meet the following two requirements:

1. The excuse must be a **legitimate reason** for missing class. Legitimate excuses include serious illness, death in the family, University-sanctioned activities, out-of-town job interview, jury duty, and religious holidays. Non-legitimate reasons for missing class include but are not limited to chauffeuring friends, airplane reservations, family celebrations, meetings with other professors or advisors, work, and unsanctioned University activities.
2. Students must provide the instructor with an original or a photocopy of **written documentation** for the absence, which the instructor will retain and file with the attendance sheets.

**Note: All students are expected to arrive to class on time and leave the classroom only at the end of class. The use of any electronic devices in class is prohibited; including but not limited to: computers, tablets, cell phones, recording devices, audio devices, etc. Exceptions must receive prior authorization from the instructor.**

**Plagiarism:** Plagiarism will not be tolerated. Ideas that are not your own must be accompanied by a citation with the source and page number. Direct quotations must be in quotation marks and must also be accompanied by a citation. Paraphrasing is plagiarism. Copying another student or another author's work is cheating and is in violation of Western Kentucky University policy.

### **Blackboard**

A *Blackboard* page for this class has been prepared on WKU's Blackboard. To access this class' page, students should visit and login using their WKU user ID and password. It is recommended that students check the Blackboard page frequently as class announcements will be posted on this page. Students can also download all of the class documents (syllabus, assignments, articles, etc.) through the Blackboard page. Blackboard may also be used by your instructor to e-mail students important announcements such as corrections, class cancellations, or scheduling changes. It is the student's responsibility to ensure that their WKU e-mail account is set to forward these announcements to the e-mail account that they use most frequently.

**Disabilities:** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Student Disability Services, located on the ground floor of the Student Success Center, DUC A200, as early as possible in the term. For more information call (270) 745-5004 or visit their website at <http://www.wku.edu/sds/>. SDS will verify your disability and determine reasonable accommodations for this course.

**The Writing Center:** The Writing Center is located in Cherry Hall 123 and provides students with assistance at all stages of the writing process, from brainstorming ideas to proofreading. The staff will provide feedback to students in person and by email. Visit The Writing Center website at <http://www.wku.edu/writingcenter/> or call 270-745-5719 for more information and hours of operation.

**The Learning Center:** Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing University Center, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ DUC offers certified, one-on-one tutoring in over 200 subjects by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area, with side rooms designated for peer to peer tutoring, and offers a thirty-two machine Dell computer lab to complete academic coursework. Additionally, TLC has three satellite locations. Each satellite is a quiet study center and is equipped with a small computer lab. These satellites are located in Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. For more information, or to schedule a tutoring appointment, please call TLC at (270) 745-6254. [www.wku.edu/tlc](http://www.wku.edu/tlc)

Hours of Operation:

<p><b>TLC @ DUC</b>            Sunday 4:00pm – 9:00 pm            Monday – Thursday 8:00am – 9:00pm            Friday 8:00am – 4:00pm</p>	<p><b>TLC @ McCormack</b>            Sunday – Thursday 6:00pm – 11:00pm</p>
<p><b>TLC @ Keen</b>            Sunday – Thursday 6:00pm – 11:00pm</p>	<p><b>TLC @ PFT</b>            Sunday – Thursday 6:00pm – 11:00pm            (PFT residents and their guests only)</p>
<p><b>TLC @ FAC</b>            Monday – Tuesday 1:00 pm - 7:00 pm            Wednesday – Thursday 9:00 am - 5:00 pm            Friday 2:00 pm - 4:00 pm            Saturday – Sunday Closed</p>	

**Note:** This document is a course syllabus, not a legal contract. As such, it is a good faith outline of course requirements and expectations. Note, however, that specific assignments, dates, deadlines, readings, and lecture topics are subject to alteration during the course of the semester. While such changes will be announced in lectures, each student is responsible, in the event of absences, to find out whether such changes have been made. Finally, if you have questions, talk to me. I am always willing to meet with you and discuss ideas or problems you might have.



# TOPICAL OUTLINE

## **Week 1: Introduction to the Course; Basic Concepts and Background**

Course organization, assignments and objectives. Historical and theoretical background.

Reading: Rosen, Arlene M. (2007). *Civilizing Climate: Social Responses to Climate Change in the Ancient Near East*. Altamira, Lanham, MD., Chapter 1, pp. 1-16.

**Out of the Past: Collapse (in class video)**

## **Week 2: Human Impacts on Past Environments and the Impact of Environmental Change on Human Communities: Perceptions of Environmental Change and Scales of Change.**

Reading: Redman, Charles L., Steven R. James, Paul R. Fish, and J. Daniel Rogers (2004). Introduction: Human Impacts on Past Environments. In *The Archaeology of Global Change: The Impact of Humans on their Environment*, edited by C.L. Redman, S.R. James, P.R. Fish, and J.D. Rogers, pp.1-8. Smithsonian Books, Washington.

McIntosh, R. J., J. A. Tainter and S. K. McIntosh (2000). Climate, History, and Human Action. In *The Way the Wind Blows: Climate, History, and Human Action*, edited by R. J. McIntosh, J. A. Tainter and S. K. McIntosh, pp. 1-42. Columbia University Press, New York.

## **Week 3: The Anthropocene: Archaeology and Global Change**

Reading: Kirch, Patrick V. (2005). Archaeology and Global Change: The Holocene Record. *Annual Review of Environment and Resources* 30(1):409-440.

## **Week 4: Reconstructing Past Environments: How do we learn about environmental change in the past?**

Reading: Roberts, Neil (1998). *The Holocene: An Environmental History*. Blackwell, Oxford, Chapter 2, pp. 8-54

\* **Assessment Test**

## **Week 5: The Debate over Megafaunal Extinctions**

Reading: Roberts, Neil (1998). Human Ecology at the End of the Pleistocene: Megafaunal Extinctions. In *The Holocene: An Environmental History*. Blackwell, Oxford, Chapter 2, pp. 81-86.

Koch, Paul L. and Anthony D. Barnosky (2006). Late Quaternary Extinctions: State of the Debate. *Annu. Rev. Ecol. Evol. Syst.* 37, 215–250.

## **Week 6: Initial Stages of Plant Domestication: Did climate change force the origins of agriculture? What was the role of climate change in the beginnings of cultivation?**

Reading: Richerson, Peter J., Robert Boyd and Robert L. Bettinger (2001). Was Agriculture Impossible during the Pleistocene but Mandatory during the Holocene? A Climate Change Hypothesis. *American Antiquity* 66(3):387-411.

Rosen, Arlene M (2007). From Hunter-Gatherers to Village Farmers: The Role of Climate Change in the Origins of Agriculture. In Rosen, Arlene M. *Civilizing Climate: Social Responses to Climate Change in the Ancient Near East*. Altamira, Lanham, MD., Chapter 6, pp. 103-127.

## **Week 7: Spring Break – NO CLASS**

### **Week 8: Sustainability in the Archaeological Record: What can we learn from past cultures' choices?**

Reading: Guttman-Bond, Erika (2010). "Sustainability out of the Past: How Archaeology can Save the Planet", *World Archaeology*. Vol. 42(3):355-366.

Briggs, John M., Katherine A Spielmann, Hoski Schaafsma, Keith W. Kintigh, Melissa Kruse, Kari Morehouse, and Karen Schollmeyer (2006). Why Ecology Needs Archaeologists and Archaeology Needs Ecologists. *Frontiers in Ecology and the Environment* 4(4):180–188.

**\* Book Review Due**

### **Week 9: Climate and Causation: Is there a link between climate change, migration, conflict, and changes in social organization?**

Readings:

Hsiang, Solomon M., M. Burke, E. Miguel (2013). Quantifying the Influence of Climate on Human Conflict. *Science* 341 (6151), 1235367.

Chen, Ed (2009). Climate Induced Migration and Conflict: Historical Evidence, and Likely Future Outlook. *Science* 2.0.

Pederson, Neil, A. E. Hessel, N. Baatarbileg, K.J. Anchukaitis, and N. Di Cosmo (2014). Pluvials, droughts, the Mongol Empire, and modern Mongolia. *Proceedings of the National Academy of Sciences of the United States of America* 111(12):4375-4379.

### **Week 10: Climate Change and the 'Collapse' of Civilizations: Climate or Culture, Who is to blame?**

Reading: Redman, Charles, L. (2004). Environmental Degradation and Early Mesopotamian Civilization. In *The Archaeology of Global Change: The Impact of Humans on their Environment*, edited by C.L. Redman, S.R. James, P.R. Fish, and J.D. Rogers, pp.158-164. Smithsonian Books, Washington.

Rosen, Arlene M (2007). Collapse of Early Bronze Age Societies. In Rosen, Arlene M. *Civilizing Climate: Social Responses to Climate Change in the Ancient Near East*. Altamira, Lanham, MD., Chapter 7, pp. 128-149.

**\* Final Paper Topic and Provisional Bibliography Due**

### **Week 11: Maya Collapse: Did Climate Change Play a Role?**

Reading: Aimers, James J. (2012). Environment and Agency in the Ancient Maya Collapse. In *Climates, Landscapes, and Civilizations*, edited by Giosan, Liviu, Dorian Q. Fuller, Kathleen Nicoll, Rowan K. Flad, and Peter D. Clift, pp. 27-33. American Geophysical Union, Washington, DC.

McAnany, Patricia A. and Tomás Gallareta Negrón (2010). Bellicose Rulers and Climatological Peril? Retrofitting Twenty-First-Century Woes on Eighth-Century Maya Society. In *Questioning Collapse*, ed. by Patricia A. McAnany & Norman Yoffee, pp. 142-175. Cambridge University Press, Cambridge.

**Week 12: Easter Island: Did they “choose” to fail?**

Reading: Diamond, Jared M. (2005). Chapter 2: Easter Island, pp. In *Collapse: How societies choose to fail or survive*. Penguin Books, London

Hunt, Terry L. (2007). Rethinking Easter Island's Ecological Catastrophe. *Journal of Archaeological Science* 34(3):485-502.

**Week 13: Roman Expansion into the Desert: Better Climate or Good Organizational Skills?**

Barker, Graeme (2002). A tale of two deserts: Contrasting desertification histories on Rome's desert frontiers. *World Archaeology* 33(3):488-507.

Rosen, Arlene M. (2007). Chapter 8, pp. 150-171. In *Civilizing Climate: Social Responses to Climate Change in the Ancient Near East*. Altamira, Lanham, MD.

**Week 14: Societal Responses to Environmental Change in Recent History**

Reading: Rogers, J. Daniel (2004). ‘A View from the Past’ and ‘The Global Environmental Crisis: An Archaeological Agenda for the 21<sup>st</sup> Century’. In *The Archaeology of Global Change: The Impact of Humans on their Environment*, edited by C.L. Redman, S.R. James, P.R. Fish, and J.D. Rogers, pp.243-247 and 271-277. Smithsonian Books, Washington.

Oster, Emily (2004). Witchcraft, Weather and Economic Growth in Renaissance Europe. *Journal of Economic Perspectives* 18:215-228.

Zhang, David D., Peter Brecke, Harry F. Lee, Yuan-Qing He, and Jane Zhang (2007). Global Climate Change, War, and Population Decline in Recent Human History. *Proceedings of the National Academy of Sciences* 104:19214-19219.

**Week 15: Climate Change and Archaeology: The impact of climate change on archaeological sites**

Reading: Curry, Andrew (2009). Climate Change: Sites in Peril. *Archaeology* 62 (2). [http://archive.archaeology.org/0903/etc/climate\\_change.html](http://archive.archaeology.org/0903/etc/climate_change.html)

**\* Final Paper Due**

**\* Report Due**

## Colonnade Connections Course Proposal Local to Global Subcategory

Potter College of Arts & Letters  
Department of Folk Studies & Anthropology  
February 15, 2016

Timothy H. Evans, Folk Studies  
[tim.evans@wku.edu](mailto:tim.evans@wku.edu)  
(270) 745-5897

### 1. Course Details:

- 1.1 Course prefix (subject area), number and title: FLK 373: Folklore and the Media
- 1.2 Credit hours: 3
- 1.3 Prerequisites: The only prerequisite for this course is junior standing or 21 hours earned in WKU Colonnade Program coursework.
- 1.4 Crosslisted and/or equivalent courses (prefix and number): none
- 1.5 Expected number of sections offered each semester/year: 2/4
- 1.6 Is this an existing course or new course? Existing
- 1.7 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Main campus, Glasgow, online

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

Modern forms of expression and communication are complex, varying from face-to-face interaction (including most folklore) to standardized mass media (TV, films, CDs, magazines, video games, comics) to electronic forms that can be both personal and global (blogs, video sites, social networking sites). This course will examine contemporary forms of folklore, popular culture, and mass and electronic media, the ways they interact locally and globally, the complex ways they shape communication and creativity, ways that folk communities form around mass and popular culture (e.g., fan cultures and gamers) and on the internet, and such issues as ideology, corporate or government dominance of the media, political uses of media, and media representations of race, ethnicity, gender, religion, and social class. New technologies are constantly changing the ways we communicate and express ourselves, and yet these new forms of communication and community are in many ways extensions of old, folkloric forms that have been around for a very long time. New forms of communities are often both local and global: fan cultures (*Star Trek* fans, for example), often meet regularly in local communities, hold conferences on regional or national levels, and communicate globally via the internet.

- ### 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.

“Folklore and the Media” examines a wide range of issues related to modern forms of culture, creativity and communication: the complex relationship of folklore, mass media and the internet; the nature of virtual communities and fan cultures; the transformations of such phenomena as humor, rumor and legends across various media platforms; ways that such phenomena affect public policies and decisions, locally and globally; the creation of new forms of vernacular creativity; ways that media forms both perpetuate and counter stereotypes of various groups; and ways that modern communicative forms break down barriers between folklore and popular culture, and between local and global. The course draws from disciplines such as Folk Studies, Anthropology, Popular Culture Studies, Media Studies, Communication, and Sociology. The interdisciplinary nature of the subject lends itself to a broad spectrum of topics, allowing students to make connections between various social, cultural, political and aesthetic issues that will prepare them to become active and engaged citizens in our global society.

4. List the *course goals* (see Glossary of Terms), and explain how they are 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 Category. Descriptions in the right-hand column should be consistent with statements listing course activities, 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.	Students will analyze issues of Folklore and the Media in a variety of cultural, social, political and aesthetic contexts, locally and globally. For example, the impact on both local and global musical traditions of the easy internet availability of musical forms from all over the world.
2. Examine the local and global interrelationships of one or more issues.	Students will examine ways that various forms of media bring local and global cultures into complex relationships. For example, a global franchise such as Star Trek or Harry Potter is shaped in many ways by local fan groups from all over the world who interact primarily on the internet.
3. Evaluate the consequences of decision-making on local and global scales.	Students will evaluate the consequences of vernacular communicative forms on local and global scales. For example, the effects of rumors, legends and internet folklore on political discourse in such areas as terrorism and immigration, and on national and international decision-making in these and other areas.

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

- *Folklore and the Media* will prepare students to understand basic concepts of culture, folklore, popular culture, mass media and new media, and the complex ways these interact on local, regional, national and global scales.
- Students will critically examine and analyze ways that folklore influences (and is influenced by) the cultural forms of mass, popular and electronic culture/media, including films and television, music, journalism and the internet.
- Students will critically examine and analyze the ways that electronic media becomes a conduit for folklore forms such as rumors, legends, and jokes, spreading them around the world and altering their nature in ways that influence and shape cultures globally and locally.
- Students will critically examine and analyze how rumors, legends and conspiracy theories about such phenomena as terrorism and immigration influence public opinion and can influence policies, on local, national and global levels.
- Students will critically examine and analyze how fan cultures and other folk cultures form and operate around popular and mass cultural phenomena on local and global levels. Students will develop the tools for recognizing, examining and researching these phenomena in a critical manner that can be applied to everyday life, and will be useful in analyzing cultural phenomena in local, regional, national and global contexts.

**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.

<b>Connections Student Learning Outcomes</b>	<b>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.</b>	<b>Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluation rating</i> for each Connections SLO.</b>
1. Analyze issues on local and global scales.	Students will research and analyze such phenomena as online cultural groups, emergent cultural forms or the impact of rumor or legend on policy on local and global	Using the Connections rubric, a department assessment team will conduct a random sampling of research projects to determine student competency for each Connections Learning

	scales. Findings will be reported in the form of a research project.	Outcome, producing separate evaluations for each SLO. Projects will be judged (in addition to letter grades) to be superior, good, adequate or deficient. Deficient outcomes will initiate a process of review and revision of corresponding artifacts.
2. Examine the local and global interrelationships of one or more issues.	See above. For their research projects, students will examine a specific topic related to Folklore and the Media on local and global scales, and will examine the interrelationship and impact that the local and global have on one another, within the context of a specific group or phenomenon.	See above. Exams will be judged (in addition to letter grades) to be superior, good, adequate or deficient. Deficient outcomes will initiate a process of review and revision of corresponding artifacts.
3. Evaluate the consequences of decision-making on local and global scales.	See above. Students will carry out research projects examining the formation of groups and/or evaluating the consequences of rumor, legend, internet memes and related forms on local and global political and policy issues.	See above. Reflections will be judged (in addition to letter grades) to be superior, good, adequate or deficient. Deficient outcomes will initiate a process of review and revision of corresponding artifacts.

**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.

Connections rubric will be utilized.

- 7. Evidence & Argument Artifact.** As the capstone experiences 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.)

Research projects can be used toward this end. For example, research statements, findings or conclusions from research projects may be used to evaluate students' ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. A department assessment team will evaluate a random assessment of these artifacts.

**8. Attach a sample course syllabus.** The course syllabus must contain the three Connection 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.



## **FOLK STUDIES 373: FOLKLORE AND THE MEDIA SAMPLE SYLLABUS**

Modern forms of expression and communication are complex, varying from face-to-face interaction (including most folklore) to standardized mass media (TV, films, CDs, magazines, video games, comics) to electronic forms that are both personal and global (blogs, video sites, social networking sites). This course will examine contemporary forms of folklore; popular culture and mass and electronic media, the ways they interact, the complex ways they shape communication and creativity, ways that folk communities form around mass culture (e.g., fan cultures and gamers) and on the internet, and such issues as ideology, corporate or government dominance of the media, representation of race, ethnicity, gender, religion, social class, and other hot topics. New technologies are constantly changing the ways we communicate and express ourselves, and yet these new forms of communication and community are in many ways extensions of old, folkloric forms that have been around for a very long time.

*Folklore and the Media* fulfills requirements for an elective in the Folk Studies minor, and as a core course for the Popular Studies major.

*Folklore and the Media* fulfills the requirement for a Connections course (Local to Global) under the Colonnade plan. It will help students to meet this Colonnade education goal: *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.*

Course objectives will support these Colonnade goals in the following ways:

- *Folklore and the Media* will prepare students to understand basic concepts of culture, folklore, popular culture, mass media and new media, and the complex ways these interact on local, regional, national and global scales.
- Students will critically examine ways that folklore influences (and is influenced by) the cultural forms of mass, popular and electronic culture/media, including films and television, music, journalism and the internet.
- Students will critically examine the ways that electronic media becomes a conduit for folklore forms such as rumors, legends, and jokes, spreading them around the world and altering their nature in ways that influence and shape cultures globally and locally.
- Students will critically examine how rumors, legends and conspiracy theories about such phenomena as terrorism and immigration influence public opinion and can influence policies, on local, national and global levels.
- Students will critically examine how fan cultures and other folk cultures form and operate around popular and mass cultural phenomena on local and global levels.

- Students will develop the tools for recognizing, examining and researching these phenomena in as critical manner that can be applied to everyday life, and will be useful in analyzing cultural phenomena in local, regional, national and global contexts.

Be warned that this class will occasionally deal with material that is obscene or inflammatory in content (e.g., racist, sexist, homophobic, violent). The intention is not to promote such material but to deal in a critical way with the realities of global cultures.

## **COURSE REQUIREMENTS (575 points total)**

1. Class participation (100 points). This includes attendance, general participation and asking questions, as well as participation in organized classroom activities. To participate, you will need to keep up with the readings.
2. **Three** short assignments (25 points each, 75 point total). There will be **three** short assignments to be handed in and/or presented in class. One is a proposal for the semester project; the others will be examinations of local/national and global media phenomena. They will be described in more detail in class.
3. Semester project (100 points). A research based project exploring issues in the interaction of folklore with popular culture, mass media or electronic media on local, regional, national or global levels. Projects can take multiple media forms including research papers or a media projects (films, webpages, podcasts, etc.), but they must be approved by the professor.
4. Exams: **midterm and final** (100 points each, 200 point total).

**Unexcused late assignments** will be marked down three points per day. If you have a good reason for turning an assignment in late, please tell me.

## **SELECTED WEBSITES**

Students are encouraged to check out folklore and popular culture related websites, including:

### **FOLKLORE:**

WKU Department of Folk Studies and Anthropology - <http://www.wku.edu/fsa>

Kentucky Folklife Program - <http://kentuckyfolklife.org/>

American Folklore Society - <http://afsnet.org>

American Folklife Center, Library of Congress – <http://www.loc.gov/folklife/>

Smithsonian Center for Folklife and Cultural Heritage - <http://www.folklife.si.edu>

Folkstreams (folklore film streaming) - <http://www.folkstreams.net>

Local Learning Network (resources for folklore in K-12 education) –  
<http://locallearningnetwork.org>

New Directions in Folklore (online journal) – 1997-2003 issues:  
<https://scholarworks.iu.edu/dspace/handle/2022/6614>

New Directions in Folklore (online journal) – 2010-2015 issues:  
<http://scholarworks.iu.edu/journals/index.php/ndif/issue/archive>

Folklore Forum (online journal) - <http://folkloreforum.net/>

Geek Anthropologist - <http://thegeekanthropologist.com/>

Snopes (urban legend debunking website) – <http://www.snopes.com/>

WKU Folklife Archives - <http://www.wku.edu/library/dlsc/manuscripts/index.php>

Folklore Research Guide, WKU library - Go to the library webpage -

<http://www.wku.edu/library/> - click on “research guides” (under “research help” on the left side of the screen), then click on “Folk Studies”.

### **POPULAR CULTURE/MASS MEDIA:**

WKU Popular Culture Studies – [www.wku.edu/pop](http://www.wku.edu/pop)

Popular Culture Association/American Culture Association - <http://pcaaca.org/>

Henry Jenkins' blog (author of *Convergence Culture*) - <http://www.henryjenkins.org/>

Pop Matters - <http://www.popmatters.com/>

Media Commons (In Media Res) - <http://mediacommons.futureofthebook.org/imr/>

Refractory: a Journal of Entertainment Media (Australian) -

<http://blogs.arts.unimelb.edu.au/refractory/>

Jane McGonigal's blog (game designer & author) - <http://janemcgonigal.com/>

Journal of Visual Culture (online journal) – <http://intl-vcu.sagepub.com/>

Transformative Works and Cultures (online journal with a focus on media studies and fan cultures) - <http://journal.transformativeworks.org/index.php/twc>

Association for Cultural Studies – <http://www.cultstud.org/wordpress/>

Critical Theory website – <http://www.uta.edu/huma/illuminations/>

Americana: AmericanPopularCulture.Com - <http://www.americanpopularculture.com/home.htm>

Popular Culture Research Guide, WKU library - Go to the library webpage -

<http://www.wku.edu/library/> - click on “research guides” (under “research help” on the left side of the screen), then click on “Popular Culture”.

### **ACADEMIC JOURNALS, ARTICLES AND SEARCH ENGINES:**

JSTOR - <http://www.jstor.org/> \*

Project Muse - <http://muse.jhu.edu/> \*

Google Scholar (search engine) - <http://scholar.google.com/>

\* Provides electronic access, through WKU, to many academic journals in folklore, popular culture and other areas. Can also be used to browse topics. Articles (and in some cases books) can be accessed via WKU computers, or from home computers by logging in on the WKU library webpage (Click on “databases” on the WKU libraries homepage, scroll down to the 3 data base and click on it, then type in your WKU NetID and password).

## SCHEDULE OF CLASSES (with possible reading assignments)

### 1. Syllabus, introductions, preliminary issues.

### 2. Folklore/Popular Culture: basic concepts.

Read: American Folklore Society webpage. Read the online article “What is Folklore?” and the definitions of folklore that follow. <http://www.afsnet.org/?page=WhatIsFolklore>

Wikipedia: Popular Culture. [http://en.wikipedia.org/wiki/Popular\\_culture](http://en.wikipedia.org/wiki/Popular_culture)

Henry Jenkins’ blog: browse through the archives, read a few articles that interest you.

<http://www.henryjenkins.org/>

Julia Kelso, “Quantum Folklore,”

<http://scholarworks.iu.edu/journals/index.php/ndif/article/view/870/920>. 2010.

### 3. Mass & Electronic Media: Basic Concepts.

Read: Annabelle Sreberny-Mohammadi, “Forms of Media as Ways of Knowing.” From *Questioning the Media: A Critical Introduction*, ed. John Downing, Ali Mohammadi and Annabelle Sreberny-Mohammadi. 1990.

Henry Jenkins, “Introduction” to Jenkins, *Convergence Culture: Where Old and New Media Collide*. 2008.

Michael Dylan Foster, “The Challenge of the Folkloresque.” From *The Folkloresque: Reframing Folklore in a Popular Culture World*, ed. Michael Dylan Foster and Jeffrey A. Tolbert. 2015.

### 4. Folklore in the Media: Mass Media.

Read: Trevor Blank, *The Last Laugh: Folk Humor, Celebrity Culture, And Mass-Mediated Disaster in the Digital Age*, Introduction, chapter 1. 2013.

Mikel J. Koven, “Folklore and Film.” From *Film, Folklore and Urban Legends* by Mikel J. Koven. 2007.

Michael Dylan Foster, “The Folkloresque Circle: Toward a Theory of Fuzzy Allusion.” From *The Folkloresque: Reframing Folklore in a Popular Culture World*, ed. Michael Dylan Foster and Jeffrey A. Tolbert. 2015.

Daniel Peretti, “Comics as Folklore.” From *The Folkloresque: Reframing Folklore in a Popular Culture World*, ed. Michael Dylan Foster and Jeffrey A. Tolbert. 2015.

### 5. Folklore in the Media: Internet.

Read: Trevor Blank, *The Last Laugh: Folk Humor, Celebrity Culture, And Mass-Mediated Disaster in the Digital Age*, chapter 3. 2013.

Sander Vesik, “Folklore on the Internet: About the Internet (and a Bit about Computers).”

[http://www.folklore.ee/rl/pubte/ee/cf/cf4/CF4\\_Vesik.pdf](http://www.folklore.ee/rl/pubte/ee/cf/cf4/CF4_Vesik.pdf). 2009.

Andrew Peck, “Dark, Tall and Loathsome: the Emergence of a Legend Cycle in the Digital Era.” *Journal of American Folklore*, Volume 128, Number 509, Summer 2015 (special issue on Folklore and the Internet).

## **6. Humor.**

Read: Russell Frank, "The *Forward* as Folklore: Studying Internet Humor," From *Folklore and the Internet: Vernacular Expression in a Digital World*, ed. Trevor Blank. 2009.

Trevor Blank, "Faux Your Entertainment: Amazon.com Product Reviews as a Locus of Digital Performance." From *The Folkloresque: Reframing Folklore in a Popular Culture World*, ed. Michael Dylan Foster and Jeffrey A. Tolbert. 2015.

Greg Kelley, "The Joke's on Us: An Analysis of Metahumor." From *The Folkloresque: Reframing Folklore in a Popular Culture World*, ed. Michael Dylan Foster and Jeffrey A. Tolbert. 2015.

## **7. Internet Traditions.**

Read: Anthony Buccitelli, "Performance 2.0: Observations Toward a Theory of the Digital Performance of Folklore." From *Folk Culture in the Digital Age: The Emergent Dynamics of Human Interaction*, ed Trevor Blank. 2012.

Limor Shifman, "The Cultural Logic of Photo-Based Meme Genres."

<http://vcu.sagepub.com/content/13/3/340.full.pdf+html>. 2014

Russell Frank, "Caveat Lector: Fake News as Folklore." *Journal of American Folklore*, Volume 128, Number 509, Summer 2015 (special issue on Folklore and the Internet).

## **8. Legends, Rumors, Politics and the Internet.**

Gary Alan Fine & Bill Ellis, *The Global Grapevine: Why Rumors of Terrorism, Immigration, and Trade Matter*, Introduction, chapters 1 and 2. 2010.

Margaret Duffy, Janis Page, and Rachel Young, "Obama as Anti-American: Visual Folklore in Right-Wing Forwarded Emails and Construction of Conservative Social Identity," *Journal of American Folklore* 125:496, Spring 2012.

## **9. Fan Cultures.**

Liz Locke, "Don't Dream It, Be It:" the Rocky Horror Picture Show as Cultural Performance." [https://scholarworks.iu.edu/dspace/bitstream/handle/2022/7209/NDiF\\_issue\\_3\\_article\\_2.pdf?sequence=1](https://scholarworks.iu.edu/dspace/bitstream/handle/2022/7209/NDiF_issue_3_article_2.pdf?sequence=1). 1999.

Henry Jenkins, "Star Trek Rerun, Reread, Rewritten: Fan Writing as Textual Poaching." From Jenkins, *Fans, Bloggers and Gamers: Exploring Participatory Culture*. 2006.

Matthew Hale, "Cosplay: Intertextuality, Public Texts, and the Body Fantastic." *Western Folklore* 73:1, Winter 2014.

## **10. Virtual communities.**

Tok Thompson, "Netizens, Revolutionaries, and the Inalienable Right to the Internet." From *Folk Culture in the Digital Age: The Emergent Dynamics of Human Interaction*, ed Trevor Blank. 2012.

Bill Ellis, "What Bronies See When They Brohoof: Queering Animation on the Dark and Evil Internet." *Journal of American Folklore*, Volume 128, Number 509, Summer 2015 (special issue on Folklore and the Internet).

Emma Louise Backe, "Freaks & Geeks: A Cultural History of the Term Geek," <http://thegeekanthropologist.com/2014/10/17/freaks-geeks-a-cultural-history-of-the-term-geek/>  
Daniel Miller, "Fifteen Theses on What Facebook Might Be." From Miller, *Tales From Facebook*. 2011.

### **11. Games and Gaming.**

Ben Gillis, "An Unexpected Font of Folklore: Online Gaming as Occupational Lore." *Western Folklore* 70:2, Spring 2011.

Jeffrey A. Tolbert, "A Deadly Discipline: Folklore, Folklorists and the Occult in *Fatal Frame*." From *The Folkloresque: Reframing Folklore in a Popular Culture World*, ed. Michael Dylan Foster and Jeffrey A. Tolbert.

Jared Miracle, "Of Crickets and Gourds: Pokemon as an Ancient Chinese Folk Game," <http://thegeekanthropologist.com/2014/12/18/of-crickets-and-gourds-pokemon-as-ancient-chinese-folk-game/>

### **12. Vernacular Creativity.**

Don Stacy, "All Mixed Up: A Cultural Explanation of Mixed Tapes and CDs." <http://folkloreforum.net/2008/11/24/all-mixed-up/>

Tok Thompson, "Beatboxing, Mashups and Cyborg Identity: Folk Music for the Twenty-First Century." *Western Folklore* 70:2, Spring 2011.

Meagan Winkelman, "McMeaning in the Maw of the Masses: Analyzing Fast Food Mash-Ups," <http://folkloreforum.net/2012/08/27/mcmeaning-in-the-maw-of-the-masses-analyzing-fast-food-mash-ups/>

**Colonnade General Education Academic Policy Sub-Committee  
Proposal to Revise an Academic Policy  
(Action Item)**

**Contact Person:** Dr. Marko Dumancic, marko.dumancic@wku.edu, 270-745-4348

**Identification of Proposal policy** revision (1 & 2 are combined for an understanding of the entire policy and a clear view of proposed changes as noted in the side-by-side tables below)

**1. Current & 2. Proposed Policy: World Language Proficiency** (pp 43; 2015-16 WKU Undergraduate Catalog)

All entering students must demonstrate proficiency in a world language at the Novice High level before completing 60 credit hours. Novice High is the ability to communicate in writing and speaking on familiar topics in simple sentences. To meet this requirement, students can do one of the following:

1. Enroll in a new language not previously studied and complete the language course at the 101 and 102-level (or higher, excluding SPAN 200 and 105 courses of any language prefix) with a grade of C or better. Language options include Arabic (ARBC), Chinese (CHIN), French (FREN), German (GERM), Italian (ITAL), Japanese (JAPN), Russian (RUSS), Spanish (SPAN), or Swahili (SWAH). The following languages offered outside the Modern Languages Department also fulfill this requirement: American Sign Language (ASL 102 or higher), Chinese Flagship (CHNF 101 or higher), Greek (RELS / BLNG 155), Hebrew (RELS / BLNG 153), Latin (RELS 151), and Pali II (RELS 157).
2. Continue a language taken previously and complete the 102-level of the language with a grade of C or better. See the list of courses mentioned above, the course descriptions in the back of this catalog, or the website for a comprehensive listing (which includes newly approved courses): <http://www.wku.edu/colonnade/>.

Current	Proposed Change
3. Take a proficiency test. Information regarding AP and CLEP scores is available in the “Credit by Exam” section of the undergraduate catalog. AAPPL credit will apply with the appropriate documentation. CLEP and STAMP tests are available through WKU’s Counseling and Testing Center.	3. Successfully complete a proficiency test; such as the AP, CLEP, IB, AAPPL, Avant STAMP, BYU FLATS, or departmental exam. Information on the AP, CLEP, IB, and departmental exams are available in the “Credit by Exam” section of the undergraduate catalog. The AAPPL, Avant STAMP, and BYU FLATS information is found on the <a href="http://www.wku.edu/colonnade">www.wku.edu/colonnade</a> site.

For more information about the World Language Proficiency Requirement, visit <http://www.wku.edu/colonnade>

Current	Proposed Change
The Colonnade general education foreign language requirements will be waived for students whose first language is not English, contingent upon successful completion of ENG 100, ENG 300 (or approved 200-level or higher Writing in the Disciplines course), and COMM 145. A letter from the Office of International Programs verifying the student is a non-native speaker of English must be attached to the iCAP undergraduate degree exception form and submitted to the Office of the Registrar.	<p>The general education world language requirements will be waived for students whose first language is not English. To demonstrate non-English proficiency students can do one of the following:</p> <ol style="list-style-type: none"> <li>1. International students from non-English speaking countries can receive the waiver from the International Student Office (request at: <a href="https://www.istart.wku.edu/">https://www.istart.wku.edu/</a> ).</li> <li>2. Domestic students, and international students from English speaking countries, have several options to demonstrate proficiency in language other than English: <ul style="list-style-type: none"> <li>• Successfully complete one of the proficiency exams mentioned above (#3)</li> <li>• Provide evidence of the completion of the 8th grade, or equivalent, or higher in which the primary language of instruction was not English.</li> <li>• Other documentation (tests, diplomas, other official documents) that demonstrate language abilities.</li> </ul> </li> </ol> <p><b>NOTE:</b> The waiver form at: <a href="http://www.wku.edu/colonnade">www.wku.edu/colonnade</a> should be utilized to document school attendance or other documentation.</p>

The revised Kentucky General Education Transfer Policy (2012) outlines the purpose and guidelines for the transfer of general education across Kentucky’s public postsecondary institutions. WKU supports the policy. For more details see: <http://cpe.ky.gov/policies/>. In accordance with KRS 164.2951 an appeal process regarding statewide general education transfer credit is available. For more details see: [http://www.wku.edu/admissions/transfer/documents/appeals\\_process.pdf](http://www.wku.edu/admissions/transfer/documents/appeals_process.pdf).

**3. Rationale for proposed policy revision:** To clarify the options for demonstrating proficiency in a world language to satisfy the General Education requirement. Detail was also added to clarify the waiver for both International and Domestic students whose first language is not English.

**4. Impact of proposed policy revision on existing academic or non-academic policies:**

**4.1 Impact on policies:** International Baccalaureate (IB) details should be added to the 2016-17 Undergraduate Catalog.

**4.2 Impact on populations that may be affected:**

**5. Proposed term for implementation:** Fall 2016

**6. Dates of prior committee approvals:**

Colonnade General Education Academic Policy Sub-Committee	3/1/2016
Colonnade General Education Committee	3/14/2016
University Senate	
Provost	