

Colonnade General Education Curriculum Committee

Report for SEC and University Senate

January 2018

- SUS 276 Displaced Persons & Civic Engagement (Connections: Local to Global)
- SPS 400 Foundations of Global Citizenship (Connections: Local to Global)
- RELS 305 Christianity (Connections: Social and Cultural)
- ARC 100: Introduction to Asian Studies (Explorations: Arts and Humanities)
- AMS 303: Food Laws and Regulations (Connections: Systems)
- COMM 365: Intercultural Communication (Connections: Social & Cultural)

COLONNADE CONNECTIONS COURSE PROPOSAL

Local to Global Subcategory

Proposal Contact:

S. Ellen Godbey, Ed.D. sherrie.godbey@wku.edu Office Phone: 270-780-2578

Course Details

- 1.1 Course prefix (subject area), number and title: *SUS 276: Displaced Persons & Civic Engagement*
- 1.2 Credit hours: 3
- 1.3 Prerequisites: *Students should have taken 21 hours of Colonnade Foundation and Exploration courses before enrolling*
- 1.4 Crosslisted (No)
- 1.5 Expected number of sections offered each semester: *1 per semester*
- 1.6 Is this an existing course or a new course? *This is a new course*
- 1.7 Where will this course be offered? *Bowling Green main campus; South Campus*

Course Description

This course analyzes individual and host country crises and concerns surrounding integration and assimilation on local and global scales. This course examines the interrelationship of issues such as national protection, economic, social, and cultural (ESC) rights, welfare, work/employment, and language acquisition and evaluates the consequences of decision-making. A service learning project provides an opportunity to share cultural experiences with displaced persons (DPs) in the community and to explore careers associated with local and international assistance agencies.

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

This course provides a *capstone* learning experience for students by providing distinctive opportunities to think critically about displaced persons and to engage with a select DP population in a service learning project. Student engagement will be expounded in a narrative project paper. In this course, students will be matched with a select DP individual or family. The course will require students to analyze DP issues and individual crises that have local and global corollaries. A case study template (see attached, p. 18) will assist students as they study the history of the DP population and analyze effects on the host countries and/or countries of origin. This course encompasses multiple academic areas of study as students examine effects on a local and global scale, and as they propose strategies for solving DP-related problems. All six levels of Bloom's Taxonomy will be utilized as students gather evidence, evaluate opposing viewpoints, take a side, summarize their support, and communicate their findings in a formal research paper and class presentation. Furthermore, this course allows students to compare local and global assistance agencies and explore local and global careers associated with DPs through written work and a personal interview of one of the 25+ employees at the International Center of Kentucky.

List the course goals and explain how they are aligned with the Connections learning outcomes.

Connections Student Learning Outcomes	How does the course meet these learning outcomes?
<p>1. <i>Analyze issues on local and global scales.</i></p>	<p><i>Students will analyze issues surrounding displaced persons on local and global scales.</i></p> <ul style="list-style-type: none"> • Course will focus on case studies of individual and host country crises and concerns of a selected Displaced Persons population. “Push” and “Pull” factors will be analyzed. Students will evaluate the effects locally and globally from multiple positions: economic, social, cultural, political, environmental, health, education, and transportation. In their development of a case study, students will think critically to draw conclusions and propose strategies that address issues and concerns.
<p>2. <i>Examine the local and global interrelationships of one or more issues.</i></p>	<p><i>Students will examine the local and global interrelationships of one or more issues.</i></p> <ul style="list-style-type: none"> • A case study will include an examination of local and global interrelationships of one or more issues. For instance, students will examine and evaluate methods of vetting, integrating, and assimilation locally and globally and identify the after-effects on DP populations and host countries.
<p>3. <i>Evaluate the consequences of decision-making on local and global scales.</i></p>	<p><i>Students will evaluate the consequences of decision-making related to displaced persons on local and global scales.</i></p> <ul style="list-style-type: none"> • Course will examine and evaluate the outcomes of decision-making related to DPs in areas such as the economy. At the local level, students will evaluate the consequences of DP employment on the economy of Kentucky and other host states. At the global level, students will evaluate the

	<p>consequences of DP employment on host countries. The course will examine and evaluate the effects of decision-making in at least two areas (e.g. economic, political) on local and global scales using a variety of research databases. The course will draw conclusions on the effectiveness of local and global strategies and their impact on each other.</p>
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List additional student learning outcomes beyond the three Connections SLOs that will guide student learning in this course.

- Students will demonstrate their proficiency in reading, writing, and speaking by completing their Narrative Project and Argument Paper and presenting their research findings to the class.
- Students will increase their leadership and networking skills by interacting with the staff of the International Center of Kentucky and by engaging with displaced persons of a different ethnicity and culture.
- Students will increase their knowledge of careers with local and global service agencies by comparing and contrasting careers of interest and selecting one to write about.

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

Connections Student Learning Outcomes	Identify the “artifacts(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. <i>Analyze issues on local and global scales.</i>	Students will research opposing viewpoints on local and global crisis topics and write an Argument paper on an approved topic. Students will connect with at least two academic disciplines. This assignment requires a 7-9	After the close of the semester, a faculty member will draw a 20% random sample of the Argument Papers. Each paper will be assessed in an anonymous fashion according to the attached rubric. It is expected

	<p>page typed paper in the APA format. Students will be given information about research databases such as the Congressional Quarterly (CQ) Researcher to consider opposing viewpoints. The Argument Paper Rubric will be provided in advance.</p>	<p>that 50% of the Final Papers will achieve a 3 (Good) or better.</p>
<p>2. <i>Examine the local and global interrelationships of one or more issues.</i></p>	<p>Students will examine the interrelationships of one or more issues surrounding DPs such as</p> <ul style="list-style-type: none"> • protection and service agencies • economic rights • social rights • cultural rights • welfare (food, clothing, shelter) • employment/work • language acquisition <p>The examination of these interrelationships will be reflected in the Argument Paper.</p>	<p>After the close of the semester, a faculty member will draw a 20% random sample of the Argument Papers. Each paper will be assessed in an anonymous fashion according to the attached rubric. It is expected that 50% of the Argument Papers will achieve a 3 (Good) or better.</p>
<p>3. <i>Evaluate the consequences of decision-making on local and global scales.</i></p>	<p>Students will use databases such as CQ Researcher to research and consider the pros/cons of decisions being made on local and global scales. Students will evaluate the consequences of decisions made on local and global scales. Students' judgments will be reflected in their Argument Paper.</p>	<p>The instructor will assess this Evidence & Argument artifact utilizing the Argument Paper Rubric attached to this application. After the close of the semester, a faculty member will draw a 20% random sample of the Argument Papers. Each paper will be assessed in an anonymous fashion according to the attached rubric. It is expected that 50% of the Argument Papers will achieve a 3 (Good) or better.</p>

6b. Include the rubric that will be used for Connections assessment.

The following rubric will be used for the assessment of the Argument Paper.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
1. Analyze issues on local and global scales.	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to issues surrounding Displaced Persons at the local and global levels.	Organizes evidence to reveal important patterns, differences, or similarities related to issues surrounding Displaced Persons at the local and global levels.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities related to issues surrounding Displaced Persons at the local and global levels.	Lists evidence, but is not organized and/or is unrelated to issues surrounding Displaced Persons at the local and global levels.
2. Examine the local and global interrelationships of one or more issues. (Modified from the Critical Thinking American Association of Colleges & Universities Value Rubric)	Examination of local and global interrelationships of one or more issues surrounding Displaced Persons. These interrelationships are stated clearly and described comprehensively, delivering all relevant information for full understanding.	Examination of local and global interrelationships of one or more issues surrounding Displaced Persons. These interrelationships are stated, described, and clarified so that understanding is not seriously impeded by omissions.	Examination of local and global interrelationships of one or more issues surrounding Displaced Persons. These interrelationships are examined and stated, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Examination of local and global interrelationships of one or more issues surrounding Displaced Persons. These interrelationships are examined but are not stated clearly or are presented without clarification or description.
3. Evaluate the consequences of decision-making on local and global scales.	Evaluation of the consequences of decision-making related to Displaced Persons is deep	Evaluation of the consequences of decision-making related to Displaced Persons is	Evaluation of the consequences of decision-making related to Displaced Persons is brief	Evaluation of the consequences of decision-making related to Displaced Persons is

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

The Argument Paper in the course will be provided as the artifact in support of Evidence & Argument.

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.

The course syllabus is attached (see p. 7).



SUS 276: DISPLACED PERSONS & CIVIC ENGAGEMENT SYLLABUS

Day/Time	Section:	CRN:	Location:
Instructor: Dr. S. Ellen Godbey		Office: SC 203	
Email: sherrie.godbey@wku.edu		Office Hours:	
Office Phone: 270-780-2578			

Texts and Materials

No textbook is required.

Students will have access to multiple academic journals, databases, government web sites, Public Broadcasting Service (PBS) videos, textbooks, and online study guides, including the *Congressional Quarterly Researcher*, which provides hundreds of articles on displaced persons crises and other topics related to this course. Instruction will be provided for accessing current research material and the *Opposing Viewpoints* articles.

Course Description

Analysis of individual crises and concerns surrounding displaced persons (DPs) and a study of the positive and negative effects of DPs on the host country. Examination of the integration process and exploration of careers associated with assistance agencies. Includes a service learning project with a displaced person(s) in the local community.

Student Learning Objectives

By the end of the course, the student will be able to

- Define characteristics of Displaced Persons (DPs)
- Identify needs and rights of DPs
- Chronologically order the integration process
- Analyze issues and individual crises on local and global scales
- Examine the local and global interrelationships of issues

- Compare government and non-government assistance agencies
- Compare and contrast careers associated with assistance agencies
- Utilize research databases for evidence and argument
- Judge opposing viewpoints
- Evaluate the consequences of decision making on local and global scales
- Estimate the effects on host countries
- Summarize support for an argument and give a presentation
- Engage and share cultural activities with a DP(s) in the local community

Students will utilize Blackboard (Bb) daily. Course assignments, rubrics, database links, handouts, and announcements will be posted on Bb. All students should have good internet access, the latest version of Bb compatible browsers, and familiarity with Bb tools. Internet or Bb problems or troubleshooting should be taken up with IT support (<http://www.wku.edu/it/>).

Blackboard (Bb) access: Go to WKU homepage (www.wku.edu) and click on “Blackboard.” Enter your username and password (same as your WKU email). Click on our course name (link). Here is a help guide:

<http://www.wku.edu/Dept/Support/AcadAffairs/CorrStudy/Tutorial/WKUCoursesTutorial>

Distribution of Points

T Notes, quizzes, class participation, and in-class activities	20%
Written Description of a Selected Career	10%
Argument Paper	30%
Argument Presentation	10%
Narrative Project Paper	20%
Final Exam	10%
<u>TOTAL</u>	100%

T Notes – students will take in-class notes on topics and write a short response/summary on each lesson. Students will receive instruction on utilizing the T-System for the notes and response/summaries. The T-Notes Rubric is attached.

Written Description of a Selected Career (related to assistance agencies) – Students will learn about local, national, and international careers in class and through individual investigation. This assignment may include an interview with one of the 30 employees (representing 25+ careers) at the International Center of Kentucky. Students will select a career to describe in a two-page typed paper in the MLA format. The Career Rubric is attached.

Argument Paper – Students will write a persuasive argument paper on an argument topic(s). This is a 7-9 page typed paper in the APA format. Students will be given information about WKU

databases such as the Congressional Quarterly (CQ) Researcher to consider opposing viewpoints. The Argument Paper Rubric is attached.

Argument Presentation – Students will present the argument topic and research findings reflected in their Argument Paper to the class. The Argument Presentation Rubric is attached.

Narrative Project Paper – Students will share experiences with a locally displaced person and/or family at the International Center of Kentucky or in the community. Students will engage them in home and/or community setting(s). These experiences may include cooking, shopping, attending events, etc. Students will write a 5-7 page final paper in the APA format of their personal experiences with a displaced person(s). Guidelines will be provided in advance.

Final Exam – Students will review and recall facts and processes related to DPs on an objective-type exam.

Detailed information about each assignment will be provided in class and on Bb.

***All written papers must be accompanied by a feedback form from the WKU Writing Center. In other words, you will take your rubric and paper to the WKU Writing Center for review, feedback, and a signature prior to submitting your final draft in class.

Grading Scale

The letter grade earned in this course will represent the percentage of available points you have earned and will be based on the University grading system:

90-100 A
80-89 B
70-79 C
60-69 D
Below 60 F (failing)

Course Policies

Sign in – Students are expected to arrive early in order to sign in and be ready to start class on time. Points are allotted for good citizenship and class participation.

Late assignments - Late assignments will be docked by 25% for each day they are late. Assignments are due within the first five minutes of class.

Missing work - Students must complete all assignments to pass this class (so you cannot skip a paper or presentation and still pass). Keep a file of all your graded work in case any questions arise about the assignment or grade.

Electronics – You must turn off and put away all electronic devices during class (cell phones, IPODS, laptops, etc.). You are not to text messages during class. Use of electronics during class is considered a disruption, and you may be asked to leave and/or will lose participation points.

Note about Email – Please send proper emails. Make sure to put the course prefix (SUS 276) is in the subject line and to include your full name in the text. Emails should come from a wku.edu address (emails from other accounts will not be opened).

Academic integrity – It is assumed that all students are doing the assignments with integrity. WKU has a policy prohibiting dishonesty that states: “The maintenance of academic integrity is of fundamental importance to the University. Thus it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature” (see <http://www.wku.edu/judicialaffairs/process-for-academic-dishonesty.php>)

Student Disability Services – In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUCA-200 of the Downing University Center. The telephone number is (270) 745-5004.

Sexual Misconduct and Assault Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding

WKU’s Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

*Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.*

Content Outline

- I. Overview of Displaced Persons
 - A. Statistics
 - B. Characteristics
 - C. Needs and rights
 - D. Responsibilities
 - E. Issues and arguments
 - F. Refugee camps
 - G. “Push” factors
 - H. “Pull” factors

- II. Integration and Resettlement
 - A. Vetting
 - B. Integrating and assimilating

- III. Local and Global Assistance agencies
 - A. Government
 - B. Non-government

- IV. Individual Crises
 - A. Local
 - B. Global

- V. Effects on the Host Country(ies)
 - A. Positive
 - B. Negative

- VI. Local and Global Careers
 - A. Government agencies
 - B. Non-government agencies

Previous and (Expected in the Future) Special Guest Speakers:

- Major General Jerry D. Humble (retired), current FBI Task Force Officer, former Department of Homeland Security (DHS) director in TN, WKU alumni Hall of Fame
Topic: Homeland Security
- Albert Mbanfu, Executive Director of the International Center of Kentucky(Bowling Green) Topic: Refugee Vetting and Integration
- Dr. William Mkanta, professor of the WKU Master of Health Administration program and Director of the Kentucky Institute for International Studies (KIIS) Tanzania program
Topic: KIIS Tanzania
- Susan Mkanta, Supplemental Services Program Manager at the International Center of Kentucky (Bowling Green) Topic: Refugee Integration

T- NOTES RUBRIC

Name: _____

Area	Quality	Criteria	Score
CONTENT QUALITY (Notes) (4 points)	___ Very Good ___ Good ___ Average ___ Needs Improvement	-Main points -Examples, relationships, and illustrations	
CONTENT QUALITY (Response/summary) (2 points)	___ Very Good ___ Good ___ Average ___ Needs Improvement	-Response to topic and/or -Summary of topic	
ORGANIZATION (1 point)		-Notes on the right -Questions on the left -Response and/or summary at the bottom	
QUANTITY (Notes) (1 point)		-2 pages of notes per topic	
QUANTITY (Questions) (1 point)		-5-7 questions per topic	
QUANTITY (Response/Summary) (1 point)		-2-3 complete sentences	
Total 10			

CAREER PAPER RUBRIC

Name: _____

Area	Quality	Criteria	Score
CONTENT 25 points	___ Very Good ___ Good ___ Average ___ Needs Improvement	-Describe a service career considering <ul style="list-style-type: none"> • Location • Education/experience • Skills required • Duties/responsibilities • Company/agency info • Benefits • Salary -Depth of research	
ORGANIZATION 5 points	___ Very Good ___ Good ___ Average ___ Needs Improvement	Introduction paragraph Subheadings Coherence – transitions Good flow Conclusion paragraph	
APA STYLE 5 points	___ Very Good ___ Good ___ Average ___ Needs Improvement	Correct title page Correct in-text citations Correct use of quotes Correct reference page	
ACADEMIC REFERENCES 5 points	___ Has at least 4 ___ Does not have at least 4	Must be academic references – academic journals, government publications, or agency websites	
GRAMMAR 6 points	___ Very Good ___ Good ___ Average ___ Needs improvement	Tense Subject-verb agreement Proper English Spelling Sentence variety Correct punctuation Sentences starting with numbers or percentages are spelled out	
MECHANICS 4 points	___ Very Good ___ Good ___ Average ___ Needs Improvement	Format (font type and size, spacing, page numbers, title page, stapled) Few typos	
Total 50			

ARGUMENT PAPER RUBRIC

Name: _____

Area	Quality	Criteria	Score
CONTENT 45 points	___ Very Good ___ Good ___ Average ___ Needs Improvement	-Analysis and description of the argument topic(s)/issue(s) on local and global scales. -Examination and description of the interrelationships of one or more issues at the local and global levels -Evaluation of the consequences of decision-making on local and global scales. -Connection with 2 academic disciplines	
ORGANIZATION 10 points	___ Very Good ___ Good ___ Average ___ Needs Improvement	Introduction paragraph Subheadings Coherence – transitions Good flow Conclusion paragraph	
APA STYLE 10 points	___ Very Good ___ Good ___ Average ___ Needs Improvement	Correct title page Correct in-text citations Correct use of quotes Correct reference page	
ACADEMIC REFERENCES 15 points	___ Has at least 7 ___ Does not have at least 7	-Depth of research must include scholarly references: Academic journals, textbooks, government publications, and/or assistance agency websites	
GRAMMAR 15 points	___ Very Good ___ Good ___ Average ___ Needs improvement	Tense Subject-verb agreement Proper English Spelling Sentence variety Correct punctuation Sentences starting with numbers or percentages are spelled out	
MECHANICS 5 points	___ Very Good ___ Good ___ Average ___ Needs Improvement	Format (font type and size, spacing, page numbers, title page, stapled) Few typos	
Total 100			

ARGUMENT PRESENTATION RUBRIC

Area	Excellent 50 points	Good 40 points	Fair 30 points	Poor 10 points
CONTENT	Argument topic(s) described clearly and in an organized manner	Argument topic(s) somewhat described but more information is required	Argument topic(s) slightly described but more material is needed	Argument topic(s) is addressed but not described or elaborated on.
PRESENTATION/GRAPHICS	Slides are attractive. Text is easy to read. Graphics and effects are used throughout to enhance presentation.	Slides are attractive. Text is easy to read. More than half of the slides use graphics and effects to enhance presentation.	Slides are easy to read. Amount of text is too great for the amount of space provided. Less than half the slides have graphics or effects.	The slides are not easy to read. The amount of text is too great for the space provided. There is little use of graphics or effects.
GRAMMAR AND MECHANICS	Capitalization and punctuation are correct throughout the presentation. There are no grammatical errors.	There are less than 2 grammatical errors in the presentation	There are less than 4 grammatical errors in the presentation	There are many grammar or mechanical errors in the presentation.
VOICE	Speaker presents in a loud, clear voice and doesn't read from screen.	Speaker presents in a loud, clear voice but turns to the screen occasionally.	Speaker presents in a voice that is sometimes clear but constantly refers to the presentation.	Speaker does not present in a loud or clear voice.
USE OF CLASS TIME	Used time well during the class period. Focused on getting the product done. Never distracted others.	Used time well during the class period. Usually focused on getting the project done and never distracted others.	Used some of the class time well during the class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on project OR distracted others. Reminders were given.

Tentative texts and course materials

- “America’s Stateless People: How Immigration Gaps Create Poverty.” *Equal Voice*. Web. 2016.
- Anonymous. “Refugees, Supply, Demand, Jobs and Housing.” *Wall Street Journal*. 25 Jan. 2016, p. A.12.
- “Asylum and Refugee Resources: Legal Information.” *University of Minnesota*. Web. 2016.
- “Asylum and Refugee Resources: Refugee and Asylum Non-Governmental Organizations.” *University of Minnesota*. Web. 2016.
- “Bowling Green, KY: More Confirmation that Refugee Resettlement is not about Humanitarianism, but about Supplying Cheap Labor. *Refugee Resettlement Watch*. Web. 2016.
- Caryl, Christian. “Weakest Links.” (Countries Hosting Refugees) *Foreign Policy*. 2016, Issue 216, p.34 (4).
- Chang-Muy, Fernando, editor; Piller, Elaine, Congress editor. “Social Work with Immigrants and Refugees: Legal Issues, Clinical Skills, and Advocacy.” 2016.
- Cole, Georgia. “Negotiating Durable Solutions for Refugees: A Critical Space for Semiotic Analysis.” *International*. 2016, Vol.29 (1), pp.9-27.
- Congressional Digest. “History of Refugee Resettlement in America: Timeline of U.S. Laws and Policies Affecting Refugees.” 2016, Vol.95 (1), p.2 (2).
- “English as a Second Language.” *Kentucky Refugee Ministries, Inc*. Web. 2016.
- “Feds Pouring Muslim Immigrants into Rand Paul’s Hometown. *WND*. Web. 2016.
- Fike, D.; Androff, David. “The Pain of Exile”: What Social Workers Need to Know about Burmese Refugees.” *Social Work*, Apr 2016, Vol.61 (2), p. 127.
- Foerstel, Karen. "Women's Rights." *CQ Global Researcher* 1 May 2008: 115-47. Web. 26 Aug. 2016.
- Friscolanti, Michael. “Warm Hearts, Cold Reality.” (REFUGEES) *Maclean’s*. Aug. 15, 2016, Vol.129 32-33), p.24.
- Glazer, Sarah. "European Migration Crisis." *CQ Researcher* 31 Jul. 2015: 649-72. Web. 26 Aug. 2016.
- Glazer, Sarah. "Organ Trafficking." *CQ Global Researcher* 19 Jul. 2011: 341-66. Web. 26 Aug. 2016.
- “Groups Decide to Settle 40 Syrians in Bowling Green. *Daily News*. Web. 2016.
- Heudtlass, Peter; Speybroeck, Niko; Guha-Sapir, Debarati. “Excess Mortality in Refugees, Internally Displaced Persons and Resident Populations in Complex Humanitarian Emergencies (1998–2012) – Insights from Operational Data.” *Conflict and Health*, 2016, Vol.10 .
- “Historic Olympic Team Carries Flag for All Refugees.” *Wave 3 News*. Web. 2016.
- “Human Trafficking.” *Right to Life of Central Kentucky*. Web. 2016.
- “International Center Branching Out: Federal Government Approves Building New Owensboro Office.” *The Daily News*. Web. 2009.
- Jordan, Miriam; Jordan, Miriam. “U.S. News: More Syrian Refugees Settle in U.S.” *Wall Street Journal*, 14 Jul. 2016, p.A.3.

- Jost, Kenneth. "Human Rights Issues." *CQ Researcher* 30 Oct. 2009: 909-32. Web. 26 Aug. 2016.
- "Kentucky Becoming a Hotspot for Refugee Resettlement." *The Daily Stormer*. Web. 2015.
- Kiener, Robert. "Dangerous War Debris." *CQ Global Researcher* 1 Mar. 2010: 51-78. Web. 26 Aug. 2016.
- "Losing Identity during the Refugee Crisis: The Difference between Assimilation and Integration in the Classroom." *The Atlantic*. Web. May 2016.
- Masci, David. "Assisting Refugees." *CQ Researcher* 7 Feb. 1997: 97-120. Web. 26 Aug. 2016.
- Mead, Lawrence. "Immigration: The Cultural Dimension." *Society*, Apr 2016, Vol.53 (2), pp.116-122.
- Murshidi, Mujalli Mhailan. "Global Assistance in Caring for Syrian Refugees." *Conflict and Health*, 2016, Vol. 10.
- "New Americans: Refugee Resettlement in Lexington, Kentucky." *Lexington Public Library Cable Channel 20*. 2016. Television.
- "Nine Refugees with Active TB Sent to a Single Kentucky County Since 2013." *Breitbart News*. Web. 24 Jun. 2016.
- O'Neill, Zora. "Refugees Need Facts as Well as Food. (NEWS)(Greece)." *USA Today*, 14 Apr. 2016, p.07A.
- "Refugees, Immigrants, Study for Citizenship Test." *Chapel Hill News*. Web. 2016.
- Shandera, W. "An Analysis of Global HIV Prevalence among Refugees, Asylum Seekers, and Migrants, Using the US Bureau of the Census databank." *International Journal of Infectious Diseases*, Apr. 2016, Vol.45, pp.270-270.
- "Syrian Refugees Coming to Kentucky, Elsewhere in the US." *USA Today*. Web. 28 Jan. 2015.
- "Syrian Refugees Land in Kentucky amid Backlash." *Courier-Journal*. Web. 19 Nov. 2016.
- "Syrian Refugees Likely to End up on Welfare." *The Washington Times*. Web. 2016.
- Taylor, J. Edward; Filipski, Mateusz J.; Alloush, Mohamad; Gupta, Anubhab; Rojas Valdes, Ruben Irvin; Gonzalez-Estrada, Ernesto. "Economic Impact of Refugees." *Proceedings of the National Academy of Sciences of the United States of America*. 5 Jul. 2016, Vol. 113(27), pp.7449-53.
- "The Rights of Refugees: Study Guide." *Human Rights Education Associates (HREA)*. Web. 2003.
- Triandafyllidou, Anna. *Routledge Handbook of Immigration and Refugee Studies*. New York: Routledge, Taylor, & Francis Group, 2016.
- Powell-Perryment, Mary ; Peters, Joan Y. "Refugees and Responsibilities."(LETTERS)(Letter to the editor). *Maclean's*. 15 Feb. 2016, Vol.129 (6-7), p.6.
- The Economist. "For Good or Ill; The Economic Impact of Refugees." 23 Jan. 2016, Vol.418 (8973), p.68 (US).
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- "US Under New Pressure to Absorb Syrian Refugees as Europe Faces Crisis." *Fox News*. Web. 03 Sep. 2015.
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DISPLACED PERSONS CASE STUDY TEMPLATE

1. Displaced Persons population: Rohingya Muslim ethnic minority group
2. History of the DP population?
3. Estimated number of DPs: 500,000
4. Country of origin: Myanmar (Burma was renamed as Myanmar in 1989)
5. Host areas/countries:
 - Myanmar's western Rakhine State
 - Bangladesh
 - Indonesia
 - Malaysia
 - Thailand
 - United States
 - States accepting Rohingyas
 - States not accepting Rohingyas
6. Populations of contention: Rohingya and Buddhist nationals
7. Characteristics of the populations of contention:
 - Religion:
 - Myanmar Rohingyas practice a Sufi-inflected variation of Sunni Islam
 - Myanmar's dominant group is Buddhist
 - Ethnicity:
 - Language:
 - Demographics:
8. Origin of the Rohingya:
 - Arakan Kingdom – 15th century
 - Many other arrived during the 19th and early 20th centuries when Rakhine was governed by colonial rule as part of British India.
9. Topics of contention:
 - Citizenship – Myanmar nationals say the Rohingya are illegal immigrants from

Bangladesh – Myanmar governments since 1948 have denied the group recognition as one of the country’s 135 ethnic groups

Voting – Rohingya not allowed to vote in elections

10. Drivers of immigration and “Push” factors:

Dire living conditions

Sexual assault and rape

Killings

Arson

Discrimination through restrictions on marriage, family planning, education, religious choice, and freedom of movement.

A militant group in Rakhine known as the Arakan Rohingya Salvation Army (ARSA) attacked Myanmar police and army posts. Myanmar military retaliated, which caused the Rohingya to flee into neighboring Bangladesh

11. “Pull” factors

Jobs and opportunities

Religious freedom

Political freedom

12. When did the discriminatory practices begin?

1970s

13. Rohingya issues and concerns (some host countries are providing emergency assistance and protection; others are not):

No legal status

Unable to work

No access to education

No access to health care

Human trafficking

14. Local, national, and international issues and effects:

Economic

Employment/labor

Who hires the Rohingya refugees in the U.S.? In KY?

Taxpayer burden

Political

Differences in the U.S. Constitution and the proposed law of the DPs

Social/Cultural

Differences between the U.S. culture and the culture of the DPs

Public health

Environment

Education

Language

15. Individual crises:

Human trafficking

Organ trafficking

Female genital mutilation

Rape/sexual assault

16. Vetting of DPs

17. Integration of DPs

18. Assimilation of DPs

19. DPs needs and responsibilities

20. Which countries/ethnic groups are NOT accepting the selected DP population? Why not?

21. Local, national, and international assistance agencies

22. Sources from which to gather facts, statistics, research studies, and testimonies from the DP and opposing population?

WKU Libraries: One Search Catalog

Speaker – executive director of the International Center of Kentucky

Speaker – case manager of the International Center of Kentucky

Speaker – FBI (United States) (former Homeland Security director – TN)

United Nations <http://www.un.org/en/index.html>

World Health Organization <http://www.who.int/en/>

Colonnade Connections Course Proposal Local to Global Subcategory

Proposal Contact

Said Ghezal, said.ghezal@wku.edu and 745-4285

College and Department: University College, School of Professional Studies

Proposal Date: 11/07/17

1. Course Details:

- 1.1 Course prefix (subject area), number and title: SPS 400 Foundations of Global Citizenship
- 1.2 Credit hours: 3
- 1.3 Prerequisites: None
- 1.4 Crosslisted and/or equivalent courses (prefix and number)
- 1.5 Expected number of sections offered each semester/year: 1 per semester
- 1.6 Is this an existing course or a new course? New Course
- 1.7 Where will this course be offered? Bowling Green Campus and regional campuses

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

Global citizenship is a way of living and making choices and decisions that recognize the world around us as an increasingly complex web of connections and interdependencies. It entails an awareness of the interdependence of individuals and systems and a sense of responsibility that follows from it. This course examines how citizens can navigate successfully our complex connections and interdependencies and effectively function in our global environment. The course provides students with knowledge base to function as global citizens. That is, individuals who are aware of the wider world and have a sense of their responsibilities towards it; respect and value diversity; have a better understanding of how the world works; understand their role as participants striving to make the world a more equitable and sustainable place; and take full responsibility for their actions. Students will analyze the relation between local and global citizenship, and the forces globalizing the environment.

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

This course emphasizes a complex concept—global citizenship—that has local, regional, and global implications. Students will build on their explorations courses, particularly in the social and behavioral sub-category, to synthesize the dimensions of responsible citizenry at the local, regional, and global levels. Students will investigate and analyze forces globalizing the environment. Students will be required to evaluate decisions with global perspectives and challenged to develop ways of strengthening the practice of global citizenship. Students will demonstrate their knowledge of global citizenship by evaluating the role of global citizens in building responsive and effective global institutions. Students will be required to propose solutions for issues faced by the global citizenry.

A specific assignment will provide the capstone learning experience for students in the WKU Colonnade Program. Students will submit a research paper that examines the shifting boundaries in the contemporary world and evaluate the effectiveness of approaches used to take action as a global citizen. Students will particularly analyze and reflect on the extent to which we should rely on governments to solve environmental problems and governments' limitations. Students will

recommend/ mitigate, through an environmental and social action plan, measures that reflect the awareness of the global citizen in his/her decisions.

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

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze issues on local and global scales.	<p>Students will analyze environmental, economic, and technological issues on both local and global scales.</p> <ul style="list-style-type: none"> • Course will focus on case studies and short paper assignments that emphasize the complex relationship between environmental, economic, and technological variables and the role of global citizens. Students will apply theories and concepts from their exploration courses to environmental, economic, and technological issues at a local level and evaluate the implications of these issues on global communities. Specifically, students will analyze issues dealing with water scarcity, fighting poverty, and stepping up the problems of climate change. • A short paper topic will focus on the social responsibility activities, namely fighting poverty, of an international business enterprise. Students will analyze the implications of such activities including the benefits beyond the acts of selflessness themselves.
2. Examine the local and global interrelationships of one or more issues.	<p>Students will examine the relationship between environmental issues at a local level and the importance of universal obligations.</p> <ul style="list-style-type: none"> • Course will focus on sustainability; specifically, the environmental responsibilities as the most obvious focus of concern for global citizens. Students will examine several kinds of criticism that target universal responsibilities as they relate to environmental issues and evaluate approaches to tackle this criticism. Students will further examine the extent of global citizenship. • A second short paper will focus on a sustainability issue. A big challenge for manufacturing companies is sustainability, especially as they outsource operations for cheaper labor and favorable business environments—meeting the needs of the present without compromising the ability of future generations to meet their own needs. Students will analyze

	carrying capacity, conservation, and tragedy of the commons as they suggest a course of action.
3. Evaluate the consequences of decision-making on local and global scales.	<p>Students will evaluate different approaches for the practice of effective global citizenship.</p> <ul style="list-style-type: none"> • Course will focus on the role of social action as a facilitator of global citizenship. Specifically, students will analyze, using case studies and research, the role of business and technology in social action. Students will evaluate the implications of business decisions on both local and global communities. Students will examine the steps of shifting decisions-makers' from awareness to action. Students will also evaluate the global impact of our actions and the need for global citizenship through other examples. • The final paper will present students with a capstone learning experience. Students will submit a research paper that examines the shifting boundaries in the contemporary world and evaluate the effectiveness of approaches used to take action as a global citizen. Students will particularly analyze and reflect on the extent to which we should rely on governments to solve environmental problems and governments' limitations. Students will recommend/ mitigate, through an environmental and social action plan, measures that reflect the awareness of the global citizen in his/her decisions.

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

1. Explain the concepts and principles of global citizenship;
2. Analyze forces globalizing the environment;
3. Explain the relations among regional, national, and global citizenship;
4. Analyze global dimensions of certain occupations;
5. Analyze methods of strengthening global citizenship.

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

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities,	Describe in detail the assessment methods the department will
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	<p>etc) that will be used for assessing each learning outcome <i>beyond course grades</i>. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.</p>	<p>employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.</p>
<p>1. Analyze issues on local and global scales.</p>	<p>Students will mainly report on a case study. The report consists of a short paper of 3 to 4 pages. The case presents students with a business organization that plans for international expansion. The case challenges students' critical thinking by examining the relationship of the business economic needs, and the communities (local and global) environmental needs. Students will evaluate different courses of actions in terms of local and global stewardship. In addition, a first test will gauge students' understanding of issues on local and global scales.</p>	<p>The department's assessment team will collect a random sample of 30% of students' final papers. The sample will be evaluated using the following rubric, which provides a separate rating for each Connection Learning Outcome. The paper will be used as the artifact providing evidence for each learning outcome and students' ability to integrate and synthesize information. The benchmark will be set to a 75% passing rate (3 out of 4) for each learning outcome and 70% for the sample.</p>
<p>2. Examine the local and global interrelationships of one or more issues.</p>	<p>Students will examine sustainability issues through the lenses of a business enterprise. Students will examine opportunities for businesses to contribute to the sustainability efforts on a local and global scale. A case study will provide students with an opportunity to demonstrate their mastery of the concept as a local issue with global ramifications. Students will report on the case study with a short paper of 3 to 4 pages. A second test will also be administered to help assess this learning outcome.</p>	
<p>3. Evaluate the consequences of decision-making on local and global scales.</p>	<p>The course will focus on the evaluation of the practice of global citizenship through both local and regional citizenship. Students will examine the</p>	

	<p>implications of local and regional decisions on global communities. This will include decisions made by local and regional governments and other local and multinational businesses. Students will have the opportunity to evaluate the decision-making process in their final paper. They will build on the first short papers and integrate their findings with new information to examine the global consequences of local decisions. Students will have the opportunity to develop and suggest courses of actions for strengthening the practice of global citizenship. The final paper will consist of 7 to 8 pages. A third test will assess students understanding of this learning outcome.</p>	
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6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). If the assessment plan will utilize the Connections rubric available on [the Colonnade website](#), state as much.

The following rubric will be used to assess Colonnade SLOs:

Category	4	3	2	1
1. Analyze Issues on local and global scales	Information clearly relates to the main topic. It examines key issues in all categories and provides three or more supporting details and/or examples on a local and global scale.	Information clearly relates to the main topic. It examines key issues in all categories and provides less than three supporting details and/or examples on a local and global scale.	Information relates to the main topic. No details and/or examples are given concerning the categories on a local and global scale.	Information has little or nothing to do with the main topic concerning analysis of issues on a local and global scale.
2. Examine the local and global interrelationships of one or more issues.	Information clearly relates to the main topic. It includes three or more supporting details and/or examples	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples concerning	Information clearly relates to the main topic. No details and/or examples are given concerning interrelationship	Information has little or nothing to do with the main topic concerning interrelationship

	concerning interrelationship issues on a local and global scale.	interrelationship issues on a local and global scale.	issues on a local and global scale.	issues on a local and global scale.
3. Evaluate the consequences of decision-making on local and global scales.	Evaluation of the practice of global citizenship through the examination of the decision-making process is thorough and provides three or more approaches of making responsible decisions supported by several references and/or examples.	Evaluation of the practice of global citizenship through the examination of the decision-making process is thorough and provides 1-2 approaches of making responsible decisions supported by references and/or examples	Evaluation of the practice of global citizenship through the examination of the decision-making process is thorough but does not provide for any suggestions to making responsible decisions.	Evaluation of the practice of global citizenship is superficial. Writing lacks both depth and breadth. There are no suggestions for decision-making process and no supporting references or examples.

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

The final paper in the course will be provided as the artifact in support of Evidence & Argument Assessment. The final paper will present students with a capstone learning experience. Students will submit a research paper that examines the shifting boundaries in the contemporary world and evaluate the effectiveness of approaches used to take action as a global citizen. Students will particularly analyze and reflect on the extent to which we should rely on governments to solve environmental problems, and governments’ limitations. Students will recommend/ mitigate, through an environmental and social action plan, measures that reflect the awareness of the global citizen in his/her decisions.

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.

**Western Kentucky University
University College
School of Professional Studies**

Instructor: XXXX
Email: XX.XXX@wku.edu

Office Hours: To be determined.

Course Description:

Catalogue Description:

An examination of the practice of global citizenship, the connection between the global and the local, the common values, and the shared challenges and benefits.

Course Material (textbook):

Globalization and Global Citizenship (2017). By Langran, I and Birk, T.
Routledge. New York
ISBN: 978-1-138-94133-5

Case studies and research assignments will be posted on Blackboard.

Pre-Requisites:

21 hours of Foundations and Explorations coursework or have junior status.

Methods of Instruction:

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

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:

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

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

- 1) Explain the concepts and principles of global citizenship;
- 2) Analyze forces globalizing the environment;
- 3) Explain the relations among regional, national, and global citizenship;
- 4) Analyze global dimensions of certain occupations;
- 5) Analyze methods of strengthening global citizenship.

Grading:

Percentage Grade	Letter Grade
90% to 100% (360 to 400 points)	A
80% to 89% (320 to 356 points)	B
70% to 79% (280 to 316 points)	C
60% to 69% (240 to 276 points)	D
Below 60% (below 240 points)	F

Assignment	Grade
Short papers	60 points (2 @30 points each)
Case studies	70 points (7 @ 10 points each)
Tests	120 points (3 @40 points each)
Class participation (discussions and activities)	50 points
Final paper	100 points
Total	400 points

Written assignments:

1. First short paper topic will focus on the social responsibility activities of an international business enterprise; namely, fighting poverty. Students will analyze the implications of such activities including the benefits beyond the acts of selflessness themselves.
2. A second short paper will focus on a sustainability issue. A big challenge for manufacturing companies is sustainability, especially as they outsource operations for cheaper labor and favorable business environments—meeting the needs of the present without compromising the ability of future generations to meet their own needs. Students will analyze carrying capacity, conservation, and tragedy of the commons as they suggest a course of action.
3. The final paper will present students with a capstone learning experience. Students will submit a research paper that examines the shifting boundaries in the contemporary world and evaluate the effectiveness of approaches used to take action as a global citizen. Students will particularly analyze and reflect on the extent to which we should rely on governments to solve environmental problems and governments' limitations. Students will recommend/mitigate, through an environmental and social action plan, measures that reflect the awareness of the global citizen in his/her decisions.

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 Cent

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	1. The idea of global citizenship—An emergent matrix of citizenship.	<p>1. Explain the concepts and principles of global citizenship;</p> <p>2. Analyze Issues on local and global scales.</p>	<p>Read carefully the syllabus.</p> <p>Tuesday: Topic 1 review is due.</p> <p>Thursday: Class activities (case study and discussion):</p> <p>1. Video: Business growth and the need for global expansion</p> <p>2. Group discussions: environmental and social issues associated with business global expansion.</p>
2	2. Good international citizenship	<p>1. Analyze forces globalizing the environment</p> <p>2. Analyze Issues on local and global scales</p> <p>3. Examine the local and global interrelationships of one or more issues</p>	<p>Tuesday: Topic 2 review is due.</p> <p>Thursday: Class activities (case study and discussion):</p> <p>1. How British Petroleum gained steam after its ecological disaster (research case);</p> <p>2. The triple bottom line—sustainability (Group discussions).</p>
3	3. Institutional issues and the bases of skepticism	<p>1. Explain the relations among regional,</p>	<p>Tuesday: Topic 3 review is due.</p> <p>Thursday: Class activities (case study and discussion):</p>

Week	Topic	Learning Outcomes	Assignments and/or assessment
		<p>national, and global citizenship;</p> <p>2. Analyze forces globalizing the environment;</p> <p>3. Analyze Issues on local and global scales;</p> <p>4. Examine the local and global interrelationships of one or more issues.</p>	<p>1. Video: International cooperation—European Environment Agency</p> <p>2. Case study: Sustainability reporting by multinational companies.</p> <p>Issues for discussion: sustainability measurement and reporting standards.</p>
4	4. Ethical bases of global citizenship	<p>1. Explain the concepts and principles of global citizenship</p> <p>2. Explain the relations among regional, national, and global citizenship;</p> <p>3. Analyze Issues on local and global scales;</p> <p>4. Examine the local and global interrelationships of one or more issues.</p>	<p>Tuesday: Topic 4 review is due.</p> <p>Thursday: Class activities (case study and discussion):</p> <p>1. Zappos: Emphasis on social responsibility.</p> <p>2. Video: Urban Farmz—Greenwashing? Corporate responsibility and ethical conduct.</p> <p>Issues for discussion: not only rights but also responsibilities</p> <p>First short paper is due (case and instructions posted on Blackboard).</p>
5	5. Specific areas—The environment	<p>1. Analyze forces globalizing the environment;</p> <p>2. Explain the relations among regional, national, and global citizenship;</p> <p>3. Analyze Issues on local and global scales</p> <p>4. Examine the local and global interrelationships of one or more issues;</p> <p>5. Evaluate the consequences of decision-making on local and global scales.</p>	<p>Tuesday: Topic 5 review is due.</p> <p>Thursday: Class activities (case study and discussion):</p> <p>1. Case study—Clean Cargo Working Group</p> <p>Issues for discussion: environmental performance of ocean shipping and its global impact.</p>

Week	Topic	Learning Outcomes	Assignments and/or assessment
6	6. The global environment not an abstraction	1. Analyze Issues on local and global scales; 2. Examine the local and global interrelationships of one or more issues; 3. Analyze forces globalizing the environment.	Tuesday: Topic 6 review is due. Thursday: Class activities (case study and discussion): 1. Trade unions—Associations or civil societies? Issues for discussion: global citizenship and global civil society. Examples of organizations and bodies comprising examples of civil society.
7	7. Specific areas—Economic globalization	1. Analyze Issues on local and global scales; 2. Examine the local and global interrelationships of one or more issues; 3. Evaluate the consequences of decision-making on local and global scales; 3. Analyze forces globalizing the environment 3. Explain the relations among regional, national, and global citizenship	Tuesday: Topic 7 review is due. Thursday: Class activities (case study and discussion): 1. Video: Trade agreements and their impact of global communities 2. Group discussions: research online trade agreements such as the FTAA, NAFTA. Issues for discussion: Trade agreements impact on people at all level of the economy.
8	8. The consequences of economic globalization for global citizenship	1. Explain the relations among regional, national, and global citizenship; 2. Analyze forces globalizing the environment 3. Analyze Issues on local and global scales 4. Examine the local and global interrelationships of one or more issues	Tuesday: Chapter 9 review is due. Thursday: Class activities (case study and discussion): 1. Video: Automotive Industry Action Group. 2. Discussion: What motivates the automotive sector to address the social impacts of its operations? Second short paper is due (case and instruction posted on Blackboard).

Week	Topic	Learning Outcomes	Assignments and/or assessment
9	9. Specific areas—Technology	<p>1. Analyze Issues on local and global scales</p> <p>2. Examine the local and global interrelationships of one or more issues</p> <p>3. Evaluate the consequences of decision-making on local and global scales</p> <p>4. Analyze forces globalizing the environment.</p> <p>5. Analyze global dimensions of certain occupations</p>	<p>Tuesday: Topic 9 review is due.</p> <p>Thursday: Class activities (case study and discussion):</p> <ol style="list-style-type: none"> 1. Facebook—How does technology impact global citizenship (research case)? 2. Discussion: Reflect on computer and information technology as a technology of globalisation. Do you discern positive possibilities for promoting global citizenship?
10	10. Technology, the ethical vacuum and the challenge to citizenship	<p>1. Analyze Issues on local and global scales</p> <p>2. Examine the local and global interrelationships of one or more issues</p> <p>3. Explain the relations among regional, national, and global citizenship.</p>	<p>Tuesday: Topic 10 reviews are due.</p> <p>Thursday: Class activities (case study and discussion):</p> <ol style="list-style-type: none"> 1. ETF (electronic Fund Transfer) and SWIFT (Society for Worldwide Interbank Financial Telecommunication): monopolization of economic power or emergence of an oligopoly markets. <p>Discussion: global economic system as a challenge to global citizenship.</p>
11	11. Global citizenship as organizational practice	<p>1. Analyze Issues on local and global scales</p> <p>2. Examine the local and global interrelationships of one or more issues</p> <p>3. Evaluate the consequences of decision-making on local and global scales</p>	<p>Tuesday: Topic 11 review is due.</p> <p>Thursday: Class activities (case study and discussion):</p> <ol style="list-style-type: none"> 1. Abbott Laboratories: global citizenship strategy (case study). <p>Issues for discussion: Corporate citizenship</p>

Week	Topic	Learning Outcomes	Assignments and/or assessment
		<p>4. Analyze forces globalizing the environment.</p> <p>5. Analyze global dimensions of certain occupations.</p> <p>6. Explain the relations among regional, national, and global citizenship.</p>	
12	12. The dimensions of global citizenship	<p>1.Explain the concepts and principles of global citizenship;</p> <p>2. Analyze global dimensions of certain occupations;</p> <p>3. Analyze Issues on local and global scales</p>	<p>Tuesday: Topic 12 reviews are due.</p> <p>Thursday: Class activities (case study and discussion):</p> <p>1. Mobil global citizens— defining and distributing duties.</p> <p>Issues for discussion: Moral dimension vs. formal dimension.</p>
13	13. Roles with global dimensions	<p>1.Evaluate the consequences of decision-making on local and global scales;</p> <p>2. Analyze global dimensions of certain occupations.</p>	<p>Tuesday: Topic 13 reviews are due.</p> <p>Thursday: Class activities (Research case)</p> <p>1. Rights, duties, and global institutions</p> <p>2.Roles and global citizenship (reading assignment)</p> <p>Issues for discussion: Consumer vs. producer.</p>
14	14. Active citizenship	<p>1.Examine the local and global interrelationships of one or more issues;</p> <p>2.Evaluate the consequences of decision-making on local and global scales;</p> <p>3. Explain the concepts and principles of global citizenship;</p> <p>4. Analyze methods of strengthening global citizenship</p>	<p>Tuesday: Topic 14 review is due.</p> <p>Thursday: Class activities (case study and discussions)</p> <p>1.Golden Agri-Resources— Engagement with key stakeholders</p> <p>Issues for discussion: sustainability strategy.</p>

Week	Topic	Learning Outcomes	Assignments and/or assessment
15	15. Making a difference through social action	<p>1. Analyze Issues on local and global scales</p> <p>2. Examine the local and global interrelationships of one or more issues</p> <p>3. Evaluate the consequences of decision-making on local and global scales</p> <p>4. Analyze methods of strengthening global citizenship</p>	<p>Tuesday: Topic 15 review is due. Thursday: Class activities (research case)</p> <p>Shifting from awareness to action—role and responsibilities of the global citizen (research topic).</p> <p>Issues for discussion: promoting change through social action.</p> <p>Final paper is due (case and instruction posted on Blackboard).</p>

National Institutes of Health <https://www.nih.gov/>

Centers for Disease Control <https://www.cdc.gov/>

Department of Homeland Security <https://www.dhs.gov/>

Office of Immigration Statistics: <https://www.dhs.gov/office-immigration-statistics>

Human Rights Watch <https://www.hrw.org/>

Kentucky Refugee Ministries <https://kyrm.org/>

YouTube.com

Local and national news sources

Local and national non-profit organizations

Local, national, and international assistance agencies

Personal interviews

Other

23. How are refugees different from immigrants? How are they similar?
24. How do methods of vetting, integrating, and assimilating the DPs differ between host areas/countries?
25. Proposed strategies for solving problems associated with DPs (e.g. economic, social, political, cultural, environmental, health, education, transportation)?
26. What are the interrelationships between issues?
27. What are the effects of decision-making (e.g. economic, political) on local and global scales?

Colonnade Connections Course Proposal on Christianity Social and Cultural Subcategory

Contact: Bella Mukonyora | bella.mukonyora@wku.edu | 270-745-5754

1. Course Details:

- 1.1 **Course prefix** RELS | 305 | **Title:** Christianity
- 1.2 **Credit hours:** 3
- 1.3 **Prerequisites:** none
- 1.4 **Cross-listed and/or equivalent courses:** none
- 1.5 **Expected number of sections per academic year:** Spring, Winter (DELO) and Summer (DELO) = total 3
- 1.6 This existing course passes for a new course for the Colonnade Program.
- 1.7 **Location:** Bowling Green campus and on-line.

2. **Course Description:** This course uses a variety of theological texts aimed at helping students explore Christian ideas and how they shape human lives in different social histories and cultures around both the world. Using a set of questions about the meaning of concepts of God, Christ, and humanity, students will learn about theories of knowledge, philosophies, interpretations of the scriptures, ideas about reason, human experience, revelation, and more. Ideas about women, human suffering and creation, the destruction of the environment, the impacts of science on language about God, and other world religions, will be used to connect students to each other, the wider society, and the global village.

3. **Explain how this course provides a capstone learning experience of students in the Colonnade Program, compared to introductory learning experiences).** Christian ideas about the self and other members of society are a good way of building bridges between diverse values that may civically engage students. As highlighted in the course description above, the two millennia of the spread of Christianity around the world has produced a rich history of ideas about Christianity, and how it shapes ways of thinking about life on earth. Everyone has something profound to learn from different social histories and cultures influenced by Christianity.

Furthermore, this course helps students develop as critical thinkers whose experiences of life as WKU students prepares them for reflections on the role of Christianity in difference societies and cultures. This course gives students the opportunity for intellectual growth based on reading many excerpts from such different theologians, the start to think independently and practice presenting arguments on different aspects of Christian thought in class.¹

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

Learning Outcomes	How the Course Meets Them
1. Analyze the development of self in relation to others and society.	Students will analyze the characteristic features of Christianity as they are looked at by individual students and other members of society. For example, students will be encouraged to test the extent to which ideas about God and creation that are found in at least two different traditions, compare or contrast with conclusions about the same drawn from say Origen, Tertullian or St. Augustine in the early Church. In other words, human ways of expressing ideas about God which are raised by the literature of this course automatically get students to think critically about Christianity in its historical perspective.
2. Examine diverse values that form civically engaged and informed members of society.	Students will examine diverse values giving shape to Christianity on a local and global scale by reading at least three different excerpts addressing the same problem or ideas. For example, love, good, social justice, and other virtues that inform civic engagement feature in different ways in Thomas Aquinas writing in Europe during the middle-ages; Paul Tillich in modern period, and Gutierrez who insists on defining theology as “critical reflection” on society. In this case, students will have diverse values that are useful to learn because the different authors were concerned with making sure Christianity is civically engaged.
3. Evaluate solutions to real-world, social and cultural problems.	Students will evaluate a variety of solutions to real-world social, and cultural problems that Christianity addresses. For example, poverty, sexism, secularism, and climate change are all topical real-world problems addressed by Bonhoeffer, Sallie McFague, Pope Francis and the scientist and theologian Polkinghorne. By asking student to continually read different texts side by side, students will develop a more in depth understanding of the importance of theology as an academic study of Christianity to do with real world, social and cultural problems past and present.

1. List additional student learning outcomes beyond the three Connections SLOs that will guide student learning in this course.

The assigned readings from expert theologians, each addressing contextual problems, will help students appreciate differences between social histories, and the deep longing for answers to cultural questions about belief, past and present. The deliberate attempt to give students different texts to read and explain to each other will push them to develop

an in depth understanding of Christianity as a world religion. The special opportunities created to work on different excerpts, will empower students in a good way when it comes to the need to make in depth reading and writing a strong part and parcel of the learning process for university students in Kentucky and practically every other leading university with Philosophy and Religion department in the English-speaking world today.

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

Student Learning Outcomes	Identify the “artifacts” (assignment, papers, activities) for use as evidence.	Describe in detail the assessment methods the department will employ for course.
<p>1. Analyze the developments of the self in relation to others and society.</p>	<p><i>Essay on Chapter 1:</i> This artifact requires students to read all of Chapter 1 at the beginning of this course. They are asked to re-read the following excerpts more closely to sharpen minds on how to investigate patterns of thought found in local trends of Christianity to prepare for the writing of a 5-6 pages long essay. To achieve this learning outcome students read more widely, choose excerpts of three different thinkers whose ideas they find most thought provoking, summarize, then compare the ideas learned. The following excerpts are excellent for drawing attention to questions about the self in relation to others in the proposed academic study of Christian thought in the modern world. 1: 27 Vladimir Lossky; 1: 29 Paul Tillich; 1:31 Sallie McFague; 1:32 Gustavo Gutierrez; 1:36 Kevin Vanhoozer; 1:37 John Polkinghorne.</p>	<p>Classroom Presentations 20% Essays 4@ 14 60% Final exam 20%</p> <p>Faculty member will share 20% of graded samples of writing and results of oral presentations with colleagues.</p>

<p>2. The diverse values that form civically engaged and informed members of society</p>	<p>Christianity has always contributed to diverse social values which become more clearly understood by the scope of required reading materials drawn from diverse cultures across all of Europe and the Americas. Here is another reading and writing assignment based on Chapter 4 on Person of Christ, from the <i>Christian Theology Reader</i> (2017). After a careful examination of excerpts on the Person of Christ since the 19th century, write 6 pages of an essay examining excerpts on 5.24-25 Schleiermacher; 5.28 James Denney; 5.29 Gustaf Aulen; 5:32 Wolfhart Pannenberg; 5.37 Rosemary Radford Reuther. Remembering to look up the bios², compare and contrast the ideas to two theologians, making sure they are from different western societies. This literature automatically raises questions about civic engagement because the focus on the “person” of Christ draws attention to the fact that Jesus is very much a social being.</p>	<p>Classroom Presentations 20% Essays 4@ 14 60% Final exam 20%</p> <p>Faculty member will share 20% of graded samples of writing and results of oral presentations with colleagues.</p>
<p>3. Evaluate solution to real-world social cultural problems.</p>	<p>Toward the end of this course students read Chapter 9, Christianity and Other World Religions to prepare for classroom test based on a) reading the whole chapter to further understanding on the real-world social and cultural problems highlighted by the spread of Christianity to Africa, Asia and Latin America. After reading 9:6 Karl Rahner, 9:8 Clark Pinnock, 9:9 John Hick, 9: 10 C. S Song; 9:12 Leslie Newbigin, 9:13 Gavin D’Costa, students write a classroom test along the same lines as earlier work allowing them to choose excerpts they find thought provoking, then writing an essay (5-6 pages long).</p>	<p>Classroom Presentations 20% Essays 4@ 14 60% Final exam 20%</p> <p>Faculty member will share 20% of graded samples of writing and results of oral presentations with colleagues.</p>

6b. For each assessment, two of the three learning outcomes will be chosen for assessment. Twenty-five percent of papers, randomly selected, will be made of essays and reflection papers used for assessment. Religious studies faculty will assess, using a score range of 1-5, the degree to which the students accomplish the student learning outcomes.

Criteria/Scale for analyzing the development of self in relation to others and society

Capstone (4) Using three of the following excerpts from *The Christian Theology Reader*, Edited by Alister E. McGrath, Fifth Edition, 2016): For example, 1:27 Vladimir Lossky; 1: 29 Paul Tillich; 1:31 Sallie McFague; 1:32 Gustavo Gutierrez; 1:36 Kevin Vanhoozer; 1:37 John Polkinghorne. Student does some research on books published by the scholars chosen for study, organizes, synthesizes data to show an insightful grasp the goal of this important chapter on grounding theology in diverse cultures and social histories. Student shows that they understand significance of the different ways of grounding knowledge about the academic study of Christianity in history, and thinks critically.

Milestone (3) Student does some research on books published by the three scholars chosen for study; organizes and synthesizes data from excerpts to show an insightful grasp the grounding of theology in society; and shows that they understand significance of the different ways of grounding knowledge about God in questions about the self and other members of society.

Milestone (2) Student organize and synthesize to show a good grasp of the significance of at least two different ways of grounding knowledge about God in questions about the self and other members of society, but fails to do adequate background research on the books published by scholars whose ideas they use for reflection first.

Benchmark (1) Student organizes and synthesizes ideas, but fails to show an insightful grasp of the issues raised by the above-mentioned course material.

Criteria/Scale for examining diverse values that form civically engaged members of society.

Capstone (4) The above-mentioned excerpts raise questions about oppression, sexism, science and ways of reading the scriptures today. The student uses deep knowledge of historical theology to develop an understanding of socio-cultural effects of knowledge about Christianity by comparing and synthesizing ideas from the *The Christian Theology Reader*, Edited by Alister E. McGrath, Fifth Edition, 2016).

Milestone (3) The student uses deep knowledge of historical theology to develop an understanding of good and bad socio-cultural effects of knowledge about Christianity in civil society today.

Milestone (2) The student uses some knowledge of historical theology to develop an understanding of good and bad socio-cultural effects of knowledge about Christianity, but fail to highlight the different historical, social and cultural factors behind the continual need for arguments about God.

Benchmark (1) The student uses a limited knowledge of historical theology to develop an understanding of good and bad socio-cultural effects of knowledge about Christianity, but fail to

highlight the different historical, social and cultural factors behind the continual need for arguments about God.

Criteria/Scale Evaluate solutions to real-world social and cultural problems

Capstone (4) Student will evaluate solutions to a range of cultural problems addressed by theologians from those about belief in God or lack thereof in a secular world, to at least three other problems to do with oppression, sexism, racism, economic poverty, political conflict, denominationalism and climate change.

Milestone (3) Student will evaluate solutions to a range of cultural problems addressed by theologians from those about belief in God or lack thereof, to other problems to do with at least two other problems to do with oppression, sexism, racism, economic poverty, political conflict, denominationalism and ecology.

Milestone (2) Student will evaluate solutions to a range of cultural problems addressed by theologians from those about belief in God or lack thereof, to other problems listed above, but lacks depth of understanding this approach to historical theology as an intellectual way of confronting the self and others in society.

Benchmark (1) Student shows a grasp of the reading material, but fails to synthesize ideas with clarity. The essay is superficial.

Criteria and scale for problem-solving

Capstone (4) Student uses a more insightful grasp of the central issues associated with systematic theology to examine the feasibility of Christian responses to problems two problems picked from oppression, sexism, racism, economic poverty, political conflict, and climate change. Student also weighs the impact of ideas learned on the problem they consider most troubling.

Milestone (3) Student uses a more insightful grasp of the central issues associated with systematic theology to examine the feasibility of Christian responses to problems two problems picked from oppression, sexism, racism, economic poverty, political conflict, and climate change.

Milestone (2) Student uses a more insightful grasp of the central issues associated with systematic theology to examine the feasibility of Christian responses to general problems of our humanity. Although likely to address oppression, sexism, racism, economic poverty, political conflict, and climate change.

Benchmark (1) Student shows some grasp of the literature, but fails to provide insightful answers on problem solving any of the problems listed above.

7. Evidence & Argument Artifact. As stated above, *The Christian Theology Reader*, Edited by Alister E. McGrath, Fifth Edition, 2016) has a list of insightful excerpts on Christianity. 1:27 Vladimir Lossky; 1: 29 Paul Tillich; 1:31 Sallie McFague; 1:32 Gustavo Gutierrez; 1:36 Kevin Vanhoozer; 1:37 John Polkinghorne; and 1:38 Pope Francis are used here. Student does some research on book(s) published by the scholars chosen for study, organizes, synthesizes data to show an insightful grasp the goal of this important chapter on grounding theology in diverse cultures and social histories. The written work should be enough evidence for use in the assessment of student abilities as readers who can reflect on questions about the meaning of Christianity in different social and cultural environments where problems of sexism, oppression, violence, declining confidence in the idea God, climate change and so on. I believe this course gives students a capstone experience for the Colonnade Program especially under the Connections sub-category.

Students will be learning from a lecture series and discussion groups about the role of ancient, modern, and postmodern philosophies used to develop arguments about the meaning and purpose of God, Christ, humanity and the world [see Syllabus below]. Students will also learn to distinguish eastern from western orthodoxy; Early Christian thought, scholasticism, the Enlightenment and modern trends in theology touching questions about the self and others today. Apart from carefully organized lectures on lessons from the protracted history of Christian Theology, classroom discussions and the above-mentioned artifact, they will read McGrath extensively to prepare for synthesizing arguments which may, as the need arises be used as additional evidence and argument artifacts for this course. Briefly, there is no shortage of angles from which to show that Christianity is a world religion with diverse social and cultural experiences from which to learn about problem solving. In this setting of a State University, RELS 305 is meant to be one of the most thought provoking courses to produce a capstone experience for the Colonnade Program.

8. Below is the draft syllabus on Christianity, Spring 2016 with the learning outcomes listed on page 1.

RELS 305-001 Spring 2017
Tuesdays and Thursdays: 9:35am-10:55am
Instructor: Bella Mukonyora

Christianity
Location: Cherry Hall 302

- 1. Course Description:** This course uses a variety of theological texts aimed at helping students explore ideas and how they shape human lives in different social histories and cultures around the world. Using certain a set of questions about the meaning of concepts of God, Christ, humanity and the world, students will learn different theories of knowledge, philosophies, interpretations of the scriptures, ideas about reason, human experience, revelation, and more. Ideas about gender, human suffering and creation, scientific knowledge about the world and other world religions will be used connect students to each other and the world.

Prerequisites

There are no official pre-requisites for the course.

Learning Outcomes:

- Analyze the development of self in relation to others in society
- Examine diverse values that from civically engaged and informed members of society.
- Evaluate solution to real-world social and cultural problems addressed in this course.
- Master the cultural setting for academic theology and engage literature provided to build confidence. Do own research on book(s) published by as many different theologians as possible and use the information to evaluate and explain ideas during classroom discussion and essay writing.
- Gain historical perspective and understanding of connections between past and present trends in theological reflection.
- Come to terms with enduring and contemporary questions of our humanity.

The above learning outcomes will be used to create the list of questions to be answered as part of the assessment of RELS 305 Christianity.

Students are required to:

- **Read** *The Christian Theology Reader*, Fourth Edition (Edited by Alister McGrath, 2011) and proceed with preparing to lead group discussions on assigned texts, writing essays and preparing for the final exam.³

Grading Rubric for Modules A-D

Oral Presentations and reflection papers x4@10	= 20%
Essays 4@15	= 60%
Final exam - COMPULSORY	= 20%

Requirements:

Reading to prepare for class is important. *The Christian Theology Reader*, Fourth Edition (Edited by Alister McGrath, Wiley-Blackwell 2011) is used to supplement lectures and student

preparation for regular classroom dialogue, group discussions and the writing of journals. Students are encouraged to choose what to present, as long everybody gets a chance to assume a leadership role more than once depending on the size of class. The “Details of Theologians” provides students with important biographical data of Christian thinkers. The members of this class are required to look up each and every name of the authors of the excerpts used to fulfill the learning outcomes of this course (McGrath 2011, pages 567-578) to do with recognizing the local and global significance of the history of ideas found in Christianity.

The book *Globalizing Theology: Belief and Practice in an Era of World Christianity* by Craig Ott & Harold A. Netland (Eds.). Grand Rapids, Michigan: Baker Academic Publishers, 2006. Is highly recommended for background reading on the cross-cultural questions raised the spread of Christianity through globalization.⁴

Module A Deadline: Thursday, February 18 **Hellenism and Christianity based on Chapters 1-10**

Part 1: *Reflections on the impact of ideas on the self in relation to others and society:* Using the different chapters of McGrath from Chapter 1-10, choose 12 different theologians from the Early Church (Greco Roman period), and answer 1 out of the three questions listed at the end of each excerpt. End your answers with comments on how the knowledge acquired may or may not relate to the self and other members of society and why. To avoid misrepresenting scholars, and learn more about different social, cultural and intellectual moods of scholars, students must look at McGrath’s “Details of Theologians” for background information about the different theologians, diverse social values. *Total number of half-page thoughtful answers = 12.*

Part 2: *Essay on Chapter 1:* Theology is by definition, a subject through which to develop strong analytical skills. Students need to read all of Chapter 1 at the beginning of this course. Then, re-read the following excerpts to sharpen minds before writing 5-6 pages long essays, summarizing then comparing, and contrasting at least two theologians whose ideas they find most thought provoking: 1: 27 Vladimir Lossky; 1: 29 Paul Tillich; 1:31 Sallie McFague; 1:32 Gustavo Gutierrez; 1:36 Kevin Vanhoozer; 1:37 John Polkinghorne.

Module B Deadline: Thursday, March 17 **The Middle Ages based on Chapters 1-10**

Part 1: Remembering the need to allow oneself to be challenged by new ideas, and, without repeating ideas from the same theologians covered in the previous module, give answers to questions on 10 different excerpts on theology in the Middle Ages.

Part 2: Essay based on selected works found in Chapters 1-10:

Remembering to look up their respective bios, compare and contrast two theologians from the Middle Ages. *Important Tip: Avoid working on the same excerpt twice in any module. McGrath offers students plenty of opportunities to explore different topics addressing diverse cultural issues to do with beliefs and practices found in Christianity past and present.*

Module C Deadline: Thursday, April 14

The Reformation of Christianity based on selected works found in Chapters 1-10 and Modern Christology

Part 1: Essay 1 (5-6 pages long): Do some background reading and prepare for this module by identifying different theologians from the Reformation, and write an essay on three different dimensions of Christianity at the time. End your essay with an evaluation of the extent to which the three thinkers further your understanding of Christianity in today's world.⁵

Part 2: Essay 2 (5—6 pages long): Read Chapter 4, Person of Christ and start reading or re-reading Early Christian views of Christ. Then, after a careful examination of excerpts on the Person of Christ since the 19th century, write 6 pages of an essay examining excerpts on **5.24-25** Schleiermacher; **5.28** James Denney; **5.29** Gustaf Aulen; **5:32** Wolfhart Pannenberg; **5.37** Rosemary Radford Reuther. Remembering to look up the bios⁶, compare and contrast the ideas to two theologians, making sure they are from different parts of the world. Think about the student learning outcomes of developing intellectual skills by paying attention to “the development of self in relation to others and society.”⁷

Module D: Due on the final days of classes:

Part 1: Homework: Students will select 3 pieces of work which represent them well as Evidence & Arguments Artifacts for departmental use in the assessment of this capstone experience of the Colonnade Program's Connections: Socio-Cultural sub-category of courses offered at Western Kentucky University. Students will also answer a set of questions on the learning outcomes expected from this course.

Part 2: Read Chapter 9, Christianity and Other World Religions to prepare for classroom test based on your reading the whole chapter. Then read more carefully 9:6 Karl Rahner, 9:8 Clark Pinnock, 9:9 John Hick, 9: 10 C. S Song; 9:12 Leslie Newbigin, 9:13 Gavin D'Costa. Stating why they are interesting to read first, compare and contrast two of these theologians in an essay (5-6 pages long).

Ruling on Absences: Absences from class, even those reported to the instructor and acknowledged, will automatically reduce the quality of student learning, if not for the students who miss class, for those who attend classes on a regular basis. Please note that absences lead to drops in grades, and in extreme cases it is easy to fail this course altogether, mainly because this class is centered on student developing skills of communication based on the McGrath Reader. ALSO, because of the frequency of student led discussions of material from the textbook, students score points for presenting and will definitely lose points for non-attendance.

Student Disability Services: Students with disability who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Student Success Center, DUC-A200. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

ADA Guidebook for Faculty/Staff is available at:

<http://www.wku.edu/Dept/Support/Legal/EOO/sds.htm>

Tentative Lecture Series on Global Christianity

Week 1 Tuesday and Thursday

Tuesday Lecture: What is World Christianity? Lecture based on a summary of the book, *Globalizing Theology: Belief and Practice in an Era of World Christianity*. Edited by Craig Ott & Harold A. Netland. Grand Rapids: Michigan: Baker Academic, 2006.

Thursday Lecture: Kaleidoscope: Major Trends of the History of Theology.

Week 2: Hellenism and the origins of Christian Thought

Tuesday Lecture: Greek Philosophy as a Source of Knowledge: e.g. Origen.

Thursday Student led Group Discussions: Chapter 1, McGrath Reader - 1.1 Justin Martyr; 1.2 Clement of Alexandria; 1.3 Tertullian; 1.4 Augustine on Philosophy and Theology.

Week 3: Neo-Platonism and the origins of Theology

Tuesday Lecture: Early Christianity, Globalization and the Divinity of Christ

Thursday Lecture: Hellenism, the many gods, and the Doctrine of the Trinity

Week 4: Middle Ages to Early Modern Challenges for Theology

Tuesday: The Nicene and Apostles Creed followed by **Student led Group Discussions** on as many excerpts as possible from 1.7 Anselm to 1.27 Ludwig Wittgenstein (McGrath, 11-40).

Thursday: Deadline Module A. This is a reading and writing day with deadline for the submission of the written work.

Week 5: Selected Theologians from Middle Ages and the Postmodern Period

Tuesday: Student Led Group Discussions covering as many excerpts as possible from the modern period, starting with Vladimir Lossky to 1:37 John Polkinghorne

Thursday Lecture: Thomas Aquinas on analogy, Aristotelian logic and proof of the existence of God.

Week: 6: The Enlightenment and Rise of Global Christianity

Tuesday Lecture with visual aid on either the Enlightenment of Conquest of Africa.

Thursday Lecture: Reason as Source of Knowledge, 17-18th century Deism and student led discussion of 1.19 Immanuel Kant.

Week 7: Modern Theology: Local and Global Trends

Tuesday Lecture: Human Experience as Source of Knowledge, Schleiermacher F.D.E or **Student led Group Discussions** on excerpts chosen from the first half of either Chapter 3, Doctrine of God or Chapter 4, The Person of Christ. Please remember taking turns to explain excerpts to classmates is one of the requirements of this course. Students lose points for not sharing ideas!

Thursday: Deadline Module B. This is a reading and writing day with deadline for the submission of the written work.

Week 8: Era of Global Christianity

Tuesday Lecture and visual aid on Hitler and Bonhoeffer; and the Reformation of the Catholic

Church. **Thursday: Student Led Group Discussion** on excerpts chose from the second half of either Chapter 3, Doctrine of God or Chapter 4, The Person of Christ.

Week 9: Era of Global Christianity

Tuesday Lecture: Pannenberg on History as Revelation with visual aid on the spread of Christianity in Asia

Thursday Lecture: Aylward Shorter's book *Towards a Theology of Inculturation* (published 1989) with visual aid on African Independent Churches as the historic roots of World Christianity in South Africa.

Week 10: Globalizing Theology

Tuesday Lecture: Avery Dulles on *Five Models of Revelation* with visual aid on Mary Guadalupe of Latin America.

Thursday Deadline Module C. This is a reading and writing day with deadline for the submission of the written work. Although the excerpts demand extensive reading, writing proper essays should come easy by now.

Week 11: Political and/or Liberation Theology

Tuesday Lecture: Existential Theology with Paul Tillich's Method of Correlation. Students are encouraged to join the instructor in the study of the excerpt 1.29 (McGrath 2011, page 43), and Metz on Political Theology for group discussions.

Thursday: Student led Group Discussions on Feminist Theology: 1:31 Sallie McFague; 4:38 Rosemary Radford Reuther on Sexism and God Talk; Mary Daly, and 2: 6 Phylis Tribble; 4:39 Daphne Hampson; 6:54 Valeri C. Saiving on Sin; 6: 55 Second Vatican Council on Human Nature, and 6:56 Mary Hayter on Human Sexuality. This class presents students with opportunities to lead a though provoking classroom debate on excerpts found in other chapters 5 and 6 of the McGrath Reader. Get extra credit for engaging a typical local and global issue!

Week 12: Global Politics and/or Liberation Theology

Tuesday Lecture: Inculturation and Liberation Theology: Discussion on James Cone, Martin Luther King Jr. and John Mbiti.

Thursday Lecture: Latin America contribution to Liberation Theology with 7.28 Boff on the Nature of the Local Churches and Segundo's Hermeneutics.

Week 13: Reading Week

Week 14: Final week of classes

Tuesday: Special day to put together the artifacts needed as evidence of the learning outcomes of this course. Also, please finalize read Chapter 9, Christianity and The World Religions and prepare for the final exam.

Thursday: Deadline Module D: Final Day of Classes.

Part 1: Please submit artifacts for departmental use in assessing learning outcomes.

Part 2: The length of essays for this module is 4-5 pages.

¹ The syllabus is now designed to create a capstone moment in the study of Christianity as world religion most associated with western civilization.

² Look at alphabetical list of “Details of Theologians” (McGrath 2011, pages 567-578).

³ Essay topics should express something important or original about the literature under consideration, and draw the attention of the reader to do with the self in relation to others in society and other cultures as necessary.

⁴ Also fascinating to read is Jenkins’ book, *The News Faces of Christianity: Believing the Bible in the Global South*. New York: Oxford University Press.

⁵ Consider writing an essay to submit alongside your best journal entries under Module D.

⁶ Look at alphabetical list of “Details of Theologians” (McGrath 2011, pages 567-578).

⁷ Whilst allowed to cross reference scholars, students should avoid repeating the arguments made by the same popular theologians.

Colonnade Program Course Proposal: Explorations Category

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

Explorations courses introduce students to discipline-specific concepts, theories, methodologies, and practices that provide a variety of ways to know and understand the world. From artistic expression to scientific experimentation, students learn how various forms of disciplinary knowledge can be applied to solve problems, to understand social interaction, and to interpret human experience through language and image. (12 hours)

A. Arts and Humanities (3 hours)

Students analyze concepts, theories, methodologies, and practices from the arts and humanities in order to interpret the human experience through literary, visual, and performing arts. Courses offer opportunities for students to explore cultural expressions and enduring questions about human experience.

Students will demonstrate the ability to:

1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.
2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.
3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
5. Evaluate enduring and contemporary issues of human experience.

B. Social and Behavioral Sciences (3 hours)

Students explore the human experience using theories and tools of the social and behavioral sciences. Courses require students to analyze problems and conceptualize the ways in which these theories and tools inform our understanding of the individual and society.

Students will demonstrate the ability to:

1. Demonstrate knowledge of at least one area of the social and behavioral sciences.
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.
3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.
4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.
5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

C. Natural and Physical Sciences (Minimum of 6 hours from two different disciplines)

Students use the scientific perspective to gain basic understanding of the natural and physical world and the relevance of science to issues of personal and public importance. Courses examine scientific principles through different modes and scales of observation, development of theories and hypotheses, and data collection and interpretation. Hands-on experience provides an essential applied component in this category.

Students will demonstrate the ability to:

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

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

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

The Department of Philosophy and Religion proposes offering **ARC 100, Introduction to Asian Studies** as an Explorations course in the **Arts and Humanities** subcategory.

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

Students will use the academic perspective to gain basic understanding of the contributions of political history, social history, philosophy, religion, literature, and art to Asian cultures. Critical thinking, information literacy, and objective communication skills will be emphasized across all topic areas.

SLO 1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.

ARC 100 students will learn the basic formal elements, techniques, concepts, and vocabulary of Asian Studies through both lectures and written assignments. Students will utilize these elements (e.g., primary and secondary sources, art, archeological finds, literature, and/or film), techniques (e.g., academic analyses of the elements listed above, consideration of literal vs. metaphorical readings of literature, and/or comparisons across space and time), concepts (e.g., “Asian values,” the “bamboo curtain,” and/or the “classics”), and vocabulary (e.g., *bodhisattva*, *taotie*, and/or *kami*) in taking tests, writing an argument paper, and/or in writing a summative essay (see attached “meta-analysis essay” for one example).

SLO 2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.

ARC 100 students will learn how to distinguish between various kinds of evidence by identifying reliable sources and valid arguments through both lectures and written assignments. Students will distinguish between various kinds of evidence (e.g., political, social, literary, philosophical, religious, military, medicinal, and/or scientific) by identifying reliable sources (e.g., professional journals, scholarly books, general audience books, magazines, and newspapers) and valid arguments (e.g., those that are logical and evidence-based, and that avoid common problems such as confirmation bias and anecdotal evidence) in taking tests, writing an argument paper, and/or in writing a summative essay (see attached “meta-analysis essay” for one example).

SLO 3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.

ARC 100 students will learn how social, cultural, and historical contexts influence creative expression in Asian Studies through both lectures and written assignments. Students will demonstrate how social contexts (e.g., ethnicity, gender, class), cultural contexts (e.g., language, philosophy, religion), and historical contexts (e.g., changing politics, warfare, national boundaries) influence creative expression (e.g., how these contexts inform, support, limit, and/or politicize art or literature) in taking tests, writing an argument paper, and/or in writing a summative essay (see attached “meta-analysis essay” for one example).

SLO 4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.

ARC 100 students will learn how creative expression influences social, cultural, and historical contexts in Asian Studies through both lectures and written assignments. Students will demonstrate how creative expression (e.g., art or literature) influences (e.g., reflects, problematizes, and/or rejects) social contexts (e.g., ethnicity, gender, class norms), cultural contexts (e.g., language, philosophy, religion norms), and historical contexts (e.g., changes in politics, warfare, national boundaries) in taking tests, writing an argument paper, and/or in writing a summative essay (see attached “meta-analysis essay” for one example).

SLO 5. Evaluate enduring and contemporary issues of human experience.

ARC 100 students will learn of enduring and contemporary issues of human experience in Asian Studies through both lectures and written assignments. Students will evaluate these issues (e.g., ideas about birth and death, the “good life,” and political ideologies) in taking tests, writing an argument paper, and/or in writing a summative essay (see attached “meta-analysis essay” for one example).

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

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

- Evaluate and discuss foundational themes in the historical and contemporary cultures of Asia, as well as key concepts and debates in the field of Asian studies.
- Demonstrate critical skills for approaching Asia’s place in world history and in contemporary global culture that enable one to have an informed perspective about Asia.
- Demonstrate the basic research and analytical skills necessary to responsibly approach the study of Asian cultures within any academic discipline or professional field.

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

Program faculty will use Meta-analysis essays to assess the course. The following prompts and assessments summarizes how the program will assess the course for the learning objective.

In a Word document, write a two page (single-spaced) essay that addresses all of the following five competencies, in the order given below, that I hope you have gained or improved by taking this course. Please copy-and-paste the five writing prompts into your document as section headings. Write for a general audience that does not know the technical vocabulary you have learned this semester. Try to use examples from more than one culture: demonstrate the breadth of your knowledge. You may write a brief introduction and conclusion if you wish, but you do not have to. Email the instructor the essay, as an attached Word document, before the due date.

1. Utilize basic formal elements, techniques, concepts, and vocabulary of Asian Studies.

Which aspect of Asian Studies interests you the most? In your answer please use one or more elements, techniques, concepts, and vocabulary words that you have learned in this course. For example, the geography of China has been influenced by ethnicities, language, trade, diplomacy, and warfare. One example of this is the Zhou conquest of the Shang; thus a relevant element might be a battlefield speech; a technique might be comparing historical maps; a concept might be the legal status of a “vassal state;” and a vocabulary item might be “feudal lord.”

i. Examples of elements: sources of information, like authoritative texts (primary sources), textbooks (secondary sources), professional journals, novels, news, TV, movies, the internet, PEW polls: wherever we can get relevant information.

ii. Examples of techniques: analysis of primary and secondary sources, excavated artifacts, art;
a. consideration of literal vs. metaphorical readings of literature (e.g., “Heaven’s mandate,” *kami*, etc.);

b. comparison: within a culture, among cultures, globally; at a given time or across a specific timeframe

iii. Examples of concepts: “Asian values” (p.378), “bamboo curtain” (p.324), “classics” (pp.36-37), *chaebōl*, (pp.341-342, 347-348), *sonnō jōi* (p.244)

iv. Examples of vocabulary: *bushidō*, *bakufu*, *bodhisattva*, *fengshui*, *han ’gul*, *junzi*, *kami*, *nirvana*, *shōgun*, *taotie*, *ukiyo*, etc.

2. Distinguish between various kinds of evidence by using reliable sources and making valid arguments.

What is the most interesting claim, in your opinion, that a modern scholar has made about the history of Asia, that you learned about in this course? What evidence did that scholar adduce to support his claim? For example, Holcombe says on his first page that China “is clearly an emerging superpower.” He substantiates this claim by comparing economies military budgets, and technologies across both space (i.e., with the West) and time (from 500ce to 2017, the publication date of his book). His sources for these claims are in his first five footnotes (see p.419) These first five footnotes reference at least three different kinds of sources: a CIA “Fact Book,” an academic journal, and two academic books. (We know they are “academic” from the names of the publishers.) His argument (that is, his claim plus his evidence) is “valid” because it logically coheres and his evidence appears reliable.

i. Primary sources: political, social, literary, philosophical, religious, military, medicinal, scientific, etc.

ii. Secondary sources: academic books and journals, general audience books, magazines, websites, etc.

3. Demonstrate how social, cultural, and historical contexts influence creative expression in Asia.

Describe how social, cultural, and historical contexts influenced one piece or type of art or literature. For example, how did the political system in Nara Japan influence the main characters of the *Kojiki*?

i. Social contexts: e.g., ethnicity, gender, class

ii. Cultural contexts: e.g., language, philosophy, religion

iii. Historical contexts: e.g., politics, warfare, national boundaries

4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts in Asia.***Note that #4 is the reverse of #3!***

Describe how one piece or type of art or literature shaped its social, cultural, and historical contexts. For example, how did Confucian writings influence Mao Zedong's "Cultural Revolution"?

- i. Social contexts: e.g., ethnic roles, employment roles, gender roles
- ii. Cultural contexts: e.g., language, philosophy, religion
- iii. Historical contexts: e.g., geography, politics, warfare

5. Evaluate enduring and contemporary issues of human experience in Asia.

Evaluate Confucian, Daoist, and/or Buddhist conceptions of an "enduring and contemporary issue of human experience." For example, how did Mencius and Xunzi differ on the question of "human nature"?

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

Depending on student demand and staff availability, we estimate that one section per term or per year will be offered.

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

2018 Fall WKU - ARC 100: **Introduction to Asian Studies** – Syllabus – DRAFT

Instructor: Paul Fischer

Office: Cherry Hall 321

Email: paul.fischer@wku.edu

Class times:

Office hours:

Phone: 745-5758

Course description: (This describes the *purpose* of the course.)

Asian cultures provide us with a wide variety of interesting study options. Art brings out imaginative worlds, both immanent and transcendent. Literature, from ancient epics to the newest manga, expand the limits of the possible. Customary ways of negotiating milestones in life—birth, adulthood, marriage, childbearing, old age, death—present us with new possibilities for our own lives. Archeology reveals secrets from long ago and far away. Philosophy and religion inform psychological aspects as disparate as ethics and aesthetics. Historical engagements, both within Asia and with the rest of the world, have increased cross-cultural pop influences as well as armed conflicts. In this survey course we will consider some of the most important ideas and events in the history of Asian cultures.

Note: different sections of this course, taught by different instructors, may have different content.

Course objectives: (This describes the *pedagogical goals* of the course.)

- Learn about foundational themes in the historical and contemporary cultures of Asia, as well as key concepts and debates in the field of Asian studies.
- Gain critical skills for approaching Asia's place in world history and in contemporary global culture that enable one to have an informed perspective about Asia.
- Develop the basic research and analytical skills necessary to responsibly approach the study of Asian cultures within any academic discipline or professional field.

Grades: (This describes the *tasks* of the course.)

Your grade derives from participation (20%), two tests (20% each; weeks 7, 14), a two-page, single-spaced, argument paper (20%; week 10), a two-page, single-spaced, meta-analysis essay (20%; week 12).

* Your attendance and verbal participation in, as well as bringing the relevant reading(s) to, every class meeting is reflected in your participation grade. Unannounced reading quizzes will also count here.

* The two tests are in weeks 7 and 14.

* The paper must present an argument of your devising about some aspect of a text you have chosen from de Bary (see below). Please email your papers as an attached Word document to the instructor. Always keep a back-up copy. Late submissions are not accepted.

(*Life pro tip*: never wait until the last day to hand something in.)

* The meta-analysis essay must address five specific questions. I will explain how to do it in class.

Texts (3):

Charles Holcombe, *A History of East Asia* (Cambridge UP, 2011) [396pgs; list: 2nd ed: \$45 paper]

Wm. Theodore de Bary, *Finding Wisdom in East Asian Classics* (Columbia UP, 2011). [388pgs; \$30 paper]

A work of literature of your choosing, from the de Bary book above.

Approaches (12): geography, archeology, language, ethnicities, philosophy, religion, ceremonies (e.g., birth, marriage, death), literature, film, warfare/military/revolutions, politics, art.

Class schedule (14 weeks):

Class time is divided into three parts: First, every week we will cover one Holcombe chapter (there are 14). Second, during weeks 2-13, I will lecture on one of the 12 approaches in the order given above.

Third, we will read chs.3-25 (excluding chs.10A, 16A, 20A, 21A)—that's 23 chapters—from de Bary. Always come to class prepared. Tests will include questions from all three of these parts.

Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact Name, E-mail, and Phone: John Khouryieh, hanna.khouryieh@wku.edu, 54126

College and Department: Ogden College, SEAS

Proposal Date: 11/09/2017

1. Course Details:

- 1.1 Course prefix (subject area), number and title: AMS303-Food Laws and Regulations
- 1.2 Credit hours: 3
- 1.3 Prerequisites¹: None
- 1.4 Crosslisted and/or equivalent courses (prefix and number):
- 1.5 Expected number of sections offered each semester/year: 1 or 2
- 1.6 Is this an existing course or a new course? Existing
- 1.7 Proposed implementation term: Summer 2018
- 1.8 Where will this course be offered? Bowling Green main campus and online

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

This course explores the history, development and enforcement of food laws and regulations in the United States. It covers the major federal statutes and regulations related to the manufacture, distribution, and sale of food products in the United States, with emphasis on the Food and Drug Administration (FDA) and the US Department of Agriculture (USDA). The course topics include history of food laws and regulations in the US, major food laws in the US, federal agencies with emphasis on FDA and USDA, code of federal regulations, imports and exports regulations, inspections and enforcement, food safety regulation, low-acid food regulations, regulation of genetic modifications of foods, food additive regulations, food labeling, dietary supplements, regulatory compliance and the protection of the food supply.

The course is designed to give the student a better understanding of the issues involved in the regulation of foods and a general understanding of the full scope of food regulation in the United States.

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

Students in the course will be able to apply knowledge from multiple disciplines, including biology, nutrition, legal studies, justice, public health, ethics, agriculture, manufacturing, and economics. The regulation of food provides a snapshot of the political, social, and economic currents in our society, and provides a fascinating look at important policy decisions on vital aspects of people's everyday lives. Students in the food laws and regulations course will be taught about the scope and limits of regulations and the direct and indirect effects of regulations. For example, governmental policies seeking to reduce obesity might consider a law to tax obesity, such as charging more for government health insurance for those who are overweight. The law could fund a public advertising campaign about healthy weight and healthy diet or could regulate what foods are offered in school lunches to encourage more fruit and vegetable consumption. The law may tax junk foods to reduce their consumption. The law of crop could be planned to lower prices of fruits and vegetables.

This course provides in-depth discussion of the federal food statutes, regulations, and the regulatory agencies in the U.S. The discussion questions and problem exercises in the course are of varying difficulty. Some are designed only to be catalysts to further discussion. Some are difficult issues without a clear answer. Students will be getting involved to argue opposite sides to a particular law or regulation questions. Therefore, class discussion rather than lectures is emphasized. Also, each student is required to prepare a written paper comparing food regulations between the United States and European Union. The research paper requires a clear articulation of the problem or issue that they are addressing, demonstration of an accurate understanding

of the subject matter, demonstration of sound analysis rather than being merely descriptive or summarizing the work of others, application of analytical skills and creativity to contribute something new to the literature, demonstration of a significant research effort, and presentation of ideas in a clear and organized manner.

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.	<p>- <i>Students analyze the history and development of the food laws and regulations in the United States.</i></p> <p>Students analyze the historical background that gives insight into the public policy decisions in food regulation. Students will analyze the major food statutes, regulations, and the jurisdictions of various agencies. In addition, a better understanding of the functions, authority, and interrelationship of various regulatory agencies will be gained. This knowledge will allow students to enhance their communication and functioning within this legal framework.</p>
2. Compare the study of individual components to the analysis of entire systems.	<p>- <i>Students examine the major US food legislation, including the Food, Drug, and Cosmetics Act (FDCA) and the Food Safety Modernization Act (FSMA).</i></p> <p>The impact of regulations of food labeling, nutritional labeling, sanitation and aesthetic adulteration, food safety, food additives, food colorings, irradiation, dietary supplements, biotechnology and genetically engineered organisms components on the legal basis of food regulation will be discussed.</p> <p>For example, students examine food labeling regulation and the regulation of nutritional content, nutritional labeling, nutritional claims, and health claims that is designed to protect the economic expectations of both consumers and the food industry. In this subject, we will discuss how the regulation of food labeling and misbranding overlaps with the regulation of food adulteration. In a different topic, we will discuss the concept of food safety and adulteration from poisonous and deleterious substances. On this topic, it is especially important to understand that U.S. food safety law is not a single standard but an amalgamation of various standards. Each regulatory standard is directed at a distinct concern, but often with overlapping span.</p>
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	<p>- <i>Students recognize the critical role of laws and regulations play in ensuring the food safety and quality.</i></p> <p>From the beginnings of civilization, people have been concerned about food quality and safety, and the focus of governmental protection originated to protect against economic fraud and to prevent against the sale of unsafe food. The range of products regulated touches the lives of nearly every American every day. Food regulatory issues often warrant headline news because this is a subject that commands the public's attention, whether it be a news flash on a foodborne illness outbreak or information on diet that can help one live a longer and healthier life. The regulation of food provides a snapshot of the political, social, and economic currents in our society. Thus, the study of food law provides an incisive look at important policy decisions on vital aspects of</p>

	<p>people’s everyday lives. So, students evaluate how policy development and implementation facilitate the reduction in the burden of foodborne diseases. Students should recognize that food laws evolve based on the concerns and issues of the times. For examples, in the 1950s, concerns over synthetic food additives, pesticides, and cancer were high. Consequently, in 1958, the Food Additives Amendment to the Food, Drug, and Cosmetic Act (FD&C) Act was enacted, requiring the evaluation of food additives to establish safety. In 1960, the Color Additive Amendment to the FD&C Act was enacted, which required manufacturers to establish the safety of color additives in foods, drugs, and cosmetics. A Delaney Clause also prohibited the approval of any color additive shown to induce cancer in humans or animals.</p>
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5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

- Describe the role of the federal agencies with regulatory roles regarding food, such as the FDA and USDA.
- Possess an organized understanding of the U.S. requirements for food labeling, health claims, food additives, adulteration, importation, exportation, and enforcement of food standards.
- Examine current issues in food regulation today, including food safety regulation and food security.

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 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 how systems evolve.	As part of their final paper, students will discuss the development and evolution of food laws and regulations of both FDA and USDA agencies.	20% of the class will be sampled and assessed according to the attached rubric. 50% should score “Good” or better.
2. Compare the study of individual components to the analysis of entire systems.	As part of their final paper, students will analyze and present logical arguments for the impact of regulations of food labeling, nutritional labeling, sanitation and aesthetic adulteration, food safety, food additives, food colorings, irradiation, dietary supplements, biotechnology and genetically engineered	20% of the class will be sampled and assessed according to the attached rubric. 50% should score “Good” or better.

	organisms’ components on the legal basis of food regulation in the United States.	
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Students will write about the implications of their knowledge for broader social change in their final paper as well. They will analyze the public policy implications of their knowledge.	20% of the class will be sampled and assessed according to the attached rubric. 50% should score “Good” or better.

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.

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

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

Students must use evidence to support their arguments in the final paper. Evidence will come mainly from our course content, and students must synthesize this to make compelling arguments. Successful evidence usage

is incorporated into paper evaluation. The 3 more specific Connections Course goals also are assessed in the final paper. This paper constitutes the assessment artifact.

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

Create a New Course
Colonnade Connections Course Proposal
Social and Cultural Subcategory
(Action)

Contact Person: Jieyoung Kong, Jieyoung.Kong@wku.edu, (270) 745-6578
College and Department: Potter College, Department of Communication
Proposal Date: 08/01/2017

1. Course Details:

- 1.1 Course prefix (subject area), number, and title: COMM 365: Intercultural Communication
- 1.2 Credit hours: 3.0
- 1.3 Prerequisites: Pre/Co-req COMM 200 or ENG 300
- 1.4 Crosslisted and/or equivalent courses (prefix and number): No course on culture and communication, or intercultural communication, is currently offered in other departments.
- 1.5 Expected number of sections offered each semester/year: 3-5 sections per semester
- 1.6 Is this an existing course or a new course? This course was originally COMM 263, but it is being re-proposed as a 300-level course in order to better align with the communication major curriculum and the 21 credit hours or junior standing requirement for the Colonnade's Social and Cultural subcategory.
- 1.7 Proposed implementation term: Fall 2018
- 1.8 Where will this course be offered? Bowling Green main campus, South campus, Glasgow campus, and online

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

COMM 365 introduces concepts and principles from the communication discipline for examining, analyzing, and evaluating challenges and opportunities of engaging cultural differences in people's face-to-face and mediated communication interactions in today's increasingly interdependent and interconnected world. Students will examine on the one hand, how people from different ethnic/racial, national, and co-cultural backgrounds shape and are shaped by values, norms, institutions, and practices of societies they are brought up in, and on the other, how history, religion, language, technology, political and economic institutions influence their intercultural encounters. By analyzing how and why tensions and dissonance often attend interactions between people who are culturally different, students will utilize communication to embrace difference and evaluate communication processes and approaches for addressing challenges posed by diversity, multiculturalism, and intercultural encounters in domestic and international contexts. Ultimately, the aim of the course is to help students develop their intercultural communication competence critical for ameliorating tensions, working through conflicts, and fostering productive relationships in exercising their shared responsibility as global citizens.

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

This course emphasizes what the WKU Colonnade Program embodies: to think critically about the world people live in, to engage with important issues and problems both intellectually and practically,

and to communicate effectively as students and citizens by instilling a love of learning of self, others, and the ever changing world. Though the course evaluates and analyzes the impact of culture on communication, this course is interdisciplinary in nature. Students will be considering components from other disciplinary fields, making connections to psychology, language, history, religion and philosophy, anthropology, sociology, politics, economics, and technology in order to understand the characteristics of large-scale human collectives across time and space and the formation of intersubjective reality and its transformation through its relationship with material culture. Students will critically draw on Colonnade courses which have prepared them to be able to evaluate many real-world social and cultural issues arising from complexities of contemporary life in an interdependent and interconnected world. This course fulfills WKU’s mission to prepare students to become engaged and socially responsible citizen leaders of the world.

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

Connections SLO	How does the course goals meet Connections SLOs
1. Analyze the development of self in relation to others and society	<p>Students will analyze the development of self in relation to others through culture and communication.</p> <ul style="list-style-type: none"> • A variety of topics will be covered in the course: from components and processes of culture and communication, group and cultural membership, verbal and nonverbal codes, to communication norms and practices across contexts. These topics serve as building blocks necessary for developing the conceptual tool and vocabulary for analyzing shared intersubjective realities and the development of individuals in relation to others and society through culture and communication.
2. Examine diverse values that form civically engaged and informed members of society	<p>Students will critically analyze individual and cultural similarities and differences, and utilize communication to be culturally sensitive and self-aware.</p> <ul style="list-style-type: none"> • Course readings and discussions focusing on key psychological, symbolic, and social factors that undergird culturally-bound communication practices and identities will help students examine how divergent cultural values, social norms, and judgments can result in miscommunication, misunderstanding, and even mistrust. Course material will cover the influence of language, history, philosophy, religion, and social, political, and economic institutions on a wide variety of group practices and outlook to help students deepen their appreciation for diverse cultural norms, practices, and ethos around the world. Students will also critically reflect on their “home” culture in relation to cultures of others to deepen their understanding of self, others, and the world. Students will learn how cultural knowledge of others, awareness of self, and sensitivity to social and cultural complexity can mitigate misunderstanding and mistrust and foster mutual respect and cooperation.

<p>3. Evaluate solutions to real-world social and cultural problems</p>	<p>Students will conduct reflective analysis of discourse to analyze complex social and global issues using evidence-based argument and cultivate skills to become a competent communicator across contexts and diverse communities.</p> <ul style="list-style-type: none"> • In today’s increasingly interdependent world, working and living with people from different ethnic/racial, co-cultural, and national background has become unavoidable, yet this poses considerable obstacle and challenge with the potential for conflict and mistrust. Students will analyze the problem of cultural difference in people’s personal lives, in the workplace, in the media, and in societies. They will also evaluate solutions to its challenges in a wide range of contexts. Student will integrate what they have learned from course readings and materials with real-world intercultural encounters that take them outside their comfort zones to communicate effectively with people whose cultural backgrounds and worldviews are significantly different from their own. The aim of this course is to prepare the students to develop intercultural communication competence critical for managing the challenge of cultural difference and for becoming an ethical and successful intercultural communicator.
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4. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

- Articulate the connection between communication and culture
- Analyze the development of self in relation to others through culture and communication
- Critically analyze individual and cultural similarities and differences
- Utilize communication to be culturally sensitive and self-aware
- Cultivate skills to become a competent communicator across contexts and diverse communities
- Conduct reflective analysis of discourse to analyze complex social and global issues using evidence-based argument

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

Connections SLO	Artifact	Assessment Plan
<p>1. Analyze the development of self in relation to others and society</p>	<p>Students will work through this analysis by completing the required readings, participating in classroom discussions, and writing short reflection papers. Students will demonstrate their mastery of this information through their performance on two exams and two major paper assignments.</p>	<p>Every semester, 3 to 5 sections of COMM 365 with an enrollment of 20-30 students per section will be offered by the Department of Communication. A 20% sample of student intercultural interaction paper will be randomly selected from each of the sections for Colonnade assessment purposes. The initial goal will be that 70% of</p>

	In terms of the assessment “artifact,” a 5-page intercultural interaction report will be used. The interaction report assignment has been designed so that it will cover all areas of the three SLO. Each of the SLO have also been embedded into the dimensions of the assessment rubric (see attached file for details).	the student papers in the sample size will score at ‘C’ level or better, and 50% will score at ‘B’ level or better. Assessment goals will be revisited after an initial three-year cycle.
2. Examine diverse values that form civically engaged and informed members of society	(same as above)	(same as above)
3. Evaluate solutions to real-world social and cultural problems	(same as above)	(same as above)

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

See attachment.

6. Evidence & Argument Artifact.

This being a course on culture and communication, student ability to describe, interpret, and explain various components, processes, and effects of culture with evidence is a critical part of learning throughout the course. Since culture is like water to a fish, or like air we breathe, the study of culture and communication means the investigation into intersubjective reality and exercise in making visible what is often left invisible. As a result, students are challenged throughout the course to provide evidentiary support for any claim or argument made about the influence of culture, whether drawn first-hand from personal experience or second-hand from research and scholarship.

There are two major paper assignments in the course, where students are expected to identify, synthesize, and make use of evidence to support their argument. The first is the intercultural interaction report, which will serve as the artifact for Connections SLO assessment. The other is a final paper, where students will write a 6-7 page paper to assess the development of their intercultural communication competence. Student will review a definition of the concept, take their course learning as a case in point, and analyze various components and dimensions of their competence by making an argument why they have come to such and such evaluation based on such and such evidence. The students must demonstrate critical thinking and evidence-based argument in the final paper to be successful.

7. Attach a sample course syllabus.

See attachment.

SAMPLE COURSE SYLLABUS**COMM 365 – Intercultural Communication**

Instructor:	Dr. Jiyoung Kong	Office:	FAC 141
Email:	Jiyoung.Kong@wku.edu	Office Hours:	Mon/Wed 8:30-10am
Phone:	(270) 745-6578		& by appointment

Required Materials: (Instructors, choose only one of the following two textbooks as the main text.)

Textbook A: Neulip, J. W. (2018). *Intercultural communication: A contextual approach*. Thousand Oaks, CA: Sage.

or

Textbook B: Remland, M. S., Jones, T. S., Foeman, A., & Arevalo, D. R. (2015). *Intercultural communication: A peacebuilding perspective*. Long Grove, IL: Waveland Press, Inc.

Frequent access to Blackboard

- ✓ Additional course readings, exams and assignment instructions, submissions, and feedback will occur via BB.

Overview of the Course:

COMM 365 introduces concepts and principles from the communication discipline for examining, analyzing, and evaluating challenges and opportunities of engaging cultural differences in people's face-to-face and mediated communication interactions in today's increasingly interdependent and interconnected world. Students will examine on the one hand, how people from different ethnic/racial, national, and co-cultural backgrounds shape and are shaped by values, norms, institutions, and practices of societies they are brought up in, and on the other, how history, religion, language, technology, political and economic institutions influence their intercultural encounters. By analyzing how and why tensions and dissonance often attend interactions between people who are culturally different, students will utilize communication to embrace difference and evaluate communication processes and approaches for addressing challenges posed by diversity, multiculturalism, and intercultural encounters in domestic and international contexts. Ultimately, the aim of the course is to help students develop their intercultural communication competence critical for ameliorating tensions, working through conflicts, and fostering productive relationships in exercising their shared responsibility as global citizens.

Course Learning Objectives:

Upon successfully completing this course students should be able to:

- Articulate the connection between communication and culture
- Analyze the development of self in relation to others through culture and communication
- Critically analyze individual and cultural similarities and differences
- Utilize communication to be culturally sensitive and self-aware
- Cultivate skills to become a competent communicator across contexts and diverse communities
- Conduct reflective analysis of discourse to analyze complex issues using evidence-based argument

Classroom Climate:

Throughout the semester, all of us will be working together to create a classroom climate conducive for open discussion, lively participation, and group learning. This includes attending class, being prompt, showing courtesy and respect, paying attention, and being tactful in expressing opinions and thoughts so as not to polarize, including refraining from using denigrating or potentially offensive language.

Course Communication

Most information you will need for the course will be announced in class and via the course Blackboard. Check Blackboard daily for latest announcements and information. I will be available during office hours. If you need to contact me at other times, email me. Be sure to include COMM365 in the subject line and allow 48 hours for me to respond. If you have not heard from me after 2 business days, please resend your email. This is YOUR responsibility.

Attendance:

Attendance is required for you to succeed in this course. The only “excused” absences are, a) religious holidays, b) university-sponsored events (athletic teams, debate and forensics, etc.), and c) a documented illness or emergency. In all three cases, for an absence to be excused, you will need to provide me with a written documentation. If you are going to miss class for religious holidays or university-sponsored events, please notify me at least one week in advance so that appropriate accommodations can be made. I will NOT accept late work or offer make-up exams unless the absence is excused.

If you have missed class, it is YOUR responsibility to contact classmates for lecture notes and visit the course BB to obtain missing content. Do not rely on the instructor to provide you with the missing material or content if you are unable to attend class. I, therefore, strongly encourage you to get phone numbers or email addresses from one or more of your classmates

Classmate's Name	Email	Phone number

Cell Phones, Laptops, iPods, and Other Technology:

This is a side note to disruptive behavior that warrants its own category. Your cell phone, iPods, and laptops should be for your convenience, not my or your fellow classmates' inconvenience. If you want to use your laptop you must sit in the first row of the classroom. If I catch you using your laptop for something other than related to this class, I will ask you not to bring your laptop to class anymore. When you are in class, it is not convenient for you to be using cell phones or iPods. It is extremely disruptive and shows a complete lack of common courtesy. If I find you texting during class or your phone goes off in the middle of the class, I will keep your phone until the class is over. Exception is, you have an emergency situation requiring you to check your phone, let me know before class starts.

Academic Integrity:

Academic misconduct will not be tolerated: please read the WKU Student Handbook, (<http://www.wku.edu/handbook/>). It includes, but is not limited to, cheating on an exam, presenting someone else's ideas as your own, using the same paper for more than one class, and fabricating or inventing data. A student who engages in unethical behavior will receive ZERO for that assignment and/or failing grade for the entire course. Please be advised, a plagiarism-detecting tool, SafeAssignment, will be used for this class.

Avoiding plagiarism is EASY: (1) provide the names of the authors of all ideas that are not your own, and (2) paraphrase another's work and idea in your own words with proper citation (refer to APA style). For an online tutorial on plagiarism, visit <http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing>

Academic Assistance on Campus

The Learning Center (located in the Downing University Center, A330), a.k.a. TLC@DUC, provides free supplemental education programs for all currently enrolled WKU students. TLC@DUC offers certified, one-on-one tutoring in over 200 subjects by appointment, walk in, or online. For detailed information call (270) 745-6254 or visit the webpage at www.wku.edu/tlc

Disability Resource Center:

If you are registered with the Office for Student Disability Services in Downing University Center (Tel: (270) 745- 5004), please notify me so that I can accommodate your needs.

Safe Campus

Western Kentucky University is committed to fostering a safe, productive learning environment. WKU is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf>

and Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Grading

To achieve a "C" or better on your coursework, you must write at a level appropriate for a university student (for example, good grammar, punctuation, and spelling). A "B" represents really good work. An "A" represents excellent work. If you have specific difficulties with either written or oral communication, let me know before you turn in your first assignment.

Grading Scale

A	= 90% and up
B	= 80-89.9%
C	= 70-79.9%
D	= 60-69.9%
E	= 0-59.9%

If you are disappointed by a grade, I have a "24/7" grade review policy. I would be happy to discuss the grade and your work, if you:

- Wait at least 24 hours after receiving your assignment back before approaching me.
- Make sure to contact me WITHIN 7 days of receiving your assignment.
- If you feel the grade was unfair and would like me to review your grade or assignment again, you need to write out the reasons why you feel I have graded unfairly.
- I am not permitted to talk about grades over the phone or to give out grades through e-mail.

Course Assignments:

The following is a general description of course assignments. Specific instructions will be provided in class and posted on Blackboard. As a general rule, the assignments you undertake for this course should be about cultures other than your own.

All written assignments must conform to the APA style. If you are not familiar with the style, goto the Purdue Online Writing Lab (OWL), <http://owl.english.purdue.edu/owl/resource/560/01/>

All assignments must be submitted electronically via SafeAssignment on Blackboard unless explained otherwise. Due to issues of compatibility with Blackboard and certain hardware and software, your assignment file must be saved in “.doc” or “.docx” suffix. *If I cannot open your file or it cannot be read by SafeAssignment, you will receive a ZERO on that work.*

Exams

You will take two exams covering the major sections of the textbook. The exams will cover terms, concepts, and theories related to communicating across cultural difference. Exams include materials from lectures, readings, and/or assignments. The exam format may include multiple choice, true/false, short answer, and essay questions.

Quizzes and In-class Activities

Quizzes and in-class activities will be used in class to enhance and assess your knowledge of the reading assignments and course concepts. Quizzes may take various forms, but cases will come with a real world example followed by analysis questions.

Intercultural Interaction Report

You will be required to interact with people from a different ethnic/racial, national, and co-cultural background for this assignment. You will write a report based on the interaction, including but not limited to a discussion about what you learned from the people and their experience, an analysis of the communication interaction, and reflection about yourself and your cultural background.

Final Paper Project

The final paper project for this course requires you to assess how this course as a whole have helped and/or hindered the development of your intercultural communication competence. In order to keep the project from becoming too overwhelming, the project is divided into three stages.

Stage 1: Intercultural Competence Application Paper

Stage 2: Intercultural Competence Assessment Paper

Stage 3: Presentation

Grading Distribution

Exam 1	20%
Exam 2	20%
Quizzes and In-class Activities	25%
Intercultural Interaction Report	15%
Final Paper Project	20%
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Total	100%

Tentative Class Schedule:

Week	Topic	Assignments
1	Course Introduction	
2	Culture	
3	Identity & Group Membership	
4	Communication	
5	Verbal Communication	
6	Nonverbal Communication	
7	Barriers to Intercultural Communication	
8	Midterm Exam	
9	Intercultural Communication Competence	
10	Intercultural Transitions	Intercultural Competence Application Paper
11	Intercultural Relationships	
12	Intercultural Conflict	Intercultural Interaction Report
13	Intercultural Communication in Contexts	
14	Wrap-up	Intercultural Competence Assessment Paper
15	<i>Intercultural Competence Presentation</i> <i>Intercultural Competence Presentation</i>	
END	Final Exam	

Colonnade Connections SLO Assessment for COMM 365

A. Assessment Plan

For Colonnade assessment purposes, the intercultural interaction report paper for all sections of COMM 365 will be standardized according to the following parameters. (For sample assignment directions, see part C.)

- 1) Have the COMM 365 students engage in a 30+ minute communicative interaction with a “foreign” person.
 - a. This person can be a friend, classmate, an ESLi student on main campus, coworker, or others as long as their interviewee identifies either as being an international/a non-US citizen or as having been born outside of the U.S.
 - b. Students should come up with conversation prompts similar to an interview guide that must focus on the following three issues.
 - i. *Cultural comparisons* – What similarities and differences this person has noticed to exist between his/her home country/culture and the U.S.
 - ii. *Intercultural experience* – The benefits and challenges this person has experienced when interacting with people who are not from their home country or culture.
 - iii. *Other learning* – Any valuable knowledge or realization this person has gained as a result of his/her time in the U.S.

- 2) Have the COMM 365 students write a paper based on the conversation and their reflections about the interaction
 - a. Paper length should be approximately 5-pages long with the following sections.
 - i. Background information about their conversation partner.
 - ii. Summary of what the student learned from the conversation, especially in terms of his/her level of experience with the U.S., his/her intercultural encounters, and his/her home culture
 - iii. Analysis of intercultural challenges facing the conversation partner.
 - iv. Critical reflections, focusing on the following three areas.
 - (a) How much did you know or did not know about your interviewee’s country/culture before the interview? What were your perceptions about interviewee’s country/culture before the interview? Did the interview make you more interested learn about your interviewee’s country/culture? Did the interview change your perception about the country/culture of your interviewee? Please explain.
 - (b) Reflecting on your interviewee’s perspective on American culture, how would you describe this interviewee’s perception of American culture? What makes you summarize the interviewee’s perception of American culture in this way? How did you feel about this interviewee’s description of American culture? Why do you think you feel this way?
 - (c) In terms of intercultural communication, what was the greatest challenge? What made the communication or interview easy? And what made it hard? How would you describe your communication style? How would you describe your interviewee’s communication style? If you had a second chance, what would you do the same? And what would you do differently? What do you think are the three most important things for a successful intercultural communication and understanding?

B. The Assessment Rubric

Scoring Range: The lowest possible score on the rubric is 27.5 points, and the highest possible score is 50 points. A paper that receives “Emerging/Poor” for all five dimensions will get 27.5 points (= F); a paper that receives “Developing/Satisfactory”, 25 points (= C); a paper that receives “Competent/Good”, 42.5 points (= B); and a paper that receives “Excellent/Superior”, 50 points (= A).

Grading Scale: A = 45 - 50 points, B = 40 – 44.9 points, C = 35 – 39.9 points, D = 30 – 34.9 points, F = 29.9 points or less

Objective: 70% of students will score at the C level or better; 50% of students will score at the B level or better.

Assessment Rubric (Connections SLO)	Emerging/Poor (5.5 point)	Developing/Satisfactory (7 points)	Competent/Good (8.5 points)	Excellent/Superior (10 points)
1. Prompt and Argument	Misunderstands assignment prompt, confused about directions; weak, invalid, or no argument, perhaps a simple assertion with little or no supporting evidence	Responds adequately to the assignment prompt, may miss one or two details in assignment directions; some arguments valid and sufficiently supported with evidence/detail, some not	Responds well to the assignment prompt, follows through with all of the assignment directions; main arguments valid, systematic, and well-supported with evidence/detail	Comprehensively responds to the assignment prompt, going beyond assignment directions by adding sophistication and originality; arguments both well-supported and persuasive
2. Foundational Content on Culture and Communication (SLO 1, 2)	Fails to weave in concept(s)/principle(s)/theory(ies), or uses them inaccurately, inappropriately, or out of context	Weaves in a few concept(s)/principle(s)/theory(ies), and uses them in overly general terms that lacks depth	Weaves in concept(s)/principle(s)/theory(ies), and uses them accurately and appropriately	Weaves in concept(s)/principle(s)/theory(ies), and their use is grounded, specific, and complex; shifts from authority to autonomous knowledge
3. Examines Other(s) in relation to Society/Culture (SLO 2, 3)	Has little interest in learning about peoples and cultures; cannot discern individual and cultural differences; lacks awareness of the connection between culture and communication; views the communication event egocentrically	Shows interest in learning about peoples and cultures; has a developing understanding of cultures, cultural values, and practices, but views cultural differences in others as an extension of own self and culture; shows some awareness of the connection between culture and communication	Shows an understanding of culture(s), cultural norms and practices other than one’s own; appreciates individual and cultural similarities and differences; articulates how socio-cultural systems of other(s) affect messages; clearly articulates the connection between culture and communication	Demonstrates deep and specific understanding of cultures and cultural values and practices of others; appreciates (specific and detailed) similarities and differences between the individual and the larger cultural group; effectively interprets and evaluates how socio-cultural systems of other(s) affect communication messages and communication event
4. Analyzes Self in relation to Other(s) and Society/Culture (SLO 1, 3)	Lacks self-awareness of how one’s own cultural standpoint affects communication and communication event; rudimentary reflection on one’s messages after the communication event; fails to evaluate the efficacy of one’s communicative goals	Shows some cultural self-awareness and how one’s cultural standpoint affects communication and communication event; reflects on one’s messages after the communication event; rudimentary articulation and/or evaluation of the efficacy of one’s communicative goals	Clearly demonstrates cultural self-awareness and how one’s cultural standpoint affects communication and communication event; reflects on one’s own messages and barriers that impeded communication after the communication event; clearly articulates and evaluates the efficacy of one’s communication goals	Demonstrates deep understanding of intersections of one’s socio-cultural systems and one’s cultural standpoint on communication and communication event; critically reflects on one’s own messages and barriers after the communication event; critically evaluates personal communication strengths and weaknesses and the efficacy of one’s communication goals
5. Writing Style and Mechanics	Mechanical errors, awkward words choices; inconsistent style, significantly impairs readability of content; does not adhere to APA/MLA style	Numerous mechanical errors; unclear language, and/or uneven style; somewhat adheres to APA/MLA convention	Some mechanical errors; easy to follow and read for content; follows APA/MLA style for the most part	A few minor mechanical errors; written in elegant style; follows APA/MLA convention

C. Instructions to the Students for the Intercultural Interaction Report

There are three parts to this assignment. First, you will draft a set of questions to help guide your intercultural interaction. Second you will engage in a conversation with an ESL student at WKU or a non-US citizen who is currently living either temporarily or permanently in America to learn about his/her experience in the U.S., perspective about the U.S., and about his/her culture/country. Third, you will write a 5-page report.

Part 1: Conversation Guide

The following questions for conversation are generic. Go over them to remove and add questions as long as they cover the following three topic areas, level of experience in the U.S., intercultural experience in the U.S., and home culture.

I. LEVEL OF EXPERIENCE WITH THE U.S.

- (1) First, let us begin by discussing how you came to be in Kentucky. What made you decide to come to Kentucky? Why did you come to Kentucky, i.e., for what purpose? Is Kentucky the first place that you lived in the US? If not, where else have you lived in the US? What made you live there?
- (2) What is your experience of living in the US? What do you like about your life here? What do you dislike about it? Is your family here/Do you have family here? What do your friends or family think about you living and studying in the US? How do you think they feel about you being in the US?
- (3) What have you been most surprised about the culture in U.S.? What do you like most about the culture here? What do you dislike the most about the U.S. culture?

II. INTERCULTURAL EXPERIENCE IN U.S.

- (4) Have you had any humorous/funny moments in the U.S.? Tell me about that. Have you had any embarrassing moments? Do you have any stories about that? Have you had any difficult moments? Tell me more about that. Have you ever been misunderstood by Americans? What did you do then? Have you ever misunderstood Americans? What did you do then?
- (5) Who are your closest friends here? Can you tell me about how you become friends? Where are they from? Are any of them Americans? (If you don't have any American friends, have you tried making friends with them? Why or why not?) How do you usually spend time with your closest friends?
- (6) Does life in the U.S. fit with what you had expected before you came? How so? Why not?

III. CONVERSATION PARTNER'S CULTURE

- (7) Based on your experience so far, how much do you think Americans know about your country/culture? To what extent are people interested to find out about your country/culture?
- (8) Why do you think they are interested or not interested to find out more about your country/culture? How do you feel about Americans viewing your culture in this way?
- (9) Can you tell me something about your hometown? What is the name and where is it on the map? How similar or different is it from Bowling Green, KY? What is it famous for? What are some of your favorite places? What are some of your favorite things to do there?

- (10) Can you tell me something about your home country and culture? (*the following questions are just examples*)
- Current Events* - What is the most important social issue in your country/culture for your generation right now? Why is it important?
 - Popular Culture* – What are some of the most popular pastimes in your country/culture? Who is your favorite singer, star, or entertainer? What do you like about him/her work? Who is the most popular singer, star or entertainer in your culture/country?
 - Work* - What type of job or work does your generation want to have in your country? Why? What kinds of work is shunned or looked down on in your country? Why?
 - Gender Relations* – What is gender relations like in your home society and culture? How is it different from or similar to the US?
 - Social Etiquette* – What are some of the social etiquette in your culture/country you would like to see people here adopt? Why? What are some of the behaviors you see here in the US that you would like to see more of in your culture/country? Why? What are some of the behaviors you have experiences of observed here that people in other parts of the world should not adopt? How about some common behavior in your culture/country that you think should not be adopted anywhere in the world? Why?
 - Food* – What is your favorite food/dish? Can you have it here? What is the most popular dish/food in your country/culture? How is it prepared? How is it eaten? When is it eaten? What do people eat normally for breakfast, lunch, and dinner?
- (11) What is the aspect of your country/culture that you are most proud of? What makes you proud to be a citizen of your country/culture? Which aspect of your country/culture do you want others to know?

Part 2: Engaging in Conversation

Engage in a 30+ minute conversation using your guide. Use your time with your interviewee to explore their intercultural experience in America, their perceptions of America/Americans, and to learn about his/her home culture and country. Also, make sure to be attentive to the details in their accounts and stories, including verbal and nonverbal cues throughout the conversation. To fulfill the requirements for this portion of the project, your discussion needs to cover all 3 sections of the interaction guide. (*Additional instruction for the online section: Audio record your interview and submit a copy of the audio files on a CD or DVD with your interview write-up. If you fail to provide an audio recording, you will not receive any points for the written portion of the assignment.*)

Part 3: The Report Write-up

Write a 5-page report with the following: a) a short background information about your conversation partner, b) a summary of what your partner has told you in terms of his/her level of experience with the U.S., his/her intercultural experience in the U.S., and his/her home culture, c) an analysis of some of the intercultural challenges facing your conversation partner, and d) a critical reflection of your conversation experience. Your report should demonstrate critical thinking throughout, making sure to support your analysis and argument with evidence drawn from the textbook and excerpts from the conversation. Make sure to weave in concepts and principles from the course readings as support for your analysis and argument.

Use the following set of question to help you critically reflect on your conversation experience.

- (1) How much did you know or did not know about your counterpart's country/culture before the conversation? What did you know about his/her country/culture before the interaction? What were your perceptions about his/her country/culture before the interview? Where did these perceptions come from? Did the interview make you more interested or not interested to learn about his/her country/culture? Why?
- (2) Reflecting on your counterpart's perspective on American culture, how would you describe this person's perception of American culture? What makes you summarize his/her perception of American culture in this way? Describe two scenes/segments from your conversation that shows his/her experience with or perceptions of American culture. How do you feel about his/her description of American culture? Why do you think you feel this way?
- (3) In terms of intercultural communication, what was the greatest challenge? What made the communication or interview easy? And what made it hard? How would you describe your communication style? How would you describe your interviewee's communication style? At what point in the interview did you and your interviewee begin to feel more at ease and comfortable? If you had a second chance with this interview, what would do the same? And what would you do differently? What do you think are the three most important things for a successful intercultural communication and understanding?

All writing should be spellchecked and grammar-checked. Use 12-point Times New Roman font, 1-inch margin all around and double-spaced. Adhere to either APA for reference and citation (if any). Use cover page. Abstract is not necessary. Reference page may not be necessary.