

## Colonnade General Education Committee Report

University Senate

August 2018

Action Items (course proposals and syllabi attached):

1. Approval of ENG 404: History of English (Connections – Systems Category)
2. PS 377: Southern Politics (Connections – Social/Cultural Category)

Information Items:

1. Dr. Mary Wolinski (Department of Music) will serve as the new Chair of the Colonnade General Education Committee for the 2018-2019 Academic Year
2. We have provided a listing of future Colonnade meeting dates/times below. All meetings will take place in Grise Hall 441 beginning at 3:45pm. Colonnade course proposals must be submitted to Dr. Wolinski ([mary.wolinski@wku.edu](mailto:mary.wolinski@wku.edu)) by 4:00pm on the prior Tuesday.
  - Tuesday, September 11 at 3:45pm (proposals must be submitted to chair via email by 4:00pm on 9/4)
  - Tuesday, October 9 at 3:45pm (proposals to chair by 4:00pm on 10/2)
  - Tuesday, November 6 at 3:45pm (proposals to chair by 4:00pm on 10/30)
  - Tuesday, December 11 at 3:45pm (proposals to chair by 4:00pm on 12/4)
  - Tuesday, January 15 at 3:45pm (proposals to chair by 4:00pm on 1/8)
  - Tuesday, February 12 at 3:45pm (proposals to chair by 4:00pm on 2/5)
  - Tuesday, March 19 at 3:45pm (proposals to chair by 4:00pm on 3/12)
  - Tuesday, April 9 at 3:45pm (proposals to chair by 4:00pm on 4/2)

## Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact: Dr. Alex Poole, [alex.poole@wku.edu](mailto:alex.poole@wku.edu), 270-745-5780

College and Department: English (Potter College)

Proposal Date: 03/28/18

### 1. Course Details:

- 1.1 Course prefix (subject area), number and title: ENG 404 History of the English Language
- 1.2 Credit hours: 3
- 1.3 Prerequisites<sup>2</sup>: English 200 or Colonnade Category F-AH
- 1.4 Crosslisted and/or equivalent courses (prefix and number): None
- 1.5 Expected number of sections offered each semester/year: One per year
- 1.6 Is this an existing course or a new course? Existing
- 1.7 Proposed implementation term: Spring 2019
- 1.8 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 origins and development of English as a system, from the genesis of language, itself, to Indo European and through Modern English, with emphasis on in its grammar, vocabulary and sound system. Attention is given to the historical and cultural forces which have led to the development and growth of the language. Emphasis is placed on how cultural, economic, and political power, rather than linguistic science, have determined standards of correctness. Students investigate how this linguistic system paradoxically has reflected and reinforced racial and socioeconomic inequality yet acted as a tool of liberation for oppressed people in the United States and post-colonial nations.

**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.

An old joke states that “linguistics is the least scientific of the sciences and the most scientific of the humanities.” While perhaps not meant to be an accurate reflection of the discipline, it contains a fundamental truth: The study of any language is an interdisciplinary endeavor--and English is no different. In order to understand how and why English developed, its role in maintaining--as well as disrupting--socioeconomic and political power divisions, students need to look outside the traditional language arts classroom. In this course, students will explain, exemplify, and evaluate these issues through the prism of anthropology, genetics, linguistics, history, and sociology.

Students will use anthropology and genetics to explain the common human origins to Africa and the hypotheses that attempt to clarify the mysterious origins of all human language. While doing so, they will provide examples of evidence which support these assertions. They will also evaluate the validity of leading claims about language’s rise (e.g., it reflects our social nature, it is genetically encoded in us, and enabled humans to survive extreme climatic conditions).

Students will utilize linguistics to explain the structural evolution of Indo-European to proto-Germanic and eventually Old, Middle, and Modern English. Included in this explanation will be examples of grammatical, lexical, and phonological features which have changed markedly through the centuries. Morphological simplification, the Great Vowel Shift, and the infusion of Latin-based vocabulary are a few of the phenomena

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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.

which could be featured. They will evaluate claims that such changes have made English less of a Germanic tongue and more of Latin-based language, at least on the surface.

None of these linguistic changes, however, happened in ahistorical contexts. Students will explain how key events facilitated them. To begin, they will show how Old English would likely not have developed without the fall of the Roman Empire and subsequent power vacuum which enabled a small tribe’s move from mainland Europe to England. They will do similarly with three other developments that changed the landscape of English: (1) the arrival of Christianity, which made Latin the medium for education, government, and international relations; (2) centuries of Norse invasions and their eventual settlement in the British Isles; (3) and the invasion of William the Conqueror of Normandy, France. Students will evaluate the degree to which such events displaced English in public life and the possible reasons it returned to prominence.

Finally, students will explain how cultural, economic, and political factors, rather than linguistic theory, have shaped notions of correctness. The early association of linguistic correctness with aristocracy and the clergy, in addition to a reverence for Classical languages (i.e., Latin, Greek), could be used to show how “right” and “wrong” English were determined. Furthermore, they will detail how notions of linguistic superiority/inferiority have paralleled ideas of cultural and racial superiority, which in turn, have justified economic and political domination of colonized peoples and destruction of indigenous traditions, autonomy, and languages. They will also demonstrate how English has paradoxically been a language of liberation for oppressed peoples abroad (e.g., South African, Indian) and domestically (e.g., civil rights activists). They will evaluate whether or not contemporary English-only policies in the United States represent a continuity with the past or concerns divorced from chauvinistic tendencies.

As evident through the discussion above, this course will require students to draw upon and apply information they learned in various Colonnade courses, including HIST 101/102, ENG 200, and in their social/behavioral science 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.

<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.	Students will explain, exemplify, and evaluate the (i) structural (e.g., grammatical, lexical, phonological) changes, (ii) historical (e.g., Norman invasion, Viking raids) events, and (iii) socioeconomic/political forces (e.g., royal power, racism) that have led to the contemporary state of the English language.

2. Compare the study of individual components to the analysis of entire systems.	Students will compare scientifically-based analyses of English grammar, vocabulary and pronunciation to norms of correctness based on socioeconomic/political factors.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Students will explain, exemplify, and evaluate how notions of correctness about the system have reflected and reinforced racial and socioeconomic systems that oppress specific groups in the U.S. (e.g., African Americans, Appalachian peoples).

**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.** 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 beyond course grades. 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 separate evaluative rating for each Connections SLO.</b>
<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.	Students will complete a take-home exam which requires them to explain, exemplify, and evaluate the (i) structural (e.g., grammatical, lexical, phonological) changes, (ii) historical (e.g., Norman invasion, Viking raids) events, and (iii)	Assessment will take place after the semester is completed. Copies of 50% of students’ answers will be used to assess this learning outcome. These will be randomly selected. The faculty member carrying out the assessment will remove all identifying information to reduce bias. Faculty in the specialization and the

	socioeconomic/political forces (e.g., royal power, racism) that have led to the contemporary state of the English language.	Department Head will be apprised of the results. Discussions about possible course improvements will take place.
2. Compare the study of individual components to the analysis of entire systems.	Students will complete a take-home exam which requires them to compare scientifically-based analyses of English grammar, vocabulary and pronunciation to norms of correctness based on socioeconomic/political factors.	Assessment will take place after the semester is completed. Copies of 50% of students' answers will be used to assess this learning outcome. These will be randomly selected. The faculty member carrying out the assessment will remove all identifying information to reduce bias. Faculty in the specialization and the Department Head will be apprised of the results. Discussions about possible course improvements will take place.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Students will complete a take-home exam which requires them to explain, exemplify, and evaluate how notions of correctness about the system have reflected and reinforced racial and socioeconomic systems that oppress specific groups in the U.S.	Assessment will take place after the semester is completed. Copies of 50% of students' answers will be used to assess this learning outcome. These will be randomly selected. The faculty member carrying out the assessment will remove all identifying information to reduce bias. Faculty in the specialization and the Department Head will be apprised of the results. Discussions about possible course improvements will take place.

**6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment).** Also, for each of the SLOs briefly note what benchmarks you will use to determine whether the course successfully met its goals for each of the rubrics.

In order for the course to have met its goals, at least 75% of those exams evaluated must receive a “2” out of “3” on 75% of the “categories.”. Given that this is a 400-level course which students voluntarily enroll in, most students will probably have achieved some degree of academic success. Therefore, it is reasonable to assume that a majority of students can meet this benchmark. If not, it suggests that pedagogical modifications are needed.

### How Systems Evolve

Task: Students will explain, exemplify, and evaluate the (i) structural (e.g., grammatical, lexical, phonological) changes, (ii) historical (e.g., Norman invasion, Viking raids) events, and (iii) socioeconomic/political forces (e.g., royal power, racism) that have led to the contemporary state of the English language.

Category	Exceeds requirements (1)	Meets requirements (2)	Does not meet requirements (3)
Descriptions	Explanation, exemplification and evaluation are (a) clearly expressed, (b) based on evidence (c) and appropriately cited; reflects unusual	Explanation, exemplification and evaluation are (a) clearly expressed, (b) based on evidence (c) and appropriately cited; may contain a	One or more of the following are not (a) clearly expressed, (b) based on evidence and (c) and appropriately cited: explanation, exemplification, and evaluation; an excessive number of surface-levels impede comprehensibility.

	attention to detail and sourcing; is stylistically unique and technically nearly flawless.	moderate number of surface-levels which do not impede comprehensibility.	
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### Compare the Study of Individual Components to the Analysis of Entire systems

Task: Students will compare scientifically-based analyses of English grammar, vocabulary and pronunciation to norms of correctness based on socioeconomic/political factors.

Category	Exceeds requirements (1)	Meets requirements (2)	Does not meet requirements (3)
Descriptions	Comparisons are (a) clearly expressed,(b) based on evidence (c) and appropriately cited; reflects unusual attention to detail and sourcing; is stylistically unique and technically nearly flawless.	Comparisons are (a) clearly expressed, (b) based on evidence (c) and appropriately cited; may contain a moderate number of surface-levels which do not impede comprehensibility.	One or more of the following are not (a) clearly expressed, (b) based on evidence and (c) and appropriately cited: explanation, exemplification, and evaluation; an excessive number of surface-levels impede comprehensibility.

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

Task: Students will explain, exemplify, and evaluate how notions of correctness have reflected and reinforced racial and socioeconomic divisions that oppress specific groups in the U.S. (e.g., African Americans, Appalachian peoples).

Category	Exceeds requirements (1)	Meets requirements	Does not meet requirements
Descriptions	Explanation, exemplification and evaluation are (a) clearly expressed,(b) based on evidence (c) and appropriately cited; reflects unusual attention to detail and sourcing; is stylistically unique and technically nearly flawless.	Explanation, exemplification and evaluation are (a) clearly expressed, (b) based on evidence and (c) appropriately cited	One or more of the following are not (a) clearly expressed, (b) based on evidence and (c) appropriately cited: explanation, exemplification, and evaluation; an excessive number of surface-levels impede comprehensibility.

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

Students will be required to use evidence-based arguments in their final exam, which is a take home exam that will be the assessment artifact. Course materials will be the primary source of evidence, but students may integrate outside sources. Their ability to construct arguments based on the synthesis of several sources will be evaluated in this exam.

**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.

## **ENG 404 History of the English Language**

Course Description: This course explores the origins and development of English from the genesis of language, itself, to Indo European and through Modern English, with emphasis on its grammar, vocabulary and sound system. Attention is given to the historical and cultural forces which have led to the development and growth of the language. Emphasis is placed on how cultural, economic, and political power, rather than linguistic science has determined standards of correctness. Students investigate how English paradoxically has reflected and reinforced racial and socioeconomic inequality yet acted as a tool of liberation for oppressed people in the United States and post-colonial nations.

Colonnade Connections Course: Systems Category

Course Goals/Student Learning Outcomes:

In this course, students will do the following:

1. Analyze how systems evolve.
  - explain, exemplify, and evaluate the (i) structural (e.g., grammatical, lexical, phonological) changes, (ii) historical (e.g., Norman invasion, Viking raids) events, and (iii) socioeconomic/political forces (e.g., royal power, racism) that have led to the contemporary state of the English language.
  
2. Compare the study of individual components to the analysis of entire systems.
  - compare scientifically-based analyses of English grammar, vocabulary and pronunciation to norms of correctness based on socioeconomic/political factors.
  
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.



· Students will explain, exemplify, and evaluate how notions of correctness about the system have reflected and reinforced racial and socioeconomic systems that oppress specific groups in the U.S. (e.g., African Americans, Appalachian peoples).

#### Required Course Materials:

- Baugh, A. & Cable, A (2013). *A history of the English language* (6th ed). Upper Saddle River, NJ: Prentice Hall.
- Various academic articles
- Dr. Seth Lerer's *History of the English Language* will be shown in class.  
<https://www.thegreatcourses.com/courses/history-of-the-english-language-2nd-edition.html>
- Various videos

#### Schedule

*Week One:* "Why English? The Importance of Understanding the Past, Present, and Future of English"

\*Ch. 1, Baugh and Cable

Lerer, lectures 1 and 2

*Week Two:* "The Origins of Language"

Video: "Let There Be Words: The Origin of Human Language."

Article: "Origins of Language" by Andrew Carstairs-McCarthy

*Week Three:* "Indo-European: The Real Mother Tongue"

\*Ch. 2, Baugh and Cable

Lerer, lectures 3, 4, and 5

*Week Four:* "Old English: An Immigrant Language"

\*Ch. 3, Baugh and Cable

Lerer, lectures 6 and 7

*Week Five:* "The Vikings and Other Influences on English"

\*Ch. 4, Baugh and Cable

*Week Six: "The Norman Conquest"*

\*Ch. 5, Baugh and Cable

Lerer, lectures 8 and 9

*Week Seven: "English Reasserts Itself"*

\*Ch. 6, Baugh and Cable

Lerer, lecture 13

*Week Eight: "Middle English"*

\*Ch. 7, Baugh and Cable

Lerer, lectures 10, 11, and 12

*Week Nine: "Modernity-Part 1"*

\*Ch. 8, Baugh and Cable

Lerer, lectures 14, 15, and 16

*Week Ten: "Modernity-Part 2"*

\*Ch. 9, Baugh and Cable

Lerer, 17, 18, and 19

*Week Eleven: "Pseudogrammar: A Socioeconomic/Political Affair"*

Articles:

- "Prescriptive vs. Descriptive Grammar" by Ohio State University Linguistics Department
- "Grammar Puss" by Steven Pinker,  
<https://homepages.wmich.edu/~hillenbr/204/GrammarPuss.pdf>
- "The Land of the Free and The Elements of Style" by Geoffrey Pullum,  
<http://www.lel.ed.ac.uk/~gpullum/LandOfTheFree.pdf>

*Week Twelve: "The Expansion of English: Destinations and Ideologies"*

Lerer, lectures 24 and 25

Article:

- "The Linguistic Imperialism of Neoliberal Empire," by Robert Phillipson

*Week Thirteen: "Oppression and Standard English"*

Articles:

- "Linguistic Profiling and the Law," by Dawn L. Smalls
- "Linguistic Profiling," by John Baugh

Lerer, lectures 31 and 32

*Week Fourteen: "The English Language and Liberation"*

Articles:

- "Language Varieties and Standard Language" by Randolph Quirk
- "Language, Gender, and Politics: Putting 'Women' and 'Power' in the Same Sentence" by Robin Lakoff
- "Linguistic Sexism and Feminist Linguistic Activism" by Anne Pauwels

## Colonnade Connections Course Proposal Social and Cultural Subcategory

Proposal Contact Name, E-mail, and Phone: Joel Turner, [joel.turner@wku.edu](mailto:joel.turner@wku.edu), 5-2728

College and Department: Political Science

Proposal Date: 8/21/2018

### 1. Course Details:

- 1.1 Course prefix (subject area), number and title: PS 377, Politics of the American South
- 1.2 Credit hours: 3
- 1.3 Prerequisites<sup>2</sup>: None
- 1.4 Crosslisted and/or equivalent courses (prefix and number): None
- 1.5 Expected number of sections offered each semester/year: 1 per calendar year
- 1.6 Is this an existing course or a new course? Existing
- 1.7 Proposed implementation term: Winter 19
- 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Bowling Green main campus and online

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

This course provides an overview of the unique and colorful political history and culture of the American South. We will begin with an exploration of the defining characteristics of “traditional southern politics”. We will then explore the politics of the Civil Rights Movement and the mobilization of a significant African-American political influence in the region. Next, we will consider the extent, causes, and consequences of the partisan realignment in the South, which resulted in the emergence of a Republican challenge in what had been the solidly Democratic South and more recently GOP dominance in the region. We will also examine the personalities and events that shaped the political decisions in individual states and the influence that the South has exercised in national politics.

**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.

A combination of factors make this course a capstone learning experience. First, the interdisciplinary nature of this course makes it an ideal candidate for inclusion in Colonnade. Although the primary backdrop for course discussions will be the cultural and political evolution of the American South, students will certainly consider other disciplines in our analyses and classroom discussions. Specifically, the course will examine topics closely related to race, gender, economics, history, criminology, religion, music, literature, and sociology. This interdisciplinary approach helps ensure that students have a more thorough understanding of the South’s unique and problematic past, its evolution, and what the future holds for this region.

Secondly, the assignments given in PS 377 ensure that students who complete this course have the tools to both understand and evaluate the political evolution of the American South. Students are required to engage and discuss readings for the assigned textbook as well as articles from academic journals and political news sources, which will expose students to different perspectives on the American South and ultimately prepare them to evaluate and analyze different viewpoints on the region. Students will also be exposed to guest speakers in the course, which will allow them to get a better understanding of the nature of the American South. Additionally, students are required to demonstrate their ability to critically evaluate and analyze on a

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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.

paper assignment, where they will be assigned a state and required to assess the major events, personalities, and unique factors about politics in that state in an effort to explain what drives politics in that state.

**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 the development of self in relation to others and society.	Students will extensively consider the cultural and political reasons behind the history and development of the American South. Examples include examining how powerful individuals, politics, politicians, economics, and racial hostility have influenced historic and current problems that have faced groups in the region, such as slavery, poverty, and lack of educational achievement.
2. Examine diverse values that form civically engaged and informed members of society.	Students will examine various issues operating within the context of the American South. Through this process, students will be exposed to a diverse set of cultural and political perspectives, which will foster the development of their own viewpoints on these issues. This will allow them to identify and critically analyze the social, cultural, and political factors that contributed to how life in the South has operated over time.
3. Evaluate solutions to real-world social and cultural problems.	Students who take this course will evaluate solutions to a variety of social and cultural problems. The American South has a lengthy history of discrimination against others along the lines of race, gender, and sexual orientation. In this course students will examine both the motivations for and the implications of this discrimination, which will prepare them to be able to critically evaluate what solutions would be most effective in addressing the problems facing the American South.

**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 identify the key political figures of the American South and describe the impact these figures had on the political development of the region.
- Students will be able to explain the impact the Civil Rights Movement had on the political culture of the American South.
- Students will be able to critically analyze Southern voters' realignment between political parties.
- Engage in a comparative analysis of electoral politics across the Southern states.
- Students will be able to explain how the evolution of Southern politics has influence American national politics.

**6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*.** 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</i> course grades. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
1. Analyze the development of self in relation to others and society.	Students will demonstrate a thorough understanding of this in their final paper, wherein they will address the major personalities, issues, and events in their state, while making a case regarding what “drives” politics in the state they are assigned.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.
2. Examine diverse values that form civically engaged and informed members of society.	Each exam will have questions that will tap into these diverse values. These questions will the student’s ability to both critically analyze material and provide support for their responses. This will help foster an understanding of, and an appreciation for, these values.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.
3. Evaluate solutions to real-world social and cultural problems.	The exams will serve as a method by which students can analyze the problems facing the region and the solutions that have been either implemented or proposed.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.

**6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment).** Also, for each of the SLOs briefly note what benchmarks you will use to determine whether the course successfully met its goals for each of the rubrics.

The Department of Political Science will establish an assessment committee to evaluate the effectiveness of meeting the stated learning objectives for all colonnade classes. Each academic year, the committee will collect a random selection of research papers and examinations with all identifying student information removed. The committee will assess these samples following the course outcomes:

- 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.

Below is a sample of the holistic rubric that may be used to assess the Connections learning objectives for PS 377:

	Criteria
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<b>Social/Cultural Connections Learning Objectives</b>	<b>1</b> <b>Poor</b> (does not meet basic expectations)	<b>2</b> <b>Average</b> (meets basic expectations)	<b>3</b> <b>Good</b> (exceeds expectations)	<b>4</b> <b>Outstanding</b> (far exceeds expectations)
<b>Analyze the development of self in relation to others and society.</b>	Has a very limited understanding of the history and evolution of the American South and its impact on various groups in the region	Has a basic understanding of the history and evolution of the American South and its impact on various groups in the region	Can meaningfully analyze the history and evolution of the American South and its impact on various groups in the region	Critically analyzes evidence to provide insightful analysis regarding the history and evolution of the American South and its impact on various groups in the region
<b>Examine diverse values that form civically engaged and informed members of society.</b>	Has a very limited understanding of the diverse values that facilitate civic engagement and the acquisition of political information in the South	Has a basic understanding of the diverse values that facilitate civic engagement and the acquisition of political information in the South	Can meaningfully discuss the diverse values that facilitate civic engagement and the acquisition of political information in the South	Demonstrates sophisticated understanding of the diverse values that facilitate civic engagement and the acquisition of political information in the South
<b>Evaluate solutions to real-world social and cultural problems.</b>	Exhibits very superficial understanding of both the cultural problems facing various groups in the South as well as the implications of the solutions put forth to address said problems	Exhibits a basic understanding of both the cultural problems facing various groups in the South as well as the implications of the solutions put forth to address said problems	Meaningfully evaluates the nature of the cultural problems facing various groups in the South as well as the solutions put forth to address those problems	Demonstrates a nuanced and well-developed analysis and advanced evaluation of both the problems facing various groups in the South as well as the strengths and weaknesses of the solutions put for to address those problems

**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 research paper required for this course will function as the primary assessment artifact. In this assignment, students are assigned a state and are required to identify the major personalities and events that have helped shape that state political, indicate what factors make the state distinct, and utilize this evidence to make a compelling, persuasive argument regarding what drives politics in the state.

**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.

**PS 377 – Southern Politics**  
**TR 12:45 PM - 2:05 PM**  
**Grise Hall 340**

**Instructor:** Joel Turner  
**E-Mail:** [joel.turner@wku.edu](mailto:joel.turner@wku.edu)  
**Office:** 314 Grise Hall  
**Office Hours:** 11.00 AM -12:30 PM TR and by appointment  
**Course Website:** Available via Blackboard

**Introduction/Course Objectives:** This course provides an overview of the unique and colorful political history and culture of the American South. We will begin with an exploration of the defining characteristics of “traditional southern politics”. We will then explore the politics of the Civil Rights Movement and the mobilization of a significant African-American political influence in the region. Next, we will consider the extent, causes, and consequences of the partisan realignment in the South, which resulted in the emergence of a Republican challenge in what had been the solidly Democratic South and more recently GOP dominance in the region. We will also examine the personalities and events that shaped the political decisions in individual states and the influence that the South has exercised in national politics.

By the end of this course:

- Students will be able to identify the key political figures of the American South and describe the impact these figures had on the political development of the region.
- Students will be able to explain the impact the Civil Rights Movement had on the political culture of the American South.
- Students will be able to critically analyze Southern voters’ realignment between political parties.
- Engage in a comparative analysis of electoral politics across the Southern states.
- Students will be able to explain how the evolution of Southern politics has influence American national politics.

**Required Text:**

Charles Bullock and Mark Rozell. 2013. The New Politics of the Old South. 5<sup>th</sup> ed. Rowman & Littlefield Publishers.

Additional assigned readings will be made available on the course website or put on reserve in the library. Also, please keep up with current events by either reading a major newspaper or watching the news on television.

**Format:** This course will feature a mix of lecture and discussion. Participation is expected, and you can actively participate by asking questions, taking part in discussions, and coming to class prepared (i.e. having read the material) and ready to learn.



**Course Requirements:**

Three Exams	100 pts each
Quizzes	50 pts
Research Paper	100 pts
Survey Assignment	50 pts

**Exams:** There will be three multiple-choice exams given during the course of the semester, each covering 1/3 of the material. The third exam will serve as the final exam and will not be comprehensive. Exam questions will come from lectures as well as the assigned readings. You will need to bring a scantron and a #2 pencil on exam days!

Make-up exams will be given only in extraordinary circumstances, and I reserve the right to give a make-up exam that differs substantially from the normal exam.

**Research Paper:** You will be required to write an 8 page research paper in this course wherein you will be assigned a state and required to critically analyze the important personalities, events, and unique factors of the state in order to determine what “drives” politics in the state. More details regarding the assignment will be distributed during the second week of the semester.

**Quizzes:** To ensure you are reading and engaging the material, we will have quizzes during the semester. Quizzes will cover lectures and reading assignments, and may or may not be announced. You have the possibility of earning 50 total points on this component of the course. You will not be allowed to make up missed quizzes.

**Contact with the Instructor:** Email is the best way to contact me, as I check it on a regular basis. Please feel free to contact me at any time for any reason. Also, feel free to come by my office during my office hours or any other time I happen to be in my office. If my office hours conflict with your schedule, contact me and we can schedule a convenient time for us to meet. Also, be sure to check your campus email account on a regular basis, as that is how I will communicate with you outside of class. I am not responsible for email messages you do not receive due to problems with email forwarding, etc.

**Blackboard:** I will use Blackboard to post grades, lecture notes, make announcements, etc. Therefore, you should check the course website on a regular basis.

**Classroom Conduct:** During this semester we will discuss controversial topics that people have strong, and vastly different, opinions on. It is important that you understand that we can disagree without being disagreeable. Therefore, I expect you to show respect to your professor and your fellow classmates, particularly during discussion.

**Disrespectful activities include, but are not limited to: unnecessary conversation, foul language, inappropriate comments, text messaging, listening to your iPods, reading the paper, sleeping, playing games or surfing the net on your laptop, chronic tardiness, and other generally disrespectful activities.** Finally, **TURN OFF YOUR CELL PHONE!!!** I do not want to see them or hear them during class.

**Students with Disabilities:** In compliance with University policy, student with disabilities who require accommodations for this course (academic adjustments and/or auxiliary aids or services) must contact the Office for Student Disability Services in DUC-A 200 of the Student Success Center in Downing Student Union. The phone number is 745-5004. Do not request accommodations without a letter from the Office for Student Disability Services.

**Academic Misconduct:** I do not tolerate cheating in any form. Anyone caught cheating will be given a zero on the assignment in question and be referred to University officials for further disciplinary action. Please see the University handbook for more information on what constitutes academic misconduct and the official university procedure for dealing with such misconduct. An on-line version of the handbook can be found at: [www.wku.edu/handbook/](http://www.wku.edu/handbook/).

**Grading Scale:** Your final grade will be based on the following scale:

90% - 100%	= A	60% - 69%	= D
80% - 89%	= B	59% and below	= F
70% - 79%	= C		

**Syllabus Change Policy:** This syllabus and the contained course calendar and assignments may change as the semester progresses. Syllabus alterations will be announced in class and posted on Blackboard. Ignorance of course changes will not be accepted as a reason for failing to complete course assignments and reading

***TENTATIVE SCHEDULE AND ASSIGNMENTS:***

<b><u>Topic</u></b>	<b><u>Readings</u></b>
Syllabus & Course Introduction	-----
Defining the Modern South	B&R Intro; Applebome
Southern Distinctiveness	Reed 1
Racial Attitudes and the CRM in the South	Kuklinski & Cobb; Griffin and Hargis
Religion in the South	B&R Conclusion; Cooper and Knotts
The Deep South	
• AL, GA	B&R Ch. 2-3
<b>EXAM 1</b>	<b>February 22</b>

The Deep South cont.

- SC, MS, LA

B&R Ch. 1, 4-5

The Rim South

- TN, TX, FL, NC, VA

B&R Ch. 6-8, 11-12

**EXAM 2**

**April 5**

The Rim South cont.

- AR, OK

B&R Ch. 9-10

But What about KY (and maybe even West VA)?

Turner

Partisanship and Realignment

Black

Southern Politics/Culture and the “Arts”

Reed 2; Grizzard

Is the South Still Distinctive?

Dickey

**EXAM 3**

**May 8 @ 10:30**