

**Colonnade General Education Committee
Western Kentucky University**

Report to the University Senate Executive Committee

Date: October 5, 2016

From: Dr. Marko Dumančić, Chair

The Colonnade General Education Committee met on October 5, 2016 and submits the following report for consideration to the University Senate:

Explorations

- BUS 100C – Social and Behavioral Sciences

Connections

- MATH 240/HUM 240 – Systems
- MUS 323 – Social and Cultural

Colonnade Program Course Proposal: Explorations Category

Proposed Implementation: Spring 2017

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

The School of Professional Studies proposes offering BUS 100C (Introduction to Business; 3 hours) as an Explorations course in the Social and Behavioral Sciences subcategory.

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

Students will demonstrate the ability to:

1. Demonstrate knowledge of at least one area of the social and behavioral sciences.

Business is considered one of the disciplines within social sciences, dealing as it does with the study of human society and of social relations. Introduction to Business provides students with a survey of the major theories examined in the sub-disciplines of the field of business. Business studies is concerned with the behavior of people within organizations as well as with organizational behavior. Business is influenced by and impacts on the cultural, ethical, environmental, political, and economic conditions of the day. Issues such as sustainability, citizenship, enterprise, and globalization are central to both business and the study of business.

Students are exposed to the different aspects of the business field and to what different actors within business organizations do and how do they do it. Introduction to Business offers students the opportunity to appreciate the role of business organizations in society and analyze how current business trends may affect the social fabric of the environments in which they operate. For example, students will be exposed to concepts of business economics such as production, exchange, and distribution of goods and services. They will explore a range of aspects relating to the activities and management of businesses such as organizational psychology and employment relations.

Students will also be exposed to the idea of human agency and behavior (individual and collective). They develop an understanding of the ways social relations and institutions work, and how they affect the behavior and choices of the individuals operating within them. They develop an understanding of how large agglomerations of human activity emerge and behave over time.

Business studies is an interdisciplinary subject that incorporates knowledge from Sociology, Political Science, Psychology, Statistics and Law, among other disciplines. BUS 100C provides students with a primer on how to understand, explain and act in various types of organizational contexts using the concept of the enterprise as a central pillar of the modern globalized society.

2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.

Students will be exposed to the basics of how business problems are solved in the real world through the application of business concepts and theories using real-world case studies. Students will also learn how business theories and concepts are created; they will be exposed to the basics of data collection and analysis, which findings are meant to inform real-world business applications. Students will demonstrate the ability to describe business situations, make a basic assessment and recommend an ethical course of actions that benefits the organization and society. They will learn the importance of business ethics in shaping the social responsibility of the business enterprise. Students are introduced to key competencies such as problem-solving, cooperation and collaboration, decision-making, negotiation, and communication through the fostering of qualities such as initiative, resilience, and resourcefulness and to apply them through real-world business cases. And since business studies focuses on the study of the interaction of contemporary human society with organizations and the economies in which they develop, students in this course will learn about the systematic collection of data and information and the methods used to inform decision-making processes. Students taking this course learn that business studies look for laws of social development, as they pertain to the business enterprise, for patterns of association and causation that make sense theoretically and can be evaluated by careful empirical investigation and applied for real-business world situations.

3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.

BUS 100C exposes students to the very diverse nature of the business environment. They will learn why contemporary business organizations have no other choice but to embrace diversity as their operating environment has become more global than ever. Students will analyze how social, cultural and historical contexts have influenced the business environment and contributed to the forming of globally diverse organizations. On the one hand, students learn about how businesses create diverse and inclusive workplaces by making the connection between diversity initiatives and business goals such as leveraging talents and reflecting the marketplace and building reputation. Students will learn, for example, that positive diversity climate leads to a reduced employee turnover intentions and improved performance. On the other hand, students will learn that diversity is not a given, but the product of power relations among individuals and groups, embedded in a particular context. They will learn, through the concept of the business enterprise, from a dynamic and process-oriented perspective of identity and diversity that individuals are not actually seen as unidimensional representatives of a socio-demographic group but as evolving and multidimensional who act and interact within a particular cultural and historical context characterized by specific power relations. For example, students will learn that decision-makers (managers) construct particular differences positively as 'value' or negatively as 'lack' depending on their contribution to the attainment of organizational goals. Decision-makers use this approach to justify the inclusion of workers whose difference is a valuable asset and exclude workers whose difference is a liability. For instance, call centers hire immigrants and political refugees because of their language knowledge,

which represents a valuable competence for the business. In a food company, however, visibly disabled workers are judged unsuitable for serving customers, as front-line employees need to be 'presentable'. Both groups are, therefore, subject to managerial power, as their differences are measured in terms of their economic value and instrumentally deployed (or excluded) in function of organizational goals.

4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.

Students will explore how business concepts, through the influence of business organizations, have challenged, supported and/or shaped social values, political systems and practices throughout various historical periods and in various cultures. Students will be able to identify and apply business concepts, such as goal-setting (SMART goals); time management; planning ahead of time; and staying organized, that impact their academic, social, and professional lives. Students will practice problem solving; time management; conflict management, to name just a few, and examine how these topics apply to their own lives and personal matters.

5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

Students will identify key terminology used in business literature and the business world. Students' effectiveness with using the terminology is assessed via examinations and other assignments that require students to clearly distinguish between concepts presented in the course, integrate concepts across domains within the field of business, and apply the knowledge that they learn from the course to solve real-business-world situations. Students will learn that communicating effectively in a social and cultural context, as depicted by the business enterprise, requires an awareness of theme, roles, participants, situations and norms of interaction.

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

The following statement will appear on the syllabus of each section of BUS 100C.

Course description:

The course provides students with a survey of the business world from an organizational standpoint; that is, foundations of the social, legal, competitive, and economic environment of business organizations. Fundamentals of the importance of the internal organizational structure, effective information systems, planning, management, and how the key functions of business organizations, such as human resources administration, labor management relations, marketing, finance, insurance, and accounting operate within organizations.

Learning outcomes for Colonnade program:

Students will be able to:

- a) Demonstrate knowledge of at least one area of the social and behavioral sciences.
- b) Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
- c) Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.
- d) Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.
- e) Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

Specifically, upon successfully completing this class, you will be able to:

- a) Demonstrate knowledge of a business environment, its functions, how businesses are created, financed, and marketed, and emerging business trends
- b) Identify and apply business theories and research methods, including ethical problem-solving
- c) Describe how social, cultural and historical contexts have influenced the business environment
- d) Identify and evaluate business concepts, such as setting SMART goals and planning ahead of time, that impact your academic, social, and professional lives
- e) Communicate effectively using key terminology from business literature and the business world.

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

A final exam will be used to assess the course for the 5 colonnade learning outcomes. The exam will be a multiple-choice questionnaire and each learning outcome will be addressed by 5 questions that measure students learning of that particular objective. The school's assessment team will collect 30% of the exams for evaluation. The benchmark will be set to a 60% passing rate (3 out of 5 questions) for each learning outcome and 70% for the sample.

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

We plan to offer 3-4 sections of BUS 100C each semester (Fall and Spring).

6. Please attach sample syllabus for the course.

Course Syllabus
BUS 100C: Introduction to Business
Western Kentucky University
University College
School of Professional Studies

Instructor: Dr. Said Ghezal
Office: Tate Page Hall 227
Phone: (270) 745-4285
Email: said.ghezal@wku.edu

Office Hours: To be determined.

Course Description:

Catalogue Description:

The management process, production, marketing, finance accounting, personnel and other functional activities are discussed.

Additional information:

The course provides students with a survey of the business world from an organizational standpoint; that is, foundations of the social, legal, competitive, and economic environment of business organizations. Fundamentals of the importance of the internal organizational structure, effective information systems, planning, management, and how the key functions of business organizations, such as human resources administration, labor management relations, marketing, finance, insurance, and accounting operate within organizations.

Course Material (textbook):

BUSN 5, 2012 edition by Kelly, Marce & McGowen, Jim. Cengage Learning,
South-Western
ISBN: 9781111527068

Case studies and research assignments will be posted on Blackboard.

Pre-Requisites:

There are no course pre-requisites.

Methods of Instruction:

Methods of instruction include PowerPoint presentations, videos, group discussions and projects, case studies, student research, student presentations, and assessment techniques.

Special Note:

If you have a disability and have not voluntarily disclosed its nature and the support you need, you are invited to contact the *Office for Student Disability Services, Room A-200 Downing University Center, phone: (270) 745-5004.*

Rules for Success:

1. Timely Completion of all assigned course-work;
2. Active Participation in the class activities;
3. Attendance and punctuality.

Learning Outcomes for Colonnade Program:

Students will be able to:

- A) Demonstrate knowledge of at least one area of the social and behavioral sciences.
- B) Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
- C) Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.
- D) Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.
- E) Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

Specifically, upon successfully completing this class, you will be able to:

- A) Demonstrate knowledge of a business environment, its functions, how businesses are created, financed, and marketed, and emerging business trends
- B) Identify and apply business theories and research methods, including ethical problem-solving
- C) Describe how social, cultural and historical contexts have influenced the business environment
- D) Identify and evaluate business concepts, such as setting SMART goals and planning ahead of time, that impact your academic, social, and professional life
- E) Communicate effectively using key terminology from business literature and the business world.

Grading:

90% - 100% = A	Chapter Assignments	10%
80% - 89% = B	Class Participation	10%
70% - 79% = C	Group Project	20% (including 10% for

60% - 69% = D

Peer-evaluation)

Tests and Mid-Term	20%
Quizzes	20%
Final Exam	20%

Note: I reserve the right to make corrections to the grade book to keep it consistent with the course syllabus, thereby reflecting your true performance and not errors.

Chapter Assignments:

Are summaries on the readings assignments presented as short papers or oral presentations at the beginning of every class meeting. You are responsible to email me your summaries as an attached word document before the lecture day. **All Quizzes and/or other tests will be administered online.**

Class Participation:

Participation in class is of essence for this course. Participation during the lectures and/or class activities can be in the form of questions for clarifications or more and better understanding of concepts and theories; additions as contributions from one's own experiences and/or readings; and other interventions that add value to the classroom discussions and debates. Being merely present in class does not earn you participation points. You need to be actively present as participation counts for 10% of your final grade.

Group Project:

Groups of 4-5 students will have the choice to both research and present the elements of a business plan project based on an appropriate business of their choice, or to research and present a business topic. The written business plan analysis should be 6-8 pages in length and detail the elements of your business analysis. A PowerPoint presentation is also due with your paper. Students will also conduct individual evaluations on group members.

Note: The course project is graded as follows (percentages are portions of the final grade):

- 1) 10% for content and presentation
- 2) 10% for peer-evaluation (assigned as an individual grade)

Quizzes and final exam:

All tests will be taken online on predetermined dates. **There will be no make-up tests.** *Quizzes are to be taken every week starting from week 1. Quizzes will be open from Friday 8:00 am through Sunday 11:59 pm of every week. You are responsible for taking all tests and mid-term by their due dates (see attached tentative schedule).*

Plagiarism:

To represent written work taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own work. One must credit the source from which material was borrowed.

Cheating:

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, problem assignment or other project, which are submitted for purposes of grade determination. If you are caught cheating, you will fail this class.

Student Disability Services: It is Western Kentucky University’s policy that students with a disability 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.

A TENTATIVE SCHEDULE FOR THE COURSE WORK:

Class activities consist of concept discussions and research, and case studies. Details and instructions for these assignments are posted on Blackboard under the link “Class assignments”.

Week	Topic	Learning Outcomes	Assignments and/or assessment
1	Chapter 1—Business Now: Change is the only constant—Focus on the business environment and the factors of production.	1. Describe how social, cultural and historical contexts have influenced the business environment; 2. Demonstrate knowledge of at least one area of the social and behavioral sciences.	Read carefully the syllabus. Tuesday: Chapter 1 review is due. Thursday: Class activities (case study and discussion): 1. Video: American businesses and the focus on customers’ needs. 2. Group discussions: Business and non-profit history, culture, concept, context. Take Quiz 1 by the end of the week.
2	Chapter 2—Economics: The framework	1. Demonstrate	Tuesday: Chapter 2 review is

Week	Topic	Learning Outcomes	Assignments and/or assessment
	for business—Focus on how the economic system affects the business enterprise	<p>knowledge of a business environment, its functions, how businesses are created, financed, and marketed, and emerging business trends;</p> <p>2. Demonstrate knowledge of at least one area of the social and behavioral sciences</p>	<p>due.</p> <p>Thursday: Class activities (case study and discussion):</p> <ol style="list-style-type: none"> 1. How Apple juggernaut gained steam during the recession (research case); 2. Four degrees of competition (Group discussions); theory, policy, evaluation. <p>Take Quiz 2 by the end of the week.</p>
3	Chapter 3—The World Marketplace: Business without borders—Focus on strategies for reaching global markets and barriers to international trade.	<p>1. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience;</p>	<p>Tuesday: Chapter 3 review is due.</p> <p>Thursday: Class activities (case study and discussion):</p> <ol style="list-style-type: none"> 1. Video: Brazil and its emerging economy—How effectively managing diversity leads to expanding market share. 2. Case study: Diversity strategies adopted by multinational companies. <p>Issues for discussion: Cultural diversity, internationalization, technology, global ethics.</p> <p>Take Quiz 3 by the end of the week.</p>
4	Chapter 4—Business Ethics and Social Responsibility—Focus on making the world a better place and monitoring ethics and social responsibility.	<p>1. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences;</p> <p>2. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways</p>	<p>Tuesday: Chapter 4 review is due.</p> <p>Thursday: Class activities (case study and discussion):</p> <ol style="list-style-type: none"> 1. Zappos: Emphasis on social responsibility. 2. Video: Urban Farmz—Greenwashing? Corporate responsibility and ethical conduct. <p>Issues for discussion: Diversity, sustainability, ethics, social context</p> <p>Take Quiz 4 by the end of the week.</p>

Week	Topic	Learning Outcomes	Assignments and/or assessment
		<p>it shapes human experience.</p>	
<p>5</p>	<p>Chapter 5—Business Communication—Focus on excellent communication skills, chose the right channel, and create and deliver successful verbal presentation</p>	<p>1. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences; 2. Communicate effectively using key terminology from business literature and the business world.</p>	<p>Tuesday: Chapter 5 review is due. Thursday: Class activities (case study and discussion): 1. Video: Plant Fantasies—Can companies really twitter their way to profits? Is Facebook replacing face-to-face meetings? Do handwritten business letters have any place in digital age? 2. Group discussions: Create and deliver successful business presentations: Hook’ em and reel’ em in.</p> <p>Issues for discussion: Communication, technology, marketing messages.</p> <p>Take Quiz 5 and test 1 by the end of the week (test 1 covers chapters 1 through 5)</p>
<p>6</p>	<p>Chapter 6—Business Formation: Choosing the form that fits—Focus on business ownership option.</p>	<p>1. Demonstrate knowledge of at least one area of the social and behavioral sciences; 2. Demonstrate knowledge of a business environment, its functions, how businesses are created, and financed, and marketed, and emerging business trends.</p>	<p>Tuesday: Chapter 6 review is due. Thursday: Class activities (case study and discussion): 1. Video: Two men and a truck 2. Group discussions: Costs and benefits of becoming a franchisee (research topic).</p> <p>Issues for discussion: Ownership options, funding, opportunities, fit.</p> <p>Take Quiz 6 by the end of the week.</p>
<p>7</p>	<p>Chapter 8—Accounting: Making decision by the numbers—Focus on who need it and who does it? And planning for accountability.</p>	<p>1. Demonstrate knowledge of a business environment, its functions, how businesses are created,</p>	<p>Tuesday: Chapter 8 review is due. Thursday: Class activities (case study and discussion): 1. Video: B2B CFO—Financial</p>

Week	Topic	Learning Outcomes	Assignments and/or assessment
		<p>financed, and marketed, and emerging business trends;</p> <p>2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences;</p> <p>3. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.</p>	<p>statements.</p> <p>2. Group discussions: research online news to find a recent accounting scandal and using concepts and terms from this chapter, describe the violations committed by the company and why it was deemed an unethical business conduct.</p> <p>Issues for discussion: Methods, planning, budgeting.</p> <p>Take Quiz 8 by the end of the week.</p>
8	Chapter 9—Finance: Acquiring and using funds to maximize value—Focus on shareholder value and social responsibility (does good behavior pay off?).	<p>1. Demonstrate knowledge of a business environment, its functions, how businesses are created, financed, and marketed, and emerging business trends;</p> <p>2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences</p>	<p>Tuesday: Chapter 9 review is due.</p> <p>Thursday: Class activities (case study and discussion):</p> <p>1. Video: Moonworks and the Bank of Rhode Island (financing a business).</p> <p>2. Case study: What motivates financial decisions? Short term earnings or long-term growth? How business ethics and social responsibility affect financial decisions?</p> <p>Take Quiz 9 by the end of the week.</p>
9	Chapter 10—Financial Markets: Allocating financial resources—Focus on regulating financial markets to protect investors and personal investing	1. Integrate knowledge of at least one area of the social and behavioral sciences	<p>Tuesday: Chapter 10 review is due.</p> <p>Thursday: Class activities (case study and discussion):</p>

Week	Topic	Learning Outcomes	Assignments and/or assessment
		<p>into issues of personal or public importance; 2. Identify and apply business concepts and research methods, including ethical problem-solving.</p>	<p>1. Personal investing—Choosing a broker and gaining access to the markets (research case). 2. Video: Morgan Stanley—Discuss the impact of regulations on the competitive environment.</p> <p>Issues for discussion: Needs assessment, financial leverage, and assets valuation.</p> <p>Take Quiz 10 and test 2 by the end of the week (test 2 covers chapters 6 through 10)</p>
10	<p>Chapters 11 & 12—Marketing; Production and Promotion—focus on Building lasting customer relations, social responsibility, and creating and communicating value.</p>	<p>1. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences; 2. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences; 3. Identify and apply business theories and research methods, including ethical problem-solving</p>	<p>Tuesday: Chapter 11 & 12 reviews are due. Thursday: Class activities (case study and discussion): 1. Case study: Social responsibility and technology—A major marketing shift 2. Research topic and group discussions: Responsible advertising. Issues for discussion: research, strategy, technology, social responsibility.</p> <p>Take Quiz 11 on chapters 11 & 12 by the end of the week.</p>
11	<p>Chapters 13—Distribution and Pricing: right product, right person, right place, right price—Focus on pricing and distribution decision.</p>	<p>1. Demonstrate knowledge of at least one area of the social and behavioral sciences; 2. Identify and apply business theories and research methods, including ethical</p>	<p>Tuesday: Chapter 13 review is due. Thursday: Class activities (case study and discussion): 1. Case study: Pricing objectives and strategies—A high stake game. Issues for discussion: Innovation, promotion, communication, resources, leadership</p>

Week	Topic	Learning Outcomes	Assignments and/or assessment
		problem-solving.	Take Quiz 12 on chapter 13 and test 3 by the end of the week (test 3 covers chapters 11 through 13).
12	Chapters 14 & 15—Management and Motivation; Human Resources Management—Focus on planning and organizing and building top-quality workforce.	<p>1. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience;</p> <p>2. Identify and evaluate business concepts, such as setting SMART goals and planning ahead of time, that impact your academic, social, and professional lives.</p>	<p>Tuesday: Chapter 14 & 15 reviews are due.</p> <p>Thursday: Class activities (case study and discussion):</p> <ol style="list-style-type: none"> 1. Video: Camp Bow Wow—How the company reorganized its structure and revamped its HR policies to better serve the firm’s needs. 2. Case study and group discussions: How does Nike attract, motivates, and retain top quality workforce? <p>Issues for discussion: Managing diversity, planning, organizing, leading, motivating, and the law.</p> <p>Take Quiz 13 on chapters 14 and 15 by the end of the week.</p>
13	Chapter 16 and 17—Managing Information technology; Operations Management—Focus on information technology and ethical decision-making and the focus on quality.	<p>1. Demonstrate knowledge of a business environment, its functions, how businesses are created, financed, and marketed, and emerging business trends;</p> <p>2. Demonstrate knowledge of at least one area of the social and behavioral sciences;</p> <p>3. Apply knowledge, theories, and research methods, including ethical conduct, to</p>	<p>Tuesday: Chapter 16 & 17 reviews are due.</p> <p>Thursday: Class activities (case study and discussion):</p> <ol style="list-style-type: none"> 1. Video: New Balance Hubway—How has Hubway incorporated core e-business concepts in its operations? 2. Video: Numi Organic Tea—How does Numi incorporates its sustainable ethos in its supply-chain operations? <p>Issues for discussion: IT, e-commerce, values, technological challenges.</p> <p>Take quiz 14 on chapters 16 and</p>

Week	Topic	Learning Outcomes	Assignments and/or assessment
		analyze problems pertinent to at least one area of the social and behavioral sciences.	17.
xx/xx /xx	Email me your course project (paper and PowerPoint presentation by xx/xx/xx: this is a due date; you can submit before that date) Note: only one submission per group		
14 xx/xx /xx	Course project presentations	1. Communicate effectively using key terminology from business literature and the business world; 2. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.	
16 xxx/x x/xx	Take your Final Exam Exam will be open from 8:00 AM through 11:59 PM		

Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact Name, E-mail, and Phone: Robert Dietle, robert.dietle@wku.edu, 55731
Molly Dunkum, molly.dunkum@wku.edu, 56235
College and Department: PCAL—History, OCSE—Mathematics Proposal Date: August 15, 2016

Proposed Implementation: Spring 2017

1. Course Details:

- 1.1 Course prefix (subject area), number and title: HUM 240/MATH 240: Geometry in Art and Architecture
- 1.2 Credit hours: 3.0
- 1.3 Prerequisites¹: Any Colonnade Foundations MATH course with a B or better
- 1.4 Crosslisted course (prefix and number): HUM 240 and MATH 240 are equivalent
- 1.5 Expected number of sections offered each semester/year: Initially once every four semesters and then increase upon demand.
- 1.6 Is this an existing course or a new course? Existing
- 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).

HUM 240/MATH 240 introduces topics in mathematics with applications in architecture, music, and art. This course is multi-disciplinary by design, demonstrating the systemic nature of mathematics across disciplines. It will be team-taught by faculty in Ogden and Potter Colleges.

Among other topics, the focus will be on Euclidean geometry and its historical applications in art and architecture, such as tilings, circular and spiral designs, designs of the great cathedrals in Europe, Buddhist stupas in Asia, Islamic art, the development of visual perspective, and musical ratios.

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.

While many courses related to the arts and architecture appear in the course catalog, none deal with the mathematical and geometric applications in the art/architectural contexts in the way MATH 240/HUM 240 does. At the same time, this course investigates art and architecture in ways beyond the mathematical. In

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

that way the course introduces students to the idea that function and aesthetics are, in fact, inseparable. By team teaching with faculty from both the sciences and the arts & letters, students have the opportunity to gain an appreciation about the reciprocal relationship that exists between mathematics and various aesthetic systems, such as painting, music, and architecture. This course combines skills from Quantitative Reasoning knowledge from Arts and Humanities into 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 Systems subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.**

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze how systems evolve.	Geometry is a universal part of natural sciences dating back thousands of years. Over time geometry has expanded to include perspective, non-Euclidean and fractal geometry. Students will see how the process of geometric discovery over time influenced various spheres of human activity. For instance, students will apply the concept of perspective to paintings from various eras, such as the Middle Ages and the Renaissance. Moreover, the concept of ratios will help explain how and why elements of musical scales both changed and remained the same over time.
2. Compare the study of individual components to the analysis of entire systems.	Students will examine the systems of art, such as the fine arts, music, and architecture, and break these complex aesthetic systems into individual components by using mathematical principles. For example, students will study the concept of fractals to explain how it has been applied in varied contexts, such as Persian rugs and M. S. Escher's paintings. Also, the principle of symmetry will be applied to understand how distinct patterns, when collectively combined, create complicated but balanced frieze installations.

<p>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.</p>	<p>Urban planners and designers use math as they design the arrangement, appearance, and functionality of towns and cities, and in particular, the shaping and uses of safe public space. This section of the course will examine how valuable math can be in understanding both the geometric organization of a modern cityscape and the limits of mathematics to explain or even organize human activity. For instance, students will examine both the historic idiosyncrasies that shaped modern cities and mathematical laws that make urban living predictable and universal. More specifically, students will study how the properties of cities relate to their size. [For instance, an elephant is not just a bigger version of a mouse, but many of its measurable characteristics, such as metabolism and life span, are governed by mathematical laws that apply all up and down the scale of sizes.] So, students will learn how this phenomenon applies to cities all over the world, of different sizes, regardless of their particular history, culture, or geography.</p>
--	---

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

- Students will be able to evaluate the geometric patterns in works of art.
- Students will identify the geometric principles of architecture.
- Students will be able to explain why geometry is an example of a self-contained system.
- Students will be able to explain the impact of the geometry on the humanities; for example, art, architecture, philosophy, logic, and music.

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.

<p>Connections Student Learning Outcomes</p>	<p>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)</p>	<p>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.</p>
---	--	---

	provides evidence of student learning for each Connections SLO.	
1. Analyze how systems evolve.	Students will complete a major project consisting of a proposal, two oral presentations, a progress report, and a final report. The topic will be chosen by the student and should be related to geometric applications of a work of art or architecture encountered in the student's surroundings. For this SLO, students will be asked to consider and answer the following types of questions: <i>How did this work of art or architecture come about? What is its history? Has its purpose changed over time?</i>	20% of the class will be randomly sampled and assessed according to the attached rubric. 50% should score "Good" or higher.
2. Compare the study of individual components to the analysis of entire systems.	As part of the final project described above, students will be asked to answer the following types of questions: <i>How do the individual geometric components of the structure contribute to the overall appearance, form, and function of this work of art or architecture? Are the geometric components necessary for stability and structure, or are they for aesthetic purposes only?</i>	20% of the class will be randomly sampled and assessed according to the attached rubric. 50% should score "Good" or higher.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	As part of the final project described above, students will be asked to answer the following types of questions: <i>In what ways does this work of art or architecture contribute to society, either to an individual or to society</i>	20% of the class will be randomly sampled and assessed according to the attached rubric. 50% should score "Good" or higher.

	<i>as a whole? Could its individual geometric components be changed in such a way to change its contribution to society?</i>	
--	--	--

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

	(1) EXCELLENT	(2) GOOD	(3) NEEDS WORK	(4) POOR
1. Analyze how systems evolve	Provides detailed analysis of mathematical concepts to explain how different aesthetic systems developed in reciprocal relation to each other.	Can show based on mathematical analysis some major interactions between multiple elements of the system(s).	Can demonstrate, through mathematical reasoning, that systems evolve due to the interaction of different component parts, but analysis is incomplete.	Cannot identify the major elements of the system(s) through the use of mathematical principles.
2. Compare the study of individual components to the analysis of entire systems.	Provides precise and detailed mathematical explanation(s) to show reciprocal feedback between an individual component and the whole system.	Can show based on the application of mathematical principles how the component of a system affects the whole, but not <i>vice versa</i> or cannot explain reasoning.	Is aware the component parts and whole systems interact, but cannot provide adequate mathematical evidence based on primary and secondary sources.	Is unable to clearly relate individual components to the whole system through the use of mathematical principles.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself	Provides precise and detailed mathematical reasoning to explain how major or influential decisions both affected, and were affected by the state of the aesthetic or architectural system as a whole.	Clearly uses mathematical problem-solving skills to show how major or influential decisions reshaped the system, or how the decisions responded to systemic conditions, but cannot do both.	Describes major or influential decisions, with some difficulty explaining the mathematics that underpins them. Inadequate use of mathematical work/evidence in project.	Cannot demonstrate understanding of concrete impact of mathematical concepts in aesthetics or architecture.

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

The final project as mentioned in 6a (above) will be used to evaluate students' ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments.

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

HUM/MATH 240-001: Geometry in Art and Architecture (3 credit hours)

Spring 2017 / CH room / CRN number /

MEETING DAYS meeting times

Instructors: Dr. Robert Dietle; Dr. Molly Dunkum
4102

Office: CH 240; COHH

E-mail: robert.dietle@wku.edu; molly.dunkum@wku.edu
6235

Office Phone: 745-5731; 745-

Office Hours: TBA

COURSE DESCRIPTION. Euclidean geometry with historical applications in art and architecture, such as tiling, circular and spiral designs, designs of great cathedrals in Europe, Buddhist stupas in Asia, Islamic art, the development of visual perspective, and musical ratios.

HUM/MATH 240 I meets five learning objectives as part of the **Colonnade Plan requirement for Connections—Systems**. Students will demonstrate the ability to:

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

STUDENT LEARNING OUTCOMES.

- Students will be able to evaluate the geometric patterns in works of art.
- Students will identify the geometric principles of architecture.
- Students will be able to explain why geometry is an example of a self-contained system.
- Students will be able to explain the impact of the geometry on the humanities; for example, art, architecture, philosophy, logic, and music.

PREREQUISITES. Any Colonnade MATH course with a B or better, or a Math ACT score of at least 24, or an MPE score of at least 20. At least 21 hours of Foundations and Explorations Courses, or junior status.

TEXTBOOK/CALCULATOR/SOFTWARE REQUIREMENTS. *Squaring the Circle: Geometry in Art and Architecture*, by Paul A. Calter, first edition, 2008. Neither cell phones nor calculators with graphing capability will be permitted during exams.

TENTATIVE CONTENT OUTLINE.

- Ratio, proportion, and music

- Golden ratio and Fibonacci numbers
- Triangles
- Quadrilaterals, polygons, and Islamic art
- The circle and its use in architecture
- Ellipses and spirals
- Solids and the use of polyhedra in art
- The sphere and celestial themes
- Origins of perspective
- Fractals
- Urban planning

GRADING. Regular quizzes will account for 20% of the student's final grade. In addition, students will complete a major project consisting of a proposal, two oral presentations, a progress report, and a final report. The topic will be chosen by the student and should be related to geometric applications of a work of art or architecture encountered in the student's surroundings. This project will account for the remainder of the students' grade.

Letter grades will be assigned according to the standard 10-point scale. Borderline cases will be given special consideration, with factors such as attendance, participation, improvement, and performance on the final exam taken into account. *Begging for mercy at the end of the semester will not be given "special consideration".*

Academic standards will not be compromised or lowered for students who choose to miss class, for students who are not capable of learning mathematics at this level, or for students who fail to put forth the effort required to succeed at mathematics at this level.

ACADEMIC DISHONESTY. Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure. **SO DON'T DO IT. If you're caught cheating, you'll receive an automatic F for the course.**

STUDENTS WITH DISABILITIES. 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.

Colonnade Connections Course Proposal Social and Cultural Subcategory

Proposal Contact Name, E-mail, and Phone: Mary Wolinski, mary.wolinski@wku.edu, 745-5059
College and Department: PCAL, Music Department Proposal Date: June 27, 2016

Proposed Implementation: Spring 2017

1. Course Details:

- 1.8 Course prefix (subject area), number and title: MUS 323, Music and Drama
- 1.9 Credit hours: 3
- 1.10 Prerequisites²: MUS 120: Music Appreciation
- 1.11 Crosslisted and/or equivalent courses (prefix and number):
- 1.12 Expected number of sections offered each semester/year: 1 per year
- 1.13 Is this an existing course or a new course? New course
- 1.14 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 will present various ways of studying music and drama in opera, musicals, and films. The primary focus will be on how music is used to intensify drama. Students will learn how composers used the associative element in music to arouse emotions in the audience, how reminiscence motives and other types of repetition moved the story forward, recalled past events, and carried the action forward, and how musical style and form expressed certain dramatic situations. The course will include considerations of the influences exerted by earlier music, the tastes of the audience, and local politics and history. Other important elements are staging and production, the changes made to the literary or dramatic model of the musical drama, and the relationship between words and music. Students will approach these issues through source and secondary literature, libretti for operas in foreign languages, listening to streaming audio, and viewing video and live performances.

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.

Musical drama has always reflected social and political concerns, and many such works have portrayed the conflict between individual desire and one's responsibility towards the larger community. Students will made connections between literature and its musical transformation into opera and other musical dramatizations. Many operas were based on earlier novels and plays that represented universal problems of humanity (as in Shakespeare's *Othello*, *Macbeth*, and *Romeo and Juliet* and Goethe's *Faust*), and on social problems of the time, such as class conflict (Beaumarchais' *The Marriage of Figaro* set by Mozart), bourgeois respectability and disease (Alexandre Dumas the younger's *The Lady of the Camellias* set by Verdi as *La Traviata*), interracial relationships (Prosper Mérimée's *Carmen* set by Bizet), and the struggles of the poor

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

(Georg Büchner's *Woyzeck* set by Berg, DuBose Heyward's *Porgy* set by Gershwin as *Porgy and Bess*, Sister Helen Prejean's *Dead Man Walking* set by Jake Heggie).

Students will also see how political themes of the last two centuries have been dramatized in music. These include the fight against injustice and for freedom (Beethoven's *Fidelio*), the terrors of partisan conflict (Meyerbeer's *Les Huguenots*), the suffering of exiles (Verdi's *Aida*) and of ordinary people caught up in great events (Poulenc's *Dialogues of the Carmelites*, Claude-Michel Schönberg's *Les Misérables*). Similarly national cultures and aspirations find an outlet in musical drama both through the narrative content and the use of traditional styles of song and dance music.

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 see in the course of various music dramas how particular characters undergo transformation. The transforming experiences often coincide with a struggle within the character between personal desire and what is best for society or for someone other than that character. Examples include the development of Donna Elvira in Mozart's <i>Don Giovanni</i> , as she goes from seeking revenge, to recognizing her love for the Don, and trying for his sake to save him from eternal damnation. Another example is Violetta in Verdi's <i>La Traviata</i> , who passes from a hedonistic lifestyle to giving herself wholly in love to Alfredo, then to renouncing him to preserve the respectability of his family and his sister's engagement. The style of Violetta's singing also changes as her character does.
2. Examine diverse values that form civically engaged and informed members of society.	Students will appreciate that controversy is embedded in the most searching musical dramas. In such plots situations are complex, with no single right or wrong. Ethical dilemmas can be seen from more than one point of view. The genesis of Beethoven's <i>Fidelio</i> is instructive in this regard. Its plot involves the rescue of Florestan, who has been unjustly imprisoned and subjected to a slow death by starvation by a brutal governor. Freedom from injustice is a theme of the

	<p>opera and audiences today may well sense that Beethoven's opera was in favor of democratic revolution. Indeed, the Viennese censor held back the opera from production until convinced that it did not have antimonarchical sentiments. Nevertheless, since Florestan was rescued by the king's minister, those who valued the monarchy and its stabilizing power would find nothing objectionable in the plot. How the main themes of <i>Fidelio</i>—marital fidelity, freedom, and justice—found common ground in both pro- and antirevolutionary audiences is an instructive lesson to students. The conflict between society's laws and an individual's struggle to survive is portrayed in Benjamin Britten's <i>Peter Grimes</i>, which is about a poor fisherman whose harsh treatment of his workhouse apprentices leads to his pursuit by the villagers. Driven to insanity after the death of his second child helper, and at the urging of a sympathetic friend, Grimes commits suicide rather than face the mob.</p>
<p>3. Evaluate solutions to real-world social and cultural problems.</p>	<p>The conclusions of musical dramas often present resolutions to the conflicts set up previously, or in many nineteenth and twentieth-century dramas leave the issues open with a tragic or ambiguous ending. In an eighteenth-century opera, Mozart's <i>Don Giovanni</i>, for example, the problem of the <i>Don's</i> seduction of women is resolved when he is taken down into hell. Musically this takes place in the key of D minor, the same key with which the overture began. The resolution of the lives of the other characters who were harmed by the <i>Don</i> is described by them in the final scene, in D major, a happy resolution to the piece. Tragic operas end differently. They often end in catastrophe, but sometimes conflicts are resolved. In <i>La Traviata</i> all three main characters reunite with their love for each other; the conflict between bourgeois and bohemian moral values no longer keeps them apart. In <i>Peter Grimes</i>, however, the conflict still remains. Grimes has committed suicide, while the villagers resume their normal lives. Dissonant bitonality reminds us of this lack of resolution. Audiences today can ponder how these problems might have been solved in other ways.</p>

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

Students will learn to appreciate how music, both vocal and orchestral, expresses the emotions and dramatic events that lay at the core of musical drama.

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.
1. Analyze the development of self in relation to others and society.	An essay question on a take-home exam will be given. Students will be asked to trace how a character develops over the course of the opera in relation to others and society and also how the music reflects this.	It is anticipated that this course will be given about once per year with an enrollment of some 30 students. At the time of grading, the student learning outcomes also will be evaluated using the rubric below. A report will be filed with the Dean of PCAL at the end of the semester. A success rate of 80% or more is the goal.
2. Examine diverse values that form civically engaged and informed members of society.	An essay question on a take-home exam will be given. Students will be asked to identify diverse values held by various characters, as well as any shared values they might embrace. They will be asked how the music supports this.	It is anticipated that this course will be given about once per year with an enrollment of some 30 students. At the time of grading, the student learning outcomes also will be evaluated using the rubric below. A report will be filed with the Dean of PCAL at the end of the semester. A success rate of 80% or more is the goal.
3. Evaluate solutions to real-world social and cultural problems.	An essay question on a take-home exam will be given. Students will be asked to explain how the social or cultural problems encountered by the protagonists are resolved, or not, both in the plot and in the music. They will be asked how these problems could be solved in society today.	It is anticipated that this course will be given about once per year with an enrollment of some 30 students. At the time of grading, the student learning outcomes also will be evaluated using the rubric below. A report will be filed with the Dean of PCAL at the end of the semester. A success rate of 80% or more is the goal.

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.

SLO	Excellent	Good	Needs work	Poor
1. Analyze the development of self in relation to others and society	Provides detailed analysis of how a character develops in the course of a musical drama. Bases analysis on both plot and music.	Accurately describes the changes in a character based mainly on plot, less on music.	Provides a minimal description of the character, without reference to music or specific scenes within the drama.	Is unable to accurately describe the development of the character.
2. Examine diverse values that form civically engaged and informed members of society	Gives a nuanced examination of how diverse values and, where applicable, shared values are portrayed within a drama, based on the plot and supported by the music.	Provides an acceptable overview of the values of the constituents of the drama with less detail or reference to the music.	Does not provide a complete description of the values and lacks reference to the music or points in the drama.	Lacks understanding of the values, as shown by inaccuracies and unsubstantiated generalizations.
3. Evaluate solutions to real-world social and cultural problems	Articulates the way in which a drama either resolves the conflicts or leaves them open. Makes reference to the musical resolution or ambiguity. Suggests how similar problems could be resolved today.	Demonstrates knowledge of the conflicts within a drama with reference to the plot, less to the music. Makes connections to current problems.	Describes the conclusion of the opera based primarily on plot, with little or no reliance on the music. Does not engage strongly with the resolution of earlier conflicts. May not make connections with current problems.	Does not comprehend the main social problems developed within the drama. Does not make comparisons with modern society.

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

The artifact consists of a research paper on a music drama of the student’s choice, possibly one that has been seen live.

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 for MUS 323: Music and Drama

Instructor: Dr. Mary Wolinski

Prerequisite: MUS 120: Music Appreciation.

Course Description

This course will present various ways of studying music and drama in opera, musicals, and films. The primary focus will be on how music is used to intensify drama. Students will learn how composers used the associative element in music to arouse emotions in the audience, how reminiscence motives and other types of repetition moved the story forward, recalled past events, and carried the action forward, and how musical style and form expressed certain dramatic situations. The course will include considerations of the influences exerted by earlier music, the tastes of the audience, and local politics and history. Other important elements are staging and production, the changes made to the literary or dramatic model of the musical drama, and the relationship between words and music. Students will approach these issues through source and secondary literature, libretti for operas in foreign languages, listening to streaming audio, and viewing video and live performances.

Colonnade Program Course—Connections: Understanding Individual and Social Responsibility: Social and Cultural

Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. Courses will consider the ethical questions and shared cultural values that shape societal norms and behaviors, the independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs.

Connections: Social and Cultural Learning Outcomes

Students will be able 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.

QEP Student Learning Goal

WKU students will bring evidence and argument to life through written, oral, and visual means. Graduates will apply and adapt this learning to their professional, social, and personal lives.

QEP Student Learning Outcomes

1. WKU students will demonstrate the ability to gather sound and relevant evidence to address an issue. (Evidence-Gathering)
2. WKU students will demonstrate the ability to analyze and synthesize the assembled evidence. (Sense-Making)
3. WKU students will demonstrate the ability to articulate a logical and supported argument based on this analysis. (Argumentation)

Other Goals of the course.

Students will learn to appreciate how music, both vocal and orchestral, expresses the emotions and dramatic events that lay at the core of musical drama.

Methods and Activities

- Students will study particular musical compositions and collections of music using written descriptions, scores, and recordings.
- Students will become acquainted with various ways of studying musical drama. On the historical side, one can determine the influences exerted by earlier music, the tastes of the audience, and local politics and history. There is also some historical information about early staging and production. From the librettist's point of view, one can examine the changes made to the literary or dramatic model of an opera. For example, how was the play of Alexandre Dumas the younger altered in the opera *La Traviata* by Verdi and can we know why the changes were made? One can examine the relation between words and music in an opera. One can also look at musical forms, including the use of key relations, and the use of smaller genres.
- To get as close as possible to the experience of live opera, students have the opportunity of attending a live broadcast performance from the Metropolitan Opera at the Regal Bowling Green Stadium 12. The price will be around \$15.
- The mid-term and final exams will consist of take-home essays that will demonstrate that students have met the Connections learning outcomes. In the various essays students will discuss how a character develops over the course of the opera in relation to others and society, how diverse, as well as shared, values are held by various characters, and how real-world social and cultural problems that are similar to those encountered in a music drama could be resolved today.
- To prepare written reports on musical dramas that concentrate on the musical/dramatic aspects, their relation to history, politics, philosophy and related arts, and that relate them to the larger body of scholarship.

- This course will follow a seminar format, rather than that of a lecture or survey course. This means that students and the teacher will work on problems and readings and will discuss their results and observations with each other.
- Part of the class will be driven by students' own interests in opera. This will be reflected in their choice of paper topics and oral presentations

Course Materials

Parakilas, James. *The Story of Opera*. New York, London: W. W. Norton & Co., 2013

Block, Geoffrey. *Enchanted Evenings: The Broadway Musical from "Showboat" to Sondheim*. New York: Oxford University Press, 1997

Additional reading and listening will be posted on Blackboard, Naxos Music Library, and the VPAL reserve.

Policy for electronic devices:

The class meeting time is assigned for learning about the course content matter. You will get the most out of it if you focus all of your attention and actions on learning. Research shows that multi-tasking is a hindrance to productivity; therefore, I require that you do not turn on electronic devices for any purpose other than work related directly to class. Class time is a time to show respect for classmates and not distract them or yourself by sending your attention and your texts elsewhere. Any use of an electronic device for non-classroom activities is not permitted. Please turn them off/store them in your backpack. This includes cell phones, laptops, ipods, ipads, etc. If you have a special need, make an appointment to talk to me about it.

Course Requirements

Grading:

Grading will be distributed as follows. You can keep track of your progress by filling in the "Earned Points" column as you receive your grades.

Requirement	Maximum Points	Earned Points
1 st version of paper	15	
Final version of paper	20	
Oral presentation based on paper topic	10	
Class attendance, preparation and participation	10	
Mid-term exam	20	
Final exam	25	
Total	100	

Attendance policy: You are allowed TWO excused absences for this course. For anything beyond that you need a letter from SARC or from WKU faculty for university-mandated excuses. Your attendance grade is based on your presence in class and preparation in regard to assigned work. You can get partial credit if you come to class, but have not done the work. The percentage of class missed is deducted from points allotted for your grade.

DISABILITY

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Accessibility Resource Center (SARC), DSU, Room 1074. The telephone number is 270.745.5004 V/TDD. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

PLAGIARISM

Student work may be checked using plagiarism detection software. For regulations see the WKU Undergraduate Catalog 2015-2016. See "Academic Information," Academic Offenses, p. 33-34.

www.wku.edu/undergraduatecatalog

The Writing Center

The Writing Center offers individual conferences about writing with our staff of English majors and graduate students. Our services are available to all Western Kentucky University students. For more information and hours of operation see

<http://wku.edu/writingcenter/index.php>

The Library

To schedule an appointment with their subject librarian, students should call 745-6125 or e-mail web.reference@wku.edu. See http://wku.edu/library/dlps/reference_services.php

Please be aware that there is an organized system to advise the librarian in effective planning for fiscal needs. If you would like the library to purchase a particular book or audio/video recording, please contact me. As the Music Department's Library Representative, I will request the library to order the material.

If you need any books, articles, or recordings temporarily for a project, such as a research paper or Capstone Jury, you can obtain these (if the Library does not have them) through Interlibrary Loan or the Library's Databases.

Course Schedule

- ◆ EXPERIENCING OPERA
 - Going to the Opera House
 - The Orchestra
 - The Cast
 - The Story
 - Verdi's *La Traviata*
- ◆ OPERA OF THE EIGHTEENTH CENTURY
 - Comedy of Class & Manners
- ◆ OPERA OF THE NINETEENTH CENTURY
 - Struggles for a Soul
 - Gounod's *Faust*
 - Legendary Epic
 - Wagner's *Die Walküre*
- ◆ OPERA OF THE TWENTIETH CENTURY
 - Struggles of the Poor
 - Gershwin's *Porgy and Bess*
 - Dreaming and Desire
 - Saariaho's *L'Amour de loin*
- ◆ OPERA OF THE TWENTY-FIRST CENTURY
 - The Pastiche: Baroque Musical Style with Modern Sensibilities
 - Jeremy Sams's *The Enchanted Island*
- ◆ DRAMA IN MUSICAL THEATRE AND FILM
 - The Immigrant Experience and Social Conflict
 - Bernstein's *West Side Story*
 - Music and Film
 - Music and Narrative
 - Music as Atmosphere