

Recommendation#: 2013-09-04:

## UNIVERSITY SENATE RECOMMENDATION TO THE PROVOST

The University Senate recommends approval of ART 105, 106; ECON 150/150C, 202/202C; FILM 201; GEOG 103, 110/110C; LEAD 200/200C; MUS 120/120C; NURS 102; PS 110/110C, 250, 260; PSY 100/100C, 199/199C; THEA 151/151C (all dated May 2, 2013); and PH 100; PHIL 101, 102, 103; REC 200; RELS 101; SWRK 101 (all dated August 22, 2013), as per the report from the Colonnade Implementation Committee.

Approved 9/25/2013

### Colonnade Program Course Proposal: Explorations Category A

1) *What course does the department plan to offer in Explorations?*

ART 105 (History of Art to 1300)

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

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

ART 105 teaches students to become competent with the vocabulary, practice, and concepts associated with the formal analysis of art and the critical assessment of art's position in history. These building blocks are key tools for more advanced study and research in art history, as well as the basis from which consider a range of methodological and theoretical approaches to art.

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

In ART 105, students learn how to evaluate various forms of visual evidence and how to analyze its relevance in relation to contemporaneous primary documents and texts. Archaeological practice and data are also introduced as a primary means of understanding of material and visual records.

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

This course approaches art, architecture, and visual culture before 1300 as products of a range of historical, religious, political, intellectual, and socio-economic forces. Art 105 examines both how and why art is created, with an emphasis on the historical factors surrounding the experience of artists, patrons, and the public.

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

Students critically analyze paintings, prints, sculpture, architecture, and other objects of visual culture while investigating a range of historical and philosophical issues in which the arts have been deeply involved. As a result, students gain an understanding of how visual practices proactively articulate and motivate rather than simply illustrate, record,

or reiterate history.

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

Despite the millennia that separate the content of this course from the present day, the artistic expressions covered in ART 105 are highly relevant to contemporary society. Then, as now, aesthetics and visual culture can articulate frictions between socio-economic classes, endorse and undermine political agendas, and reveal nuances of

religious and philosophical systems. ART 105 makes these connections between art in history and the present day and reveals the practical value of historical investigation in understanding contemporary issues that affect contemporary society.

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

ART 105 (The History of Art to 1300) fulfills General Education goals by providing students with an informed acquaintance of major achievements in the visual arts lodged within a global historical framework that gives due consideration to connections between past and present. The course provides students with an introduction to the basic terminology and problems of art history and to methods of analyzing and interpreting individual works of art. Students learn how to think critically about what they see, and will gain new insights into art's central and proactive role in the articulation of culture, and its important function in determining—and not merely illustrating—history. Students gain an understanding of art history as an interdisciplinary field and learn to think across traditional disciplinary boundaries.

This course emphasizes not only the role of art in history, but how art can reveal connections in humanity throughout millennia and across the globe. ART 105 increases student's awareness of the role of visual culture in society from prehistory to present day and emphasizes student engagement:

1. Students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community or society.
2. Students will demonstrate respect for diversity of people, ideas, and cultures.
3. Students will demonstrate awareness of their opportunities as responsible citizens working and living in a global society.

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

The department will perform pre and post-instruction multiple-choice testing on all sections of this class to assess the level of student comprehension across all six learning objectives.

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

The Department of Art offers one large double section of ART 105 every fall. In addition to this, we periodically offer online versions of the course during summer and winter term.

6. *Please attach a sample syllabus for the course*

## **Art 105 – History of Art to 1300 – Fall 2012**

Tuesdays and Thursdays, 8:00AM-9:20AM, Grise Hall 0235

Professor: Guy Jordan, FAC 413, phone: (270) 745-8865, email: [guy.jordan@wku.edu](mailto:guy.jordan@wku.edu)

(note: I check my email *much* more often than I check my voice mail)

Office Hours: Tuesdays 11AM-1PM, or by appointment.

### **Summary**

ART 105 (The History of Art to 1300) fulfills General Education goals by providing students with an informed acquaintance of major achievements in the visual arts lodged within a global historical framework that gives due consideration to connections between past and present. The course provides students with an introduction to the basic terminology and problems of art history and to methods of analyzing and interpreting individual works of art. Students learn how to think critically about what they see, and will gain new insights into art's central and proactive role in the articulation of culture, and its important function in determining—and not merely illustrating—history. Students gain an understanding of art history as an interdisciplinary field and learn to think across traditional disciplinary boundaries.

This course emphasizes not only the role of art in history, but how art can reveal connections in humanity throughout millennia and across the globe. ART 105 increases student's awareness of the role of visual culture in society from prehistory to present day and emphasizes student engagement:

1. Students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community or society.
2. Students will demonstrate respect for diversity of people, ideas, and cultures.
3. Students will demonstrate awareness of their opportunities as responsible citizens working and living in a global society.

### **Required Materials**

[Essay Selections from The Heilbrunn Timeline of Art History](#)

See course schedule for titles of required essays. Titles can be located on the website by using the index found here:

[http://www.metmuseum.org/toah/hi/te\\_index.asp?i=26](http://www.metmuseum.org/toah/hi/te_index.asp?i=26)

### **Recommended Materials**

Textbook

Fred S. Kleiner and Christin J. Mamiya, *Gardner's Art Through the Ages*, 13<sup>th</sup> Edition. The textbook is available at the WKU Campus Bookstore in the Downing University Center. [Note: You may also use the previous (12<sup>th</sup>) edition of the book if you wish].

### **Grading (all due dates indicated in course schedule)**

Four quizzes – 25%

Midterm – 25%

Research Paper – 25%

Final Exam – 25%

Attendance and Participation – XX% (See below for details)

Quizzes are short and objective (multiple choice), and test basic factual knowledge of topics covered in class or in the readings. If you miss a quiz, then you are out of luck (grade = zero). There are no make-ups. If you have a legitimate reason for missing a class (there are a few, and I'll handle them on a case-by-case basis), you must notify me by email within a reasonable amount of time (either before or within 12 hours after the missed class). **All excused absences must be accompanied by some form of documentation.**

The midterm and final exam are comprised of two parts: an identification section and a comparative essay. Identification questions present you with images artworks covered in class and require you to provide their names, dates, makers (if known), places of origin, and a short paragraph or list of bullet points explaining their historical significance. The comparative essay will present you with two images at once. After identifying each (name, maker, date), you will be required to write an essay comparing and contrasting the two artworks with an attention to their formal characteristics and historical significance. In other words, you are to play the role of "curator" and determine what relevant questions are raised by the visual conversation before your eyes...this sort of exercise forces you to think like a professional art historian who—before every article or book he or she writes—is confronted with precisely the same challenge. The midterm covers material from the first half of the course and the final exam covers material from the second half of the course.

The Short Research Paper requires you to write a 750-1000 word analysis of an object of your choice made between 1300 and the present day. After meticulously describing the object, discuss the social, political, and/or religious function of the artwork within the culture that created it. Some questions to consider while writing your paper are: Who made the object? Why? Why does it look the way that it does? Who were the object's intended audience(s)? What role did the object play in the lives of those who saw and/or used it? All papers must be between 750-1000 words (not including your title page and bibliography), and must cite at least **three** outside sources beyond required readings and the recommended textbook (e.g. books and articles available at the WKU libraries, or other regional public and academic research centers). Although you may use on-line encyclopedias to help you get started, do **not** use them as sources in your final paper (e.g. no Wikipedia or Britannica Online). All citations must follow be in the form of footnotes or endnote. No parenthetical citations, please. Also, you must include an illustration (or a link to an illustration) of your object so that I know what it looks like.

Note: I do not accept late papers unless you are befallen by something truly awful.

Attendance and Participation affect your grade in a number of ways. If you do not attend lectures, read the assigned texts, and participate in class discussions (they are going to be lots of fun...why would you miss them?) you will likely do poorly when that material shows up on quizzes and exams. Texting, surfing the web, reading a newspaper, failing to read the assigned texts, and chatting or giggling with your neighbor about something other than the outrageously smart and funny things the professor says will also erode your grade. I take attendance regularly. While I do not have any sort of formal policy where X number of absences results in Y number of points deducted from your grade, I reserve the right to take as many points as I see fit off of your grade if you miss class for any reason except for one that is truly critical and verifiable through legitimate documentation. This syllabus obliges you to accept my subjective analysis in this regard. But it can also work to your benefit. I may also, at my discretion, add points to your grade if you are a fraction below the next grade level. In other words, show up!

We're going to have a lot of fun and think about fascinating issues through the lens of some of the world's great masterpieces of visual art. Why would you want to be anywhere else?

### **Sense of Humor**

This is mandatory.

### **Students with Disabilities**

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

### **Plagiarism and Cheating**

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

According to WKU:

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

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

### **Academic Assistance**

*As your professor, I am personally invested in your growth as a student.* If you are having trouble with any of the concepts or material covered in the course, you are **welcome** and **encouraged** to stop by my office (FAC 413) at any time during my office hours (Tuesdays, 11AM-1PM). If you can't make it then, please call or email me and I'll be happy to schedule an appointment with you at a different time.

### **The Learning Center (TLC)**

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

Hours of Operation:

#### **TLC @ DUC**

Sunday 4:00pm – 9:00pm

Monday – Thursday 8:00am – 9:00pm

Friday 8:00am – 4:00pm  
**TLC @ Keen**  
 Sunday – Thursday 6:00pm – 11:00pm  
**TLC @ McCormack**  
 Sunday – Thursday 6:00pm – 11:00pm  
**TLC @ PFT**  
 Sunday – Thursday 6:00pm – 11:00pm  
 (PFT residents and their guests only)

### Class Schedule

28-Aug	Tuesday	Introduction to the Course
30-Aug	Thursday	Prehistory Required Readings: Heilbrunn Essays— <i>Lascaux; Chauvet Cave</i> Optional Readings: Gardner Chapter 1
4-Sept	Tuesday	The Ancient Near East, Part 1 Required Readings: Heilbrunn Essays— <i>Uruk: The First City; Ur: The Royal Graves; Ur: The Ziggurat; Early Dynastic Sculpture, 2900-2350 B.C.; The Origins of Writing; The Akkadian Period</i> Optional Readings: Gardner Chapter 2
6-Sept	Thursday	The Ancient Near East, Part 2
11-Sept	Tuesday	Ancient Egypt, Part 1 Required Readings: Heilbrunn Essays— <i>Egypt in the Old Kingdom; Egypt in the Middle Kingdom; Egypt in the New Kingdom; Egyptian Tombs: Life Along the Nile; Tutankhamun's Funeral; Egyptian Amulets</i> Optional Readings: Gardner Chapter 3
13-Sept	Thursday	Ancient Egypt, Part 2 <b>QUIZ 1</b>
18-Sept	Tuesday	Cycladic, Minoan, and Mycenaean Civilization Required Readings: Heilbrunn Essays— <i>Early Cycladic Art and Culture; Minoan Crete; Mycenaean Civilization</i> Optional Readings: Gardner Chapter 4
20-Sept	Thursday	Archaic Greece Required Readings: Heilbrunn Essays— <i>Geometric Art in Ancient Greece; Greek Art in the Archaic Period; The Nude in Western Art and its Beginnings in Antiquity; Athenian Vase Painting: Black and Red Figure Techniques; The Art of Classical Greece; Architecture in Ancient Greece; Greek Gods and Religious Practices; Art of the Hellenistic Age and the Hellenistic Tradition</i> Optional Readings: Gardner Chapter 5
25-Sept	Tuesday	Classical Greece 1
27-Sept	Thursday	Classical Greece 2
2-Oct	Tuesday	The Hellenistic Period
4-Oct	Thursday	<b>NO CLASS—FALL BREAK DAY</b>
9-Oct	Tuesday	South Asia, China, and Japan Required Readings: Heilbrunn Essays— <i>Buddhism and Buddhist Art; Shang and Zhou Dynasties: The Bronze Age of China; Qin Dynasty; Jomon Culture; Yayoi</i>

		<i>Culture</i> Optional Readings: Gardner Chapters 6, 7, & 8.
11-Oct	Thursday	The Etruscans <b>QUIZ 2</b> Required Readings: Heilbrunn Essays— <i>Etruscan Art; The Roman Republic; Roman Painting; Boscoreale: Frescoes from the Villa of P. Fannius Synistor; Roman Housing; Roman Portrait Sculpture: Republican Through Constantinian; Roman Portrait Sculpture: The Stylistic Cycle; Augustan Rule; Luxury Arts of Rome; The Julio-Claudian Dynasty</i> Optional Gardner Chapters 9 & 10.
16-Oct	Tuesday	The Roman Republic
18-Oct	Thursday	Midterm Review
23-Oct	Tuesday	<b>MIDTERM</b>
25-Oct	Thursday	The Flavians and the “Five Good Emperors” Required Readings: Heilbrunn Essays— <i>Roman Games: Playing with Animals; The Antonine Dynasty; Art of the Roman Provinces, 1-500 A.D.</i>
30-Oct	Tuesday	Later Roman Art and Architecture
1-Nov	Thursday	Early Christian and Byzantine Art Required Readings: Heilbrunn Essays— <i>The Byzantine State Under Justinian I; Art and Death in Medieval Byzantium; Hagia Sophia, 532-47; Popular Religion: Magical Uses of Imagery in Byzantine Art; Icons and Iconoclasm in Byzantium</i> Optional Readings: Gardner Chapters 11 & 12.
6-Nov	Tuesday	<b>NO CLASS—ELECTION DAY</b>
8-Nov	Thursday	The Formation of Islamic Art Required Readings: Heilbrunn Essays— <i>The Birth of Islam; The Nature of Islamic Art; Byzantine Art Under Islam; Art of the Umayyad Period; Figural Representation in Islamic Art; Geometric Patterns in Islamic Art; Calligraphy in Islamic Art</i> Optional Readings: Gardner Chapter 13. <b>QUIZ 3</b>
13-Nov	Tuesday	The Early Caliphates
15-Nov	Thursday	African Art Before 1300 <b>PAPER DUE UPLOADED TO BLACKBOARD BEFORE 11:59PM</b>
20-Nov	Tuesday	Central and South American Art Before 1300 Required Readings: Heilbrunn Essays— <i>La Venta; La Venta: Sacred Architecture; La Venta: Stone Sculpture; Teotihuacan: Pyramids of the Sun and Moon; Great Serpent Mound; African Rock Art; African Rock Art: Tassili-n-Ajjer; African Lost-Wax Casting: The Tada Figure</i> Optional Readings: Gardner Chapters 14 & 15.
22-Nov	Thursday	<b>NO CLASS—THANKSGIVING BREAK</b>
27-Nov	Tuesday	Celtic and Scandanavian Art Required Readings: Heilbrunn Essays— <i>The Vikings; Monasticism in Medieval Christianity; The Art of the Book in the Middle Ages; Carolingian Art; Ottonian Art; Art for the Christian Liturgy in the Middle Ages</i> Optional Readings: Gardner Chapter 16.
29-Nov	Thursday	Carolingian and Ottonian Art <b>QUIZ 4</b>
4-Dec	Tuesday	Romanesque and Gothic Art Required Readings: Heilbrunn Essays— <i>Romanesque Art; Relics and Reliquaries in</i>



		<i>Medieval Christianity; Medieval European Sculpture for Buildings; Gothic Art; The Cult of the Virgin Mary in the Middle Ages; The Age of Saint Louis; Stained Glass in Medieval Europe</i> Optional Readings: Gardner Chapter 17
6-Dec	Thursday	<b>Final Exam Review</b>
10-Dec	<b>Monday</b>	<b>Final Exam, 8-10AM</b>

## Colonnade Program Course Proposal: Explorations Category A

1) *What course does the department plan to offer in Explorations?*

Art 106 (History of Art since 1300)

2) *How will this course meet the specific learning objectives of the appropriate subcategory?*

*Please address **all** of the appropriate learning outcomes listed for the appropriate category.*

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

ART 106 (The History of Art since 1300) teaches students to become competent with the vocabulary, practice, and concepts associated with the formal analysis of art and the critical assessment of art's position in history. These building blocks are key tools for more advanced study and research in art history, as well as the basis from which consider a range of methodological and theoretical approaches to art.

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

In ART 106, students learn how to evaluate various forms of visual evidence and how to analyze its relevance in relation to contemporaneous primary documents and texts. Students consider the reliability of primary sources and various forms of visual evidence and are introduced to different methodological approaches emphasizing critical thinking skills.

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

This course approaches art, architecture, and visual culture after 1300 as products of a range of historical, religious, political, intellectual, and socio-economic forces. ART 106 examines both how and why art is created, with an emphasis on the historical factors surrounding the experience of artists, patrons, and the public.

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

Students critically analyze paintings, prints, sculpture, architecture, and other objects of visual culture while investigating a range of historical and philosophical issues in which the arts have been deeply involved. As a result, students gain an understanding of how visual practices proactively articulate and motivate rather than simply illustrate, record, or reiterate history.

### **5. Evaluate enduring and contemporary issues of human experience.**

Despite the centuries that separate the content of this course from the present day, the artistic expressions covered in ART 106 are highly relevant to contemporary society. Then, as now, aesthetics and visual culture can articulate frictions between socio-

economic classes, endorse and undermine political agendas, and reveal nuances of religious and philosophical systems. ART 106 makes these connections between art in history and the present day and reveals the practical value of historical investigation in understanding contemporary issues that affect contemporary society.

**3. *Syllabus statement of learning outcomes for course. NOTE: in multi-section courses, the same statement of learning outcomes must appear on every syllabus.*** ART 106 (The History of Art since 1300) fulfills General Education goals by providing students with an informed acquaintance of major achievements in the visual arts lodged within a global historical framework that gives due consideration to connections between past and present. The course provides students with an introduction to the basic terminology and problems of art history and to methods of analyzing and interpreting individual works of art. Students learn how to think critically about what they see, and will gain new insights into art's central and proactive role in the articulation of culture, and its important function in determining—and not merely illustrating—history. Students gain an understanding of art history as an interdisciplinary field and learn to think across traditional disciplinary boundaries.

This course emphasizes not only the role of art in history, but how art can reveal connections in humanity throughout millennia and across the globe. ART 106 increases student's awareness of the role of visual culture in society from prehistory to present day and emphasizes student engagement:

1. Students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community or society.
2. Students will demonstrate respect for diversity of people, ideas, and cultures.
3. Students will demonstrate awareness of their opportunities as responsible citizens working and living in a global society.

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

The department will perform pre and post-instruction multiple-choice testing on all sections of this class to assess the level of student comprehension across all six learning objectives.

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

We offer one large double section of Art 106 every spring. In addition to this, we periodically offer online versions of the course during summer and winter term.

**6. *Please attach a sample syllabus for the course***

## Art 106 – The History of Art since 1300 – Spring 2012

Tuesdays and Thursdays, 12:45PM-2:05PM, Grise Hall 0235

Professor: Guy Jordan, FAC 413, phone: (270) 745-8865, email: [guy.jordan@wku.edu](mailto:guy.jordan@wku.edu)

(note: I check my email *much* more often than I check my voice mail)

Office Hours: Wednesdays 11AM-1PM, or by appointment.

### Summary

ART 106 (The History of Art since 1300) fulfills General Education goals by providing students with an informed acquaintance of major achievements in the visual arts lodged within a global historical framework that gives due consideration to connections between past and present. The course provides students with an introduction to the basic terminology and problems of art history and to methods of analyzing and interpreting individual works of art. Students learn how to think critically about what they see, and will gain new insights into art's central and proactive role in the articulation of culture, and its important function in determining—and not merely illustrating—history. Students gain an understanding of art history as an interdisciplinary field and learn to think across traditional disciplinary boundaries.

This course emphasizes not only the role of art in history, but how art can reveal connections in humanity throughout millennia and across the globe. ART 106 increases student's awareness of the role of visual culture in society from prehistory to present day and emphasizes student engagement:

1. Students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community or society.
2. Students will demonstrate respect for diversity of people, ideas, and cultures.
3. Students will demonstrate awareness of their opportunities as responsible citizens working and living in a global society.

### Required Materials

Essay Selections from The Heilbrunn Timeline of Art History

See course schedule for titles of required essays. Titles can be located on the website by using the index found here:

[http://www.metmuseum.org/toah/hi/te\\_index.asp?i=26](http://www.metmuseum.org/toah/hi/te_index.asp?i=26)

### Recommended Materials

Textbook

Fred S. Kleiner and Christin J. Mamiya, *Gardner's Art Through the Ages*, 13<sup>th</sup> Edition. The textbook is available at the WKU Campus Bookstore in the Downing University Center. [Note: You may also use the previous (12<sup>th</sup>) edition of the book if you wish].

### Grading (all due dates indicated in course schedule)

Four quizzes – 25%

Midterm – 25%

Research Paper – 25%

Final Exam – 25%

Attendance and Participation – XX% (See below for details)

Quizzes are short and objective (multiple choice), and test basic factual knowledge of topics covered in class or in the readings. If you miss a quiz, then you are out of luck (grade = zero). There are no make-ups. If you have a legitimate reason for missing a class (there are a few, and I'll handle them on a case-by-case basis), you must notify me by email within a reasonable amount of time (either before or within 12 hours after the missed class). **All excused absences must be accompanied by some form of documentation.**

The midterm and final exam are comprised of two parts: an identification section and a comparative essay. Identification questions present you with images artworks covered in class and require you to provide their names, dates, makers (if known), places of origin, and a short paragraph or list of bullet points explaining their historical significance. The comparative essay will present you with two images at once. After identifying each (name, maker, date), you will be required to write an essay comparing and contrasting the two artworks with an attention to their formal characteristics and historical significance. The midterm covers material from the first half of the course and the final exam covers material from the second half of the course.

The Short Research Paper requires you to write a 750-1000 word analysis of an object of your choice made between 1300 and the present day that **is not illustrated in your textbook**. After meticulously describing the object, discuss the social, political, and/or religious function of the artwork within the culture that created it. Some questions to consider while writing your paper are: Who made the object? Why? Why does it look the way that it does? Who were the object's intended audience(s)? What role did the object play in the lives of those who saw and/or used it? All papers must be between 750-1000 words (not including your title page and bibliography), and must cite at least **three** outside sources that are not your textbook (e.g. books and articles available at the WKU libraries, or other regional public and academic research centers). Although you may use on-line encyclopedias to help you get started, do **not** use them as sources in your final paper (e.g. no Wikipedia or Britannica Online). All citations must follow be in the form of footnotes or endnote. No parenthetical citations, please. Also, you must include an illustration (or a link to an illustration) of your object so that I know what it looks like. Although it is fine to use an object you find illustrated in an article or a book, there is no substitute for direct observation; therefore, you will receive **1 extra point of extra credit added to your final grade for the course** if you travel to a local museum and write on an object that you see in person. To be eligible for the extra points, you must hand in (this obviously cannot be uploaded) a ticket or map or some other piece of evidence to me with your name on it that demonstrates that you have been to see the object. Local and regional museums with collections of art that you might consider visiting include:

The FAC Gallery, Ivan Wilson Center for the Arts (a.k.a. the building you are in right now) (changing exhibitions of contemporary art, occasional selections from the University Print Collection)

<http://www.wku.edu/Dept/Academic/AHSS/Art/gallery/gallery.htm>

The Kentucky Museum, located right here at WKU (Folk Art, Portraiture, design, strong collection of art made by Kentuckians)

<http://www.wku.edu/library/kylm/collections/inhouse/km/art.html>

The Frist Center for the Arts, Nashville, TN (60 minutes away) (Changing exhibitions drawn from national collections)

<http://www.fristcenter.org/site/default.aspx>

Cheekwood Botanical Garden and Museum of Art (60 minutes away) (Excellent selection of 19<sup>th</sup> and 20<sup>th</sup> century art, changing exhibitions)

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

The Speed Art Museum, Louisville, KY (90 minutes away) (Diverse Collection of American and European Art)

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

The Cincinnati Art Museum, Cincinnati, OH (3 hours away) (Encyclopedic collection of just about every era of art covered in the textbook)

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

The Indianapolis Museum of Art, Indianapolis, IN (3.5 hours away) (Great collection of Asian art, American Modernism, African Art, and Renaissance Art)

<http://www.ima-art.org/>

The Brooks Museum of Art, Memphis TN (4 hours away) (Diverse collection with particular strengths in European, American, and Asian Art)

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

*Note: I do not accept late papers unless you are befallen by something truly awful.*

Attendance and Participation affect your grade in a number of ways. If you do not attend lectures, read the assigned texts, and participate in class discussions (they are going to be lots of fun...why would you miss them?) you will likely do poorly when that material shows up on quizzes and exams. Texting, surfing the web, reading a newspaper, failing to read the assigned texts, and chatting or giggling with your neighbor about something other than the outrageously smart and funny things the professor says will also erode your grade. I take attendance regularly. While I do not have any sort of formal policy where X number of absences results in Y number of points deducted from your grade, I reserve the right to take as many points as I see fit off of your grade if you miss class for any reason except for one that is truly critical and verifiable through legitimate documentation. This syllabus obliges you to accept my subjective analysis in this regard. But it can also work to your benefit. I may also, at my discretion, add points to your grade if you are a fraction below the next grade level. In other words, show up! We're going to have a lot of fun and think about fascinating issues through the lens of some of the world's great masterpieces of visual art. Why would you want to be anywhere else?

#### **Sense of Humor**

This is mandatory.

#### **Students with Disabilities**

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

#### **Plagiarism and Cheating**

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

According to WKU:

"To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students

must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.” “No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.”

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

### Academic Assistance

*As your professor, I am professionally and personally invested in your growth as a student.* If you are having trouble with your writing, study skills, or any of the material covered in the course, you are **welcome** and **encouraged** to stop by my office (FAC 413) at any time during my office hours (Tuesdays and Thursdays, 3-4:30PM). If you can’t make it then, please call or email me and I’ll be happy to schedule an appointment with you at a different time. I’m happy to help you with whatever you need.

Also, for further academic assistance services, please take advantage of The Learning Center (TLC) (located in the Academic Advising and Retention Center, DUC-A330). TLC tutors in most major undergraduate subjects and course levels. To make an appointment, or to request a tutor for a specific class, call 745-6254 or stop by DUC A330. Log on to TLC’s website at [www.wku.edu/tlc](http://www.wku.edu/tlc) <<http://www.wku.edu/tlc>> to find out more. TLC hours: M-Thur. 8am-9pm, Fri. 8am-4pm, Sat.-Closed, and Sundays 4pm-9pm.

### Class Schedule

(all chapter assignments refer to the 13<sup>th</sup> edition of *Gardner’s Art Through the Ages*)

24-Jan	Tuesday	Introduction to the Course
26-Jan	Thursday	Between Two Worlds: Italy at the Dawn of the 14 <sup>th</sup> Century Heilbrunn Readings: <i>Italian Painting of the Later Middle Ages; Sienese Painting.</i> Textbook Reading: Gardner Chapter 19
31-Jan	Tuesday	The Northern Renaissance I: Monasteries and Manuscripts Heilbrunn Readings: <i>Jan Van Eyck; Early Netherlandish Painting; Painting in Oil in the Low Countries and Its Spread to Southern Europe; Burgundian Netherlands: Private Life.</i> Textbook Reading: Gardner Chapter 20
2-Feb	Thursday	The Northern Renaissance II: Altarpieces and Portraits
7-Feb	Tuesday	Sculpture in Florence during the Early Italian Renaissance Heilbrunn Readings: <i>The Nude in the Middle Ages and the Renaissance; Donatello; Bronze Sculpture in the Renaissance; Architecture in Renaissance Italy.</i> Textbook Reading: Gardner Chapter 21 <b><u>QUIZ 1</u></b>
9-Feb	Thursday	A New Window on the World: Florentine Painting in the Fifteenth Century Heilbrunn Reading: <i>Fra Angelico</i>
14-Feb	Tuesday	The High Renaissance: Raphael, Michelangelo, and Leonardo Heilbrunn Readings: <i>Anatomy in the Renaissance; Leonardo da Vinci.</i> Textbook Reading: Gardner Chapter 22

16-Feb	Thursday	The High Renaissance: Venice and Northern Italy Heilbrunn Reading: <i>Titian</i>
21-Feb	Tuesday	Time to Kick Back and "Stretch Out," Mannerism in Italy and Spain Heilbrunn Readings: <i>Mannerism: Bronzino (1503–1572) and his Contemporaries</i> Textbook Reading: Gardner Chapter 23
23-Feb	Thursday	The Reformation (of the Image) in Northern Europe
28-Feb	Tuesday	Go for Baroque! The Counter-Reformation (of the Image) in Italy Heilbrunn Readings: <i>Baroque Rome; Caravaggio (Michelangelo Merisi) (1571–1610) and his Followers</i> . Textbook Reading: Gardner Chapter 24 <b><u>QUIZ 2</u></b>
1-Mar	Thursday	Baroque Art in Spain and Northern Europe Heilbrunn Readings: <i>Peter Paul Rubens (1577–1640) and Anthony van Dyck (1599–1641): Paintings; Johannes Vermeer (1632–1675); Rembrandt van Rijn (1606–1669): Paintings</i> . Textbook Reading: Gardner Chapter 25
7-Mar	Tuesday	Spring Break Day
9-Mar	Thursday	Spring Break Day
13-Mar	Tuesday	Looking Back and Summing Up: Midterm Review
15-Mar	Thursday	<b>MIDTERM</b>
20-Mar	Tuesday	The Islamic Encounter with India Heilbrunn Readings: <i>Art of the Mughals Before 1600; Art of the Mughals After 1600</i> . Textbook Reading: Gardner Chapter 26
22-Mar	Thursday	China and Korea after 1279 Heilbrunn Readings: <i>Ming Dynasty (1368-1644); Chinese Gardens and Collectors Rocks</i> Textbook Reading: Gardner Chapter 27
27-Mar	Tuesday	Japan After 1336 Heilbrunn Readings: <i>Art of the Edo Period (1615-1868); Art of the Pleasure Quarters and the Ukiyo-e Style; Rinpa Painting Style</i> . Textbook reading: Gardner Chapter 28
29-Mar	Thursday	The Rococo and the Ancien Regime Heilbrunn Readings: <i>Jean Antoine Watteau (1684–1721); François Boucher (1703–1770); Jean-Honoré Fragonard (1732–1806); Neoclassicism; The Legacy of Jacques-Louis David (1748–1825)</i> . Textbook: Gardner Chapter 29
3-Apr	Tuesday	Neoclassicism and The Enlightenment Heilbrunn Readings: <i>Neoclassicism</i>
5-Apr	Thursday	Romanticism and Realism: The Sublime and the Humdrum Heilbrunn Readings: <i>Romanticism; Nineteenth-Century French Realism; Gustave Courbet (1819-1877); Edouard Manet (1832-1883)</i> . Textbook Reading: Gardner Chapter 30 <b><u>QUIZ 3</u></b>
10-Apr	Tuesday	Impressionism and Post-Impressionism Heilbrunn Reading: <i>Impressionism: Art &amp; Modernity; Post-Impressionism</i>



		Textbook Reading: Gardner Chapter 31
12-Apr	Thursday	Painterly Particle Physics: Cubism and the Acceleration of the <i>Avant-Garde</i> Heilbrunn Readings: <i>Picasso; Cubism; Geometric Abstraction; Avant-Garde Art and Modern Architecture</i>
17-Apr	Tuesday	Dada, Surrealism, and the Horrors of War Heilbrunn Lecture: <i>Surrealism</i>
19-Apr	Thursday	Native Arts of the Americas and Oceania Heilbrunn Readings: <i>Dualism in Andean Art; Easter Island</i> Textbook Readings: Gardner Chapters 32 & 33 <b><u>RESEARCH PAPERS DUE TODAY BEFORE 11:59PM ON BLACKBOARD</u></b>
24-Apr	Tuesday	Africa After 1800 Heilbrunn Reading: <i>Great Zimbabwe (11<sup>th</sup> -15<sup>th</sup> Centuries)</i> ; Textbook Reading: Gardner Chapter 34 <b><u>QUIZ 4</u></b>
26-Apr	Thursday	Abstract Expressionism, Pop Art, and Minimalism Heilbrunn Readings: <i>Marcel Duchamp (1887-1968); Abstract Expressionism; Photography in the Expanded Field: Painting, Performance, and the Neo-Avant-Garde.</i> Textbook Readings: Gardner Chapters 35 & 36
1-May	Tuesday	Art Now
3-May	Thursday	Final Exam Review
8-May	Tuesday	<b>FINAL EXAM, 10:30-12:30, Grise 0235</b>

**Proposal for Including ECON 150 - Introduction to Economics - Into  
WKU Colonnade Program  
(Explorations Category: Social and Behavioral Sciences)**

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 Economics department plans to offer ECON 150 (Introduction to Economics) in the Social and Behavioral subcategory of the Explorations Category of the Colonnade Program.
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.** Introduction to Economics is a general introduction to economic concepts, ideas, institutions and methods of analysis. Students in the course learn about social interaction of individuals in a market economy, and how individuals and the society answer the basic questions of distribution of resources: What should we produce? How will we produce it? Who will consume these products?

**Learning Objective 1:** Demonstrate knowledge of at least one area of the social and behavioral sciences

Economics is a social science, so this goal is met by the very nature of the subject. More specifically, students in ECON 150 will learn

- How individuals, organizations, governments and societies as a whole make production and consumption decisions.
- How individuals act in their own self-interest and interact among themselves and with other entities such as businesses and governments to distribute scarce resources.
- How market-based economies create mutually beneficial exchanges for the market participants, how individuals specialize according to their comparative advantage to leading to efficient allocation of resources.
- Under what conditions markets can produce inefficient outcomes (i.e. market failure) and how societies can address such situations.
- The basics of monetary and fiscal policies and their role in stabilizing economy.
- The role of government in protecting property rights, provision of public goods and other functions essential to the functioning of a society and fostering economic growth.

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

Students in ECON 150 will meet this objective by learning the following key economic concepts and methods:

- Opportunity cost – what has to be sacrificed to obtain something else.
- Cost/Benefit analysis – careful accounting of all costs of actions, including the cost to the society as a whole.
- Role of incentives – how individuals respond to incentives presented by markets and governments and how these incentives often result in unintended consequences.
- Measures of economic well-being – how Gross Domestic Product measures output of an economy, how the inflation rate captures change in prices, how the unemployment rate measures underutilization of resources.

Ethical issues are intertwined with these economic concepts: The distinction between private costs of actions and their social costs helps understand how individual choices can impact other members of society. Understanding role of incentives helps recognize how well-intentioned economic policies can lead to undesirable outcomes.

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

This objective is met by learning the following concepts:

- How individuals of various backgrounds and skill sets learn to create local and global economics.
- What role the international trade plays in the modern economy and how it impacts individuals locally and abroad.

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

Students in ECON 150 learn the economic way of thinking. By understanding opportunity costs of their actions and by being able to carefully enumerate personal costs and benefits of their actions, they learn to make informed decisions. By understanding costs and benefits imposed by personal actions on the society, students can become better members of their communities. By learning about the role and the limitations of government, students can become better citizens.

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

ECON 150 will help analyze complex problems using the tools learned during the course. The class material is presented using real world examples, so the students will learn to identify key economic problems in their environment and apply economic analysis to their daily lives.

**3. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus. The statements shown below or similar will be included in Econ 150 syllabi:**

**Course Description:** Economics is a social science with a focus on economic activity at the local, regional, national, and global levels with attention given to the impact of market processes and policies on individuals and societies. The course emphasizes the application of economic analysis in critically evaluating contemporary issues. Upon completion of this course, students should be able to apply economic concepts to contemporary issues and understand the impact economic decisions and actions have on individuals and society.

**Learning Objectives:** This course fulfills Social and Behavioral Science requirement in the Explorations category of the Colonnade Program. To meet the requirement of the courses in this category, the course has the following learning objectives:

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.

**Course Outline:** The course provides a survey of major topics from Macro- and Microeconomics. In Econ 150 you will learn "the economist's way of thinking". For example, you will learn about important national issues such as pollution, inflation, the effect of minimum wage legislation, how the unemployment rate is estimated, and what monetary policy is and how it affects the economy. In addition, you will learn how markets determine the price and the amount of goods and services that are provided, why competitive markets serve the public interest better than markets that are monopolistic, the difference between regressive, progressive, and proportional taxes, how to compute the rate of inflation and the rate of unemployment, how GDP is estimated, and how the consumer price index is computed. Moreover, you will learn about the causes of inflation and unemployment; how

government spending and taxation (fiscal policy) may affect the economy either adversely or positively, and how the Federal Reserve's monetary policy actions affect the economy.

**4. Brief description of how your department will assess this course's effectiveness.**

The Economics department already has an assessment program in place for its ECON 202 (Microeconomics) and ECON 203 (Macroeconomics) courses for the purpose of AACSB (Association to Advance Collegiate Schools of Business) accreditation. The department will use the same assessment mechanism to measure effectiveness of ECON 150 course.

For ECON 150, assessment will take place either throughout semester or at the end of the semester, depending on individual instructor. To assess the course objectives, each student taking ECON 150 will have to answer a set of at least 10 questions. The questions will be chosen by the department and included in regularly scheduled exams. Numbers of correct answers for each question will be compiled by each instructor and reported to the department.

The goal will be to achieve a combined 70% success rate on all 10 questions. Performance on individual questions will be analyzed as well to assure that all five learning objectives are being adequately met.

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

In the Spring of 2013, the Economics department offered 6 sections with 227 seats. The department would be able to accommodate several more additional sections to satisfy demand for the course.

## **Introductory Economics Spring 2013**

**Course:** Economics 150 750

**Instructor:** Dr. Claudia Strow  
Grise Hall 425

[claudia.strow@wku.edu](mailto:claudia.strow@wku.edu) Email is the best way to reach me.

**Text:** Robert C. Guell Issues in Economics Today 6th Edition

### **Course Description**

This course fulfills one requirement for General Education category C -- Social and Behavioral Sciences. It is designed to provide an understanding of the concepts, ideas, policy issues, and methods of analysis which are central to understanding economies at the local, regional, national, and global level. Upon completion of this course, students should be able to apply concepts to contemporary issues and understand the impact that economic decisions and actions have on individuals and society.

*Students will understand:* Tradeoffs, opportunity cost, marginal analysis, role of incentives, costs and benefits of international trade, costs and benefits of markets, supply/demand equilibrium, fiscal policy, monetary policy, inflation unemployment, national income accounting, income/expenditure model, and economic growth.

While a detailed topical summary is given below, this course is designed to improve critical thinking and problem solving skills while gaining a more in depth understanding of basic business functions, ethical issues relating to the economy, and the nature of how the US economy and its businesses fit into the broader world economy.

The course outline is to serve as a guide to pace students during the summer term. *As this is an online course, it is imperative that students have access to a dependable internet connection for the length of the term.* It is important to get to know how to use blackboard.

*In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course just contact the Office for Student Disability Services in **DUC A-200** of the Student Success Center in Downing University Center. The OFSDS telephone number is (270)745-5004 V/TDD. Please **DO NOT** request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.*

## Grading

There will be four exams each worth 25% of your grade. Each exam will only cover the chapters since the previous exam. There is no cumulative final exam. Exams will cover material from the text, power point presentations, and practice problem sets that can be found on the book's website. Exams will be available online for 48 hours starting on the days listed on the syllabus. Material for the exams will include material from exam days. For instance, Exam 1 covers chapters 1-10. Exams will be timed and subject to a one hour time limit. **All exams are closed book/note.**

### How to take this class:

1. Read the text. The text is Issues in Economics Today 6<sup>th</sup> ed. by Robert C. Guell. The chapters for each exam are provided on the syllabus.
2. Look at/ listen to Power Point presentations for each chapter. On the information tab there is a link to our book's webpage. From here you can choose, by chapter, to look at/listen to Power Point presentations by the book's author.
3. Do practice problems. A study guide accompanies the text online. The study guide link is right next to the Power Point link on our book's webpage.
4. Take the exams at the specified time. The first exam is schedule for Tuesday February 12<sup>th</sup> on the syllabus. This means that you can take the exam any time on the 12<sup>th</sup> or 13<sup>th</sup>. You will be limited to one hour per exam. Exams are timed. The exam will not cut you off if you go over the time limit, but I'll know if you went over the time limit and will lower your grade accordingly. So be aware of the clock as you take the exams.  
Exams will consist of 40 multiple choice questions. There is no backtracking on the exams. You will see a question, have to answer it, and then move onto the next question. You can't go back and change your answers later.
5. Make sure that you are using a reliable, secure connection to take quizzes. Wi-Fi is not always reliable. Do not have other windows or tabs open while taking the exam as this may cause your exam to freeze up. Ask for help. I am, in fact, a real person. You can email me at [claudia.strow@wku.edu](mailto:claudia.strow@wku.edu) when you have questions about anything. Let me know if you are having trouble grasping a certain concept

## **Date Topics Ch. Assignments**

Week 1 Opportunity Cost, Supply and Demand, and Elasticity 1-3

Week 2 Firm Production and Macroeconomic Terms 4-6

Week 3 Interest Rates, AD/AS, Fiscal and Monetary Policy 7-10

Exam 1 February 12<sup>th</sup> or 13<sup>th</sup>

Week 5 Federal Spending, Deficits, Debt, and Recessions 11-14

Week 6 Japan, Unfunded Liability and Trade 15-17

Week 7 Exchange Rates, Trade Agreements, and Growth 18-20

Exam 2 March 7<sup>th</sup> or 8<sup>th</sup>

Week 8 Illegal Goods, Climate Change, and Health Care 21-24

Week 9 Prescription Drugs, Health Care Reform, Law and Crime 25-28

Week 10 Discrimination, Price Floors and Price Ceilings 29-32

Exam 3 April 9<sup>th</sup> or 10<sup>th</sup>

Week 12 Education, Poverty, Welfare, and Social Security 33-36

Week 13 Taxes, Energy Prices, Sports Economics, and Stocks 37-40

Week 14 Unions, Wal-Mart, and Casino Gambling 41-43

Exam 4 May 2<sup>nd</sup> or 3<sup>rd</sup>



## **Proposal for Including ECON 202 - Principles of Economics (Micro)**

### **Into WKU Colonnade Program**

#### **(Explorations Category: Social and Behavioral Sciences)**

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 Economics department plans to offer ECON 202 (Principles of Economics - Micro) in the Social and Behavioral subcategory of the Explorations Category of the Colonnade Program.
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** Principles of Economics (Micro) offers introduction to economic concepts, ideas and methods of analysis while focusing attention on behavior of individual markets rather than economy as a whole. Students taking the course will learn about social interaction between individuals in a market economy, and how individuals and the society answer the basic questions of distribution of resources: What should we produce? How will we produce it? Who will consume these products?

**Learning Objective 1:** Demonstrate knowledge of at least one area of the social and behavioral sciences

Economics is a social science, so this goal is met by the very nature of the subject. More specifically, students in ECON 202 will learn

- How individuals, organizations, governments and societies as a whole make production and consumption decisions.
- How individuals act in their own self-interest and interact among themselves and with other entities such as businesses and governments to distribute scarce resources.
- How market-based economies create mutually beneficial exchanges for the market participants; how individuals specialize according to their comparative advantage to leading to efficient allocation of resources.
- Under what conditions markets can produce inefficient outcomes (i.e. market failure) and how societies can address such situations.
- The role of taxes in the economy, how they affect consumers and producers of goods, how they can be used to affect economic outcomes, why entities targeted with a tax are not necessarily the ones paying it.
- How positive and negative externalities affect well-being of individuals and how societies can encourage or discourage production of goods or services with externalities.

- The role of government in protecting property rights, provision of public goods and other functions essential to the functioning of a society and fostering economic growth.
- Market structures such as monopoly, perfect competition, monopolistic competition; how/why these market structures arise and how they affect consumers and producers of goods and services.

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

Students in ECON 202 will meet this objective by learning the following key economic concepts and methods:

- Opportunity cost – what has to be sacrificed to obtain something else.
- Cost/Benefit analysis – careful accounting of all costs of actions, including the cost to the society as a whole.
- Role of incentives – how individuals respond to incentives presented by markets and governments and how these incentives often result in unintended consequences.

Ethical issues are intertwined with these economic concepts: The distinction between private costs of actions and their social costs helps understand how individual choices can impact other members of society. Understanding the role of incentives helps recognize how well-intentioned economic policies can lead to undesirable outcomes.

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

This objective is met by learning the following concepts:

- How individuals of various backgrounds and skill sets learn to create local and global economics.
- How rational choice leads individuals to make their best decisions based on available resources and information; how these choices reflect their individuals preferences; how this manifestation of preferences can lead to creation of markets, thereby deciding how resources will be distributed in the economy.

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

Students in ECON 202 learn economic way of thinking. By understanding opportunity costs of their actions and by being able to carefully enumerate personal costs and benefits of their actions, they learn to make informed decisions. By understanding costs and benefits imposed by personal actions on the society, students can become better members of their communities. By learning about the role and the limitations of government, students can become better citizens.

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

ECON 202 will help analyze complex problems using the tools learned during the course. The class material is presented using real world examples, so the students will learn to identify key economic problems in their environment and apply economic analysis to their daily lives.

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

The statements shown below or similar will be included in Econ 202 syllabi:

**Course Description:** Economics is a social science with a focus on economic activity at the local, regional, national, and global levels with attention given to the impact of market processes and policies on individuals and societies. The course emphasizes the application of economic analysis in critically evaluating contemporary issues. Upon completion of this course, students should be able to apply economic concepts to contemporary issues and understand the impact economic decisions and actions have on individuals and society.

**Learning Objectives:** This course fulfills Social and Behavioral Science requirement in the Explorations category of the Colonnade Program. To meet the requirement of the courses in this category, the course has the following learning objectives:

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.

**Course Outline:** Econ 202 students will learn building blocks of economic analysis: opportunity costs, tradeoffs, marginal analysis, role of incentives, costs and benefits analysis,

determinants of supply and demand. Students will also learn how markets determine the price and the amount of goods and services that are provided, why competitive markets serve the public interest better than markets that are monopolistic, the difference between regressive, progressive, and proportional taxes. The course will also discuss how externalities can result in suboptimal allocation of resources.

**4. Brief description of how your department will assess this course's effectiveness.**

Economics department already has an assessment program in place for its ECON 202 (Microeconomics) and ECON 203 (Macroeconomics) courses for the purpose of AACSB (Association to Advance Collegiate Schools of Business) accreditation. The department will use the same assessment mechanism to measure effectiveness of ECON 202 course.

For ECON 202, assessment will take place either throughout semester or at the end of the semester, depending on individual instructor. To assess the course objectives, each student taking ECON 202 will have to answer a set of at least 10 questions. The questions will be chosen by the department and included in regularly scheduled exams. Numbers of correct answers for each question will be compiled by each instructor and reported to the department.

The goal will be to achieve a combined 70% success rate on all 10 questions. Performance on individual questions will be analyzed as well to assure that all five learning objectives are being adequately met.

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

In the Spring of 2013, the Economics department offered 8 sections with 630 seats which should be sufficient to satisfy demand for the course.

## Syllabus for Economics 202 - Principles of Microeconomics

**Instructor:** Dr. Dennis P. Wilson Spring 2013  
**Lectures:** Section 006: TTh 9:35 – 10:55 Grise 235

**Office:** 421 Grise Hall **Web:** [www.wku.edu/~dennis.wilson](http://www.wku.edu/~dennis.wilson)  
**Phone:** 5-2632 **E-Mail:** [dennis.wilson@wku.edu](mailto:dennis.wilson@wku.edu)  
**Office Hours:** M 9:00-10:30, Th 2:10-3:00 or by appointment

### Course Objectives or Goals

This course will provide an introduction to the principles of microeconomics. We will consider the basic tools of economic theory used to study markets, role of incentives, tradeoffs, and the behavior of firms. We will examine how markets work and how supply and demand interact to determine prices in both domestic and international markets. We will also study what happens when markets fail and the role of the government in market activity. The economic tools that are acquired in this course are used by managers in the business sector, policy makers in the government sector, and economic researchers in the academic arena. Students successfully completing this course should leave with an understanding of these basic economic principles and their applicability to real world situations. You should also be able to incorporate the tools of marginal economic analysis into your own decision-making processes.

This course will help the student become more aware of the ethical issues in business and society. This course will enhance your ability to solve problems through critical, reflective, and integrative thinking. This course will facilitate awareness of the global business environment.

### Text

All students are required to have a text book for this course. Which text is up to each student. In addition all students are strongly suggested to acquire a *Study Guide* associated with a known text book (thought the text and guide need not match).

My suggestion:

**Microeconomics: Principles, Applications, and Tools** by O'Sullivan, Sheffrin, & Perez  
-- The current edition is the 7<sup>th</sup>, but earlier editions are acceptable (and much cheaper)

### Grading System

Your final grade for the course is tentatively based on a maximum of 400 available points, distribution of these points are given below. Letter grades will be determined on a 10 percentage points-scale:

- A: 100 – 90%
- B: 90 – 80%
- C: 80 – 70%
- D: 70 – 60%
- F: 60 - below

First, there will be 6 in class quizzes, each worth 50 points. The lowest of these 6 quizzes will be dropped. These short quizzes will thus count toward 250 points of the course. There will be NO MAKE-UPS of these quizzes available. If this is a problem for you as a student, there are other sections of this course available for you to take.

Second, there is a cumulative final exam worth 150 points at a time determined by the University's guidelines.

### Quiz Handouts

There will be six semester quizzes to be given on the following dates:

February 5                      February 19                      March 5

March 28

April 16

April 30

Quizzes and the final exam will consist of some combination of multiple choice and short answer, essay, and graphical analysis questions.

### **Makeup for the Final Exam**

Makeup for the final exam is given ONLY for excused absences or if the student has obtained the instructor's PRIOR approval. If you miss the final exam with an unexcused absence you will receive a zero for that exam. The University defines the following as excused absences: illness of the student or serious illness of a member of the student's immediate family; death of a member of the student's immediate family; university sponsored trips; or major religious holidays. In each case, written verification will be required and permission to miss the final exam must be secured before the scheduled exam time unless the cause of the absence is unforeseen. **IF YOU MISS AN EXAM YOU SHOULD CONTACT ME AS SOON AS YOU ARE PHYSICALLY ABLE TO PICK UP THE PHONE AND CALL ME.**

### **Grievance Procedure**

Anyone feeling that a dispute exists after the grading of any assignment or exam may submit a written grievance. This grievance should identify the item in dispute and arguments supporting the student's position. Grievances must be submitted in writing within two class periods following the return of the assignment. The instructor agrees to return a written response to the student's grievance within two class periods from receipt of the grievance.

### **Cheating**

Cheating is in no way tolerated at the Western Kentucky University. Anyone caught cheating will be penalized severely. The full penalty will be determined in consultation with the Chairman of the Department of Economics and Dean of the College of Business. The **minimum** penalty is an "F" for the course.

### **Practice Assignments**

Completing practice assignments is a vital means to assist you in learning the material. Practice assignments provide feedback to you about your personal level of understanding and feedback to me about the overall level of understanding in the class.

### **Course Expectations**

Students are expected to read assigned material prior to class and participate in class discussion and projects. Do not be afraid to participate and if you have a question, never let it go unanswered. If you do not get an opportunity to ask your question during class, stop by during my office hours or contact me via e-mail.

I will not take roll, however consistent attendance is essential for acceptable performance in the course. Many students find economic concepts difficult to grasp. Missing class will only make the process of absorbing this material more difficult. I will also present material in class that may not be found in the text. If you find yourself falling behind or having problems with the material, I encourage you to come to me for assistance or visit the economic tutor.

### **Behavior**

**1. Late Arriving:** If you are no more than 5 minutes late for class, you are welcome to enter the classroom. However, I strongly suggest that you quickly and quietly be seated at the nearest space available. **If you are later than 5 minutes, do not enter the classroom.**

**2. Private Conversations:** This behavior is rude to your classmates who would like to hear the lecture, it makes it very difficult for me to concentrate as I conduct class (not to mention it angers me), and **will not**

**be tolerated.** Violators will be asked to leave, repeat offenders will not be allowed back.

**3. Cell Phones:** All cell phones should be turned off before entering class. If you fail to do so and it rings during class, do not answer it. Simply, **gather your things, leave quickly and quietly, and return for the next class period.** Repeat offenders will not be allowed back.

**4. Leaving Early:** If you cannot attend the entire class, please do not attend. If nature calls so loudly that you must answer, please gather your things, leave quietly, and return for the next class period.

**Drop Policy**

It is the student's responsibility to complete the course or withdraw from the course in accordance with University Regulations. Students are strongly encouraged to verify their grade status before dropping a course after the first withdrawal date. A student who drops a course after the first withdrawal date may receive an "F" in the course if the student is failing at the time the course is dropped.

**College Policy**

Students who have not paid by the census date and are dropped for non-payment cannot receive a grade for the course in any circumstances. Therefore a student dropped for non-payment who continues to attend the course will not receive a grade for the course. Emergency loans are available to help students pay tuition and fees. College policy prohibits food and/or drinks in classrooms and labs. Anyone bringing food and/or drinks into a classroom or lab will be required to remove such items, as directed by the class instructor or lab supervisor.

**Americans with Disabilities Act**

*In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course just contact the Office for Student Disability Services in **DUC A-200** of the Student Success Center in Downing University Center. The OFSDS telephone number is (270)745-5004 V/TDD. Please **DO NOT** request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.*

**Course Outline:** Students should relate these topics to the specific text which they have acquired

<b>Topic</b>
I. The Language of Economics
II. Types of Economies and Economic Systems and Institutions
III. The Graph – Tool of the Economist: A Math Review
IV. Production Possibility Frontiers – Opportunity Costs and Efficiency
V. The Market Economy – Supply and Demand Consumer and Producer Surplus
VI. Elasticity of Supply and Demand
VII. Individual Choice: The Theory Behind Demand
VIII. Theory of the Firm: Supply Production, and Costs
IX. Perfect Competition
X. Monopoly
XI. Monopolistic Competition, Oligopoly, and Strategic Pricing
XII. Wage and Interest Determination
XIII. The Government in the Economy

**Final Exam: Section 004 – Tuesday, March 7<sup>th</sup> - 1:00 p.m. to 3:00 p.m.**

## Colonnade Program Course Proposal: Explorations Category

---

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

FILM 201 – Introduction to Cinema  
Category A. Arts and Humanities

*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.*

With rare exception, the students who enroll in FILM 201, Introduction to Cinema, are already enthusiastic consumers of film. The aim of the course is to take what is often a very surface, entertainment-only approach to motion picture viewing, and help students to develop a deeper appreciation for cinema, recognizing and evaluating production techniques, filmmaker intent and audience response.

This process begins by helping students to identify the basic formal elements – the building blocks – of movies. By examining the structure of a film – from sequences to scenes to single shots – and then learning the production techniques that build them, students learn the key concepts and the vocabulary of film. **(Outcome A.1)**

With a fundamental understanding of mise-en-scène, narrative structure and cinematography, students are ready for their first foray into cinema criticism. By reading the analyses and evaluations of noted film critics, and also trying their hands at analytical writing, students begin to recognize the difference between simply liking (or disliking) a film and really understanding and appreciating it, on a more critical level. **(Outcome A.2)**

The students' cinema education continues with an examination of the predominant social, cultural and historical movements in film, from German Expressionism to the French New Wave to both the mainstream and avant-garde trends and techniques of modern filmmaking. By exploring the social pressures and cultural contexts that helped to produce these movements, students can better understand them, and can also appreciate the impact they had on society and on the evolution of the motion picture. **(Outcome A.3, A.4)**

In the end, the students in Introduction to Cinema will come away with an understanding of the myriad ways in which 100 years of society and culture have influenced the motion pictures we see, as well as the ways those films have helped to shape the society we live in, and continue to influence society today. Since the invention of the motion picture, it has been inextricably linked to the human condition. **(Outcome A.5)**



FILM 201 INTRODUCTON TO CINEMA OBJECTIVES	EXPLORATIONS – ARTS & HUMANITIES OBJECTIVES
<input type="checkbox"/> identify the basic formal elements of movies, the production techniques that build them, and key concepts in the vocabulary of film (narrative, mise-en-scene, cinematography, editing, sound, style).	1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.
<input type="checkbox"/> evaluate models of film criticism from mainstream film reviews to scholarly film analysis; examine traditional and online sources for research into film studies; develop criteria for film analysis through class assignments and activities.	2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.
<input type="checkbox"/> explore the social pressures and historical contexts that helped to produce both Hollywood commercial cinema and alternative film movements in the United States and internationally; explore the role of the individual film artist in the context of cultural and industrial modes of filmmaking.	3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.
<input type="checkbox"/> describe key historical movements in film, (e.g. German Expressionism, French New Wave, Cinema Novo in Latin America, etc.) especially as they have influenced both mainstream commercial filmmaking and avant- garde cinema; evaluate the wider social impact of such movements.	4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
<input type="checkbox"/> examine how films have helped to both shape and reflect the society we live in; investigate the role of film in depicting human struggle and achievement; critically think about the mediation of human experience through technology.	5. Evaluate enduring and contemporary issues of human experience.

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

[The following list of "Course Objectives and Learning Outcomes" appears on the syllabus of every section of FILM 201]

**Course Objectives and Learning Outcomes**

- To introduce students to major techniques used in narrative motion pictures
- To have students explore the significance of motion pictures as a medium of communication
- To encourage students to gain an appreciation for motion pictures as an art form
- To develop students' abilities in analytical and oral communication

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

As outlined in the sample course syllabus (attached), assessment and evaluation of student learning is conducted with a variety of diverse instruments. Conceptual understanding is assessed by way of traditional quizzes and exams. Just as important, though, is the ability of students to apply those concepts to specific examples, and to build frameworks within which to analyze and evaluate films. Assessing this sort of real, applied learning is often difficult with conventional tests. So the course utilizes both class and discussion board participation, a series of required journal entries, a more extensive, formalized critical essay, and an oral presentation for such assessment.

These learning assessment measures then form the backbone of an overall course assessment plan. Easily quantifiable measures, such as quizzes and exams, allow the instructors (and the department) to track student mastery of key concepts and industry-specific vocabulary, both from one exam to the next, and from one semester to the next. The more qualitative measures allow for progressive assessment of higher-concept learning, and application of learning. For example, course journals provide a weekly Reading Reaction, Viewing Reaction and/or Lecture Reaction form of assessment, depending on the particular focus of the week, as well as an opportunity for Primary Trait Analysis, evaluating structural, grammatical, analytical and argumentative aspects of student writing, as well as demonstrated understanding of important concepts.

These course assessment tools will allow the department to evaluate classroom activities, topics, discussions and assignments, and to constantly pursue more effective methods of instruction.

The final examination for all sections of FILM 201 will include one section that has a combination of objective (e.g. multiple choice) and essay questions that specifically address the learning outcomes from the Colonnade Plan learning objectives. Faculty teaching FILM 201 each semester will collaborate on creating that portion of the exam to ensure consistency across sections. Results of the assessment of this portion of the exam will be used to determine faculty success in addressing and student success in learning the Colonnade Plan objectives.

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

Presently, three sections of 30+ seats are offered every year. If staffing permits, a fourth section will be added.

*6. Please attach sample syllabus for the course.*

[attached]

Please send your proposal to: [robert.dietle@wku.edu](mailto:robert.dietle@wku.edu)

## Colonnade Program Course Proposal: Explorations Category

---

In compliance with the Colonnade Implementation Committee's request, the Department of Geography and Geology submits the following materials for the Exploration course GEOG 103 (equivalent to GEOL 103).

**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 Geography and Geology plans to offer the newly created GEOG 103 (GEOL 103): Our Dynamic Planet in the Natural and Physical Sciences subcategory within the Explorations Category. GEOG 103 is equivalent to GEOL 103.

NOTE: GEOG 103: Our Dynamic Planet represents a merging of two separate courses that are currently Category D general education courses, GEOG 100: Introduction to the Physical Environment and GEOL 102: Introduction to Geology. The new course, which will be equivalent to GEOL 103: Our Dynamic Planet, provides a more efficient and streamlined presentation of the introductory concepts relating to the various aspects of Earth Science. While GEOG 100 and GEOL 102 had some overlap, there were enough differences in the two curricula to make GEOG 103 (GEOL 103) a better introductory course for the Colonnade Program. GEOG 103 (GEOL 103) is currently in the new course approval process and will be submitted to the University Curriculum Committee later this semester.

**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.

The course objective of GEOG 103 (GEOL 103): Our Dynamic Planet is to introduce the spatial dimension of Earth's dynamic systems with a special emphasis on how their many interrelationships affect humans and their environment. These systems include air, water, weather, climate, tectonics, landforms, and ecosystems.

GEOG 103 (GEOL 103) is a required introductory course for certain majors in the Department of Geography and Geology but historically, over 95% of students have been non-majors. GEOG 103 (GEOL 103) is a non-lab science course.

Course objectives for GEOG 103 (GEOL 103): Our Dynamic Planet:

Students who complete GEOG 103 (GEOL 103) will be able to:

- Show an understanding of the scientific method and knowledge of natural science and its relevance in our lives.

- Discuss the mechanisms of heat transfer and how they relate to the Earth's energy balance.
- Describe how Earth-sun relationships affect the receipt and distribution of solar energy during the year and how these changes produce the seasons.
- Outline the major latitudinal pressure systems and wind belts and their influence on the circulation of global winds and ocean currents.
- Describe how the role of water vapor and carbon dioxide produce the greenhouse effect and discuss the key scientific issues associated with climate change.
- Describe all four types of fronts and the types of weather that occur with their passage.
- Explain the differences between weather and climate, and be aware of the factors that make weather forecasting a complex process.
- Classify the major categories of rocks (igneous, sedimentary, and metamorphic) and describe the rock cycle.
- Discuss the theory of plate tectonics and provide supporting evidence.
- Explain the development of ocean basins and describe major features of continental margins and the ocean floor.
- Discuss the importance of the oceans in the Earth system (i.e., aspects of carbon cycling, productivity, and ocean circulation).
- Associate the different types of faults with the type of tectonic force responsible for them.
- Describe the spatial and temporal risk associated with various natural hazards such as hurricanes, tornadoes, earthquakes, and volcanoes.
- Explain the principal differences among the various physical and chemical weathering processes.
- Recognize some of the landforms and landscape features created by mass wasting.
- Distinguish between fluvial, eolian, and glacial processes and recognize some of the landforms and landscape features created by each.
- Describe basic groundwater movement and recognize various karst features.

**How these course objectives fulfill the Colonnade Program's four objectives for the Natural and Physical Sciences subcategory of the Explorations Category:**

**Colonnade Learning Objective 1:** Demonstrate an understanding of the methods of science inquiry.

Objective 1 is met by the following course objectives:

- Show an understanding of the scientific method and knowledge of natural science and its relevance in our lives.

- Describe how the role of water vapor and carbon dioxide produce the greenhouse effect and discuss the key scientific issues associated with climate change.
- Discuss the theory of plate tectonics and provide supporting evidence.

**Colonnade Learning Objective 2:** Explain basic concepts and principles in one or more of the sciences.

Objective 2 is met by the following course objectives:

- Discuss the mechanisms of heat transfer and how they relate to the Earth's energy balance.
- Describe how Earth-sun relationships affect the receipt and distribution of solar energy during the year and how these changes produce the seasons.
- Outline the major latitudinal pressure systems and wind belts and their influence on the circulation of global winds and ocean currents.
- Describe all four types of fronts and the types of weather that occur with their passage.
- Classify the major categories of rocks (igneous, sedimentary, and metamorphic) and describe the rock cycle.
- Discuss the theory of plate tectonics and provide supporting evidence.
- Explain the development of ocean basins and describe major features of continental margins and the ocean floor.
- Associate the different types of faults with the type of tectonic force responsible for them.
- Explain the principal differences among the various physical and chemical weathering processes.
- Recognize some of the landforms and landscape features created by mass wasting.
- Distinguish between fluvial, eolian, and glacial processes and recognize some of the landforms and landscape features created by each.
- Describe basic groundwater movement and recognize various karst features.

**Colonnade Learning Objective 3:** Apply scientific principles to interpret and make predictions in one or more of the sciences.

Objective 3 is met by the following course objectives:

- Explain the differences between weather and climate, and be aware of the factors that make weather forecasting a complex process.
- Describe the spatial and temporal risk associated with various natural hazards such as hurricanes, tornadoes, earthquakes, and volcanoes.

**Colonnade Learning Objective 4:** Explain how scientific principles relate to issues of personal and/or public importance

Objective 4 is met by the following course objectives:

- Describe the spatial and temporal risk associated with various natural hazards such as hurricanes, tornadoes, earthquakes, and volcanoes.
- Describe how the role of water vapor and carbon dioxide produce the greenhouse effect and discuss the key scientific issues associated with climate change.
- Discuss the importance of the oceans in the Earth system (i.e., aspects of carbon cycling, productivity, and ocean circulation).

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

The following items will appear in all GEOG 103 (GEOL 103) syllabi

Course description: GEOG 103 (GEOL 103): Our Dynamic Planet will introduce the spatial dimension of Earth's dynamic systems with a special emphasis on how their many interrelationships affect humans and their environment. These systems include air, water, weather, climate, tectonics, landforms, and ecosystems.

**Learning Objectives for Colonnade Program:** This course fulfills the Colonnade Program's requirements for the Natural and Physical Sciences subcategory of the Explorations Category. As part of that program, GEOG 103 (GEOL 103) has the following learning objectives:

Students will demonstrate the ability to:

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

Learning Objectives for GEOG 103 (GEOL 103): The course objectives for GEOG 103 (GEOL 103) are designed to integrate fully with the Colonnade Program. Upon successfully completing GEOG 103 (GEOL 103), you will be able to:

- Show an understanding of the scientific method and knowledge of natural science and its relevance in our lives.
- Discuss the mechanisms of heat transfer and how they relate to the Earth's energy balance.
- Describe how Earth-sun relationships affect the receipt and distribution of solar energy during the year and how these changes produce the seasons.
- Outline the major latitudinal pressure systems and wind belts and their influence on the circulation of global winds and ocean currents.

- Describe how the role of water vapor and carbon dioxide produce the greenhouse effect and discuss the key scientific issues associated with climate change.
- Describe all four types of fronts and the types of weather that occur with their passage.
- Explain the differences between weather and climate, and be aware of the factors that make weather forecasting a complex process.
- Classify the major categories of rocks (igneous, sedimentary, and metamorphic) and describe the rock cycle.
- Discuss the theory of plate tectonics and provide supporting evidence.
- Explain the development of ocean basins and describe major features of continental margins and the ocean floor.
- Discuss the importance of the oceans in the Earth system (i.e., aspects of carbon cycling, productivity, and ocean circulation).
- Associate the different types of faults with the type of tectonic force responsible for them.
- Describe the spatial and temporal risk associated with various natural hazards such as hurricanes, tornadoes, earthquakes, and volcanoes.
- Explain the principal differences among the various physical and chemical weathering processes.
- Recognize some of the landforms and landscape features created by mass wasting.
- Distinguish between fluvial, eolian, and glacial processes and recognize some of the landforms and landscape features created by each.
- Describe basic groundwater movement and recognize various karst features.

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

The Department of Geography and Geology will assess GEOG 103 (GEOL 103) with pre- and post-test assessment tools that quantify student improvement in understanding concepts related to learning objectives. Students will be given the pre-test survey during the first two weeks of the semester prior to any appreciable content learning. The post-test survey will be given in the final two weeks of the semester prior to finals week. The pre- and post-test assessment tools consist of a number of questions related to learning objectives gathered from a Geoscience Concept Inventory (Libarkin and Anderson 2005) relating to the atmosphere, hydrosphere, and lithosphere. The questions in the GCI have been validated using item analysis techniques from both classical test theory and item response theory (Libarkin and Anderson 2005).

Results from the GCI assessments will be used to evaluate whether or not student learning objectives are being achieved. Results will be used to improve content and application teaching in the class.

Libarkin, J.C., and S. W. Anderson, 2005: Assessment of learning in entry-level

geoscience courses: Results from the Geoscience Concept Inventory. *Journal of Geoscience Education*, **53**:394–401.

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

The Department of Geography and Geology will offer 3-5 sections of GEOG 103 and 2-4 sections of GEOL 103 each semester with a goal of enrolling 300-400 students per semester.

**6. Please attach sample syllabus for the course.**

See attached.

Please send your proposal to: [robert.dietle@wku.edu](mailto:robert.dietle@wku.edu)



**GEOG 103: Our Dynamic Planet**  
**(3 credit hours)**

**Time:** Tuesday/Thursday, 9:35 am – 10:55 am, EST 328

**Instructor:** Dr. Greg Goodrich, Associate Professor                      Office: EST 431  
Department of Geography & Geology  
Phone: 270 745 5986  
Geography Office: 270 745 4555  
Email: [gregory.goodrich@wku.edu](mailto:gregory.goodrich@wku.edu)

**Office Hours:** Tuesday/Thursday                      11:00 am - 12:00 pm or by appointment

**Required Text:** *Essentials of Physical Geography* by Gabler, et al., 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, or 10<sup>th</sup> edition. Each chapter should be read prior to the discussion of that chapter in class.

**Course description:** GEOG 103: Our Dynamic Planet will introduce the spatial dimension of Earth's dynamic systems with a special emphasis on how their many interrelationships affect humans and their environment. These systems include air, water, weather, climate, tectonics, landforms, and ecosystems.

**Learning Objectives for Colonnade Program:** This course fulfills the Colonnade Program's requirements for the Natural and Physical Sciences subcategory of the Explorations Category. As part of that program, GEOG 103 has the following learning objectives:

Students will demonstrate the ability to:

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

**Learning Objectives for GEOG 103:** The course objectives for GEOG 103 are designed to integrate fully with the Colonnade Program. Upon successfully completing GEOG 103, you will be able to:

- Show an understanding of the scientific method and knowledge of natural science and its relevance in our lives.
- Discuss the mechanisms of heat transfer and how they relate to the Earth's energy balance.
- Describe how Earth-sun relationships affect the receipt and distribution of solar energy during the year and how these changes produce the seasons.
- Outline the major latitudinal pressure systems and wind belts and their influence on the circulation of global winds and ocean currents.
- Describe how the role of water vapor and carbon dioxide produce the greenhouse effect and discuss the key scientific issues associated with climate change.
- Describe all four types of fronts and the types of weather that occur with their passage.
- Explain the differences between weather and climate, and be aware of the factors that make weather forecasting a complex process.
- Classify the major categories of rocks (igneous, sedimentary, and metamorphic) and describe the rock cycle.

- Discuss the theory of plate tectonics and provide supporting evidence.
- Explain the development of ocean basins and describe major features of continental margins and the ocean floor.
- Discuss the importance of the oceans in the Earth system (i.e., aspects of carbon cycling, productivity, and ocean circulation).
- Associate the different types of faults with the type of tectonic force responsible for them.
- Describe the spatial and temporal risk associated with various natural hazards such as hurricanes, tornadoes, earthquakes, and volcanoes.
- Explain the principal differences among the various physical and chemical weathering processes.
- Recognize some of the landforms and landscape features created by mass wasting.
- Distinguish between fluvial, eolian, and glacial processes and recognize some of the landforms and landscape features created by each.
- Describe basic groundwater movement and recognize various karst features.

**Course Format:** Two eighty minute lectures per week with small group discussion.

**Class Attendance:** Attendance in lecture is **highly** recommended. Out of fairness to the entire class, I will not loan or make available my lecture notes. If it is necessary that you miss a lecture, please borrow the notes of a fellow student. Afterward, I will be happy to answer additional questions during office hours.

If a student will miss a class period due to a university-sanctioned activity, Western Kentucky University requires that the student: (1) identify himself/herself prior to missing the class, (2) provide the instructor with a copy of their travel schedule, and (3) discuss with the instructor the procedure to make up missed work.

**Please turn off cell phones during class!!**

**Academic Honesty:** Cheating absolutely will not be tolerated. Students are expected to adhere to the Western Kentucky University Code of Student Conduct.

**Student Evaluation:** There are four bases for evaluation in GEOG 100.

Exams- Two mid-term exams and one final exam will comprise 60% of the grade for this course. The exams will consist of multiple choice and true/false questions and will be computer graded. By the nature of this course, all exams will be cumulative although each exam will focus on the specific chapters outlined in the syllabus.

**Make-up exam policy: You must inform me or the departmental secretary within 36 hours of the scheduled exam that will be/was missed. If you fail to receive approval for a make-up exam within this time frame you will not be allowed a make-up for any reason. A grade of “0” will be given in these instances.**

Exercises - Students are required to work in small groups for problem solving. Small group work will be done in class and will require that students hand in a solution to the problems at the end of the class. Each member of the group present will receive the same grade (up to 10 pts each).

**Small group work may not be made up!**

Movie review- Students will be required to write a movie review that has some aspect of Earth science as one of its central themes. Reviews should be 2-3 pages in length (double spaced). The film review is worth 80 points.

NY Times discussion board- Each Thursday I will hand out the Tuesday NY Times to each student. I will post a discussion question based on an article in the Science Times. Students will respond to the discussion question via discussion board in Blackboard.

<b>Grades:</b>	Three exams	300 points	(60%)
	Exercises	100 points	(20%)
	Movie review	80 points	(16%)
	NY Times discussion board	<u>20 points</u>	<u>(4%)</u>
		500 points possible	

<b>Grades:</b>	A	90-100%	
	B	80-90%	
	C	70-80%	All grades subject to curve at end of semester
	D	60-70%	
	F	<60%	

**There will be no extra credit of any kind given on an individual basis in this course.**

**Required Materials:** Bring a #2 pencil, ruler, and calculator.

**Departmental Drop Policy:** The Department of Geography and Geology strictly adheres to the course drop policy found in the Undergraduate and Graduate Catalogs. It is the sole responsibility of individual students to meet the cited deadlines for dropping a course. In exceptional cases, the deadline for schedule changes (dropping a course) may be waived. The successful waiver will require written description of extenuating circumstances and relevant documentation. Poor academic performance, general malaise, or undocumented general malaise, or undocumented general stress factors are not considered as legitimate extenuating circumstances. Since granting of waivers are rare, we urge you to follow the established guidelines.

**Disability Services:** In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The OFSDS telephone number is 270 745-5004 (TTY 270 745-3030). Per University policy, please DO NOT request accommodations directly from me without a letter of accommodation from the OFSDS.

**1/29:** Last day to drop a course w/out grade.    **3/18:** Last day to drop a course with a W.

Any updates to this syllabus, including the course outline, will be given in class

**Tentative course outline**

<b>Date</b>	<b>Topic</b>	<b>Tuesday</b>	<b>Thursday</b>
<b>1/21-1/25</b>	Introduction	Syllabus/1	2/HW1
<b>1/28-2/1</b>	Solar Energy	3	3/HW2
<b>2/4-2/8</b>	Radiation Balance	4	4/HW3
<b>2/11-2/15</b>	Energy Budget	4/review	<b>Exam 1</b>
<b>2/18-2/22</b>	Atmospheric Circulation	5	5/HW4
<b>2/25-3/1</b>	Moisture/Precipitation	6	6/HW5
<b>3/4-3/8</b>	Weather Systems	7	7/HW6
<b>3/11-3/15</b>	Spring Break	<b>No class</b>	<b>No class</b>
<b>3/18-3/22</b>	Global climate change	8	8/HW 7
<b>3/25-3/29</b>	Global warming	GW talk/Review	<b>Exam 2</b>
<b>4/1-4/5</b>	Rocks/Volcanoes/Quakes	13	13/14/HW 8
<b>4/8-4/12</b>	Mass Wasting	14/15	15HW 9
<b>4/15-4/19</b>	Ground Water/Karst	16	16
<b>4/22-4/26</b>	Fluvial/Eolian	17	17
<b>4/29-5/3</b>	Glacial	HW 10	Review
<b>5/6-5/10</b>	<b>Final Exam</b>	<b>1:00 – 3:00 pm</b>	<b>Tuesday, May 7th</b>

## Colonnade Program Course Proposal: Explorations Category

---

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

The Department of Geography and Geology plans to offer GEOG 110, World Regional Geography, in the Social and Behavioral Sciences subcategory.

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

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

In this course, students will increase their geographic literacy and acquire new geographic tools and analytical skills to use to better understand the complexities of the world in which we live. Students will explore geographical relationships by reading and interpreting maps and spatial data. They will develop a working knowledge of the global geography framework and the concepts geographers use to examine interrelationships among world regions and how those relationships change over time.

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

Students will apply fundamental concepts of geography, such as place, scale, region, and diffusion, to analyze patterns of human activity around the world. They will apply geographic theories and research methodologies to such topics as population growth, gender, economic development, globalization, natural resource use, and climate change, among others, as well as to address ethical issues inherent to global and local diversity.

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

Students will explore changing scientific and societal understandings of race, ethnicity, and gender as expressed in the spatial dynamics of cultural identity influenced by demographics, migration, and the formation of multicultural societies.

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

Students will gain capacity to act as an informed world citizen and participate in decision-making with the knowledge that the local affects regional and global issues.

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

Students will learn the meanings and applications of geography terminology and effectively use geographic terminology in written and oral communications.

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.

This course is an introduction to geographical concepts as they apply to the world's regions. During the semester we will engage in a general survey of the political, social, economic, physical, and ecological systems of the world while applying the five main themes of geography: Location, Place, Human Environment Interaction, Movement, and Regions. The text and associated lectures are intended to help you develop an appreciation for the diversity and uniqueness of world's cultures as well as a deeper understanding of the complex geophysical differences of the world. Our goals are to explore world regions, understand how each of these regions relate to other regions in the world, and how we influence and are influenced by these seemingly distant places. You will be challenged to view the world in new and innovative ways and to think critically about current global issues.

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

Each semester, students in each section of GEOG 110 will be given a pre-test at the beginning of the semester that includes questions centered on the major themes and content areas covered in this course. The exam will include multiple choice questions on content areas such as population, gender, political geography, culture, economic development, globalization, natural resource use, and climate change, as well as a section on place locations to test basic geographic literacy.

An assessment exam based on the pre-test will be administered in each section of GEOG 110 during the 11th or 13th week of the semester. A random sample of 25% of the assessment exams will be selected and graded. A passing grade of 70% is required to meet basic learning expectations for this course.

The results will be shared with all of the GEOG 110 instructors, the department head, and other department members for further analysis. From these analyses, it will be determined if any changes should be made to our teaching methods or course content to meet the expected learning outcomes for the course.

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

We plan on offering six to ten sections of GEOG 110.

6. Please attach sample syllabus for the course.  
See attachment.

Please send your proposal to: [robert.dietle@wku.edu](mailto:robert.dietle@wku.edu)

---

SAMPLE SYLLABUS WORLD  
REGIONAL GEOGRAPHY GEOG  
110 Section 001,Fall 2014

Tuesdays &Thursdays,9:35-10:5Sam,EST 337,3 Credit Hours

INSTRUCTOR: Dr. Geography

OFFICE:EST 300 PHONE:270-555-5555 E-MAIL: dr.geography@wku.edu

OFFICE HOURS:(TBA) Note:You are *strongly* encouraged to meet the instructor if you have any questions or problems and *appointments are available at times other than listed here*. Every attempt will be made to meet your needs.

REQUIRED TEXT:

Pulsipher,Lydia Mihelic and Alex PulsipherL *World Regional Geography: Global Patterns Local Lives.(Without sub-regions)* Sixth Edition (W.H. Freeman:New York) 2013.

ADDITIONAL REQUIREMENT:All students must regularly access to their personal e-mail/computer accounts. We will be using Internet resources throughout the semester. Blackboard will be used extensively as a course resource. All supplemental course materials such as place location lists, assignments, and study guides will be accessed through the course website. I will also post important announcements, updates and other information on the course website. You should check your e-mail and Blackboard on a regular basis for information pertaining to this course.

COURSE OBJECTIVES:This course is an introduction to geographical concepts as they apply to the world's regions. During the semester we will engage in a general survey of the political, social,economic, physical, and ecological systems of the world while applying the five main themes of geography: Location,Place,Human Environment Interaction, Movement, and Regions. The text and associated lectures are intended to help you develop an appreciation for the diversity and uniqueness of world's cultures as well as a deeper understanding of the complex geophysical differences of the world. Our goals are to explore world regions, understand how each of these regions relate to other regions in the world, and how we influence and are influenced by these seemingly distant places. You will be challenged to view the world in new and innovative ways and to think critically about current global issues.

HOW YOU WILL BE EVALUATED: Your final grade will reflect your performance on three exams and three assignments. Exams consist of questions drawn from the lectures, maps, readings, class discussions,assignments---essentially anything that happens from the time the class begins until the end of class is fair game for the test. There are 400 possible points that can be earned in the course. There are three exams worth 100 points each for a total of 300 points. There are three assignments, and, when added together, are worth 100 points, equal to one exam. The assignments are individual and/or group projects.

The following is the point scale used to calculate your final grade in the class.

400-360 =A

359-320 = B

319-280 = C

279-240 = D

239- 0 = F



## **DEPARTMENT OF GEOGRAPHY AND GEOLOGY POLICY:**

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

**EXTRA CREDIT:** There are **NO extra credit options** available for individual students to improve their grades. No exceptions.

**LATE WORK:** Late work will be penalized according to its degree of lateness but it is better to hand something in late than not at all. Late work must be submitted in person and the work must be in hard copy form. Under no circumstances may work be submitted electronically-i.e. **no assignments will be accepted via e-mail.**

**DISABILITY STATEMENT:** Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A200. The OFSDS telephone number is (270)745-5004; TTY is 745-3030. Please **DO NOT** request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services."

**ATTENDANCE POLICY:** Attendance will be taken at the beginning of each class. If you are late, you will be counted absent so please, be on time so you won't be left off the day's roll.

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

## **CALENDAR OF EVENTS**

### ***AUGUST***

#### **Week1**

#### **Chapter 1: Introduction to World Regional Geography**

**Topics:** Maps, Cartography, Geographic Coordinates, Population, Food, Urbanization, Globalization, Environments, Water, Weather, Climate Change, Landforms, Plate Tectonics, Agriculture, Gender, and Culture

### ***SEPTEMBER***

#### **Week2**

#### **Chapter 2: North America**

**Topics:** Environment, Population, Climate Change, Rural vs. Urban Development, Agriculture, Manufacturing, Service Economies, Technology, Race, Ethnicity, Language, Religion, Natural Resources, Globalization, U.S. and Canadian Relationships

#### **Week3**

#### **Chapter 3: Middle and South America**

**Topics:** Environment, Population, Tropical Climates, Colonialism, Resources, Development

**Current Issues in North and South America:** Immigration, Borders, Drug Trade, Biodiversity, Economic Challenges, Political Geographies, Remittances

#### **EXAM I**

#### **Week4**

##### **Chapter 4: Europe**

**Topics:** Environment, Population, Urbanization, Industrial Revolution, Effects of Wars, European Union, Demographic Change

#### **Week5**

##### **Chapter 5: Russia and Post-Soviet States**

**Topics:** Environment, Population, Empires, Soviet Union, Cold War, Natural Resources, Climate Change, Cultural Landscape

### **OCTOBER**

#### **Week6**

**Current Geographic Issues in European Regions:** Social and Public Health Issues, Globalization, Immigration and Migration, Changing Gender Roles, Demographics, Social Welfare Systems, Pollution, Legacies of Nuclear Power, Environmental Degradation, Corruption and Crime, Religious Revivalism

#### **Week7**

##### **Chapter 6: North Africa and Southwest Asia**

**Topics:** Environment, Population, Colonialism, Agriculture, Ethnicity, Religion, Language, Cultural Diversity, Urbanization, Climate Change

#### **Week8**

##### **Chapter 7: Sub-Saharan Africa**

**Topics:** Environment, Population, Climate Change, Agriculture, Industry, Colonialism, Slave Trade, Wildlife, Gender Relationships, Political Geographies, Ethnicity, Language, Religion

#### **Week9**

**Current Geographic Issues in Africa:** Desertification, Religious and Ethnic Conflicts, Post-Colonial Conditions, Political Corruption, Changing Gender Roles and Gendered Spaces, Cultural Conflicts, Globalization

### **EXAM II**

### **NOVEMBER**

#### **Week 10**

##### **Chapter 8: South Asia**

**Topics:** Environment, Population, Settlement Patterns, Indus Valley, Legacies of Colonial Rule, Partition, Village Life, Urbanization, Green Revolution, Economic Development, Micro-Credits, Agriculture, Language, Religion, Cultural Diffusion, Religious Nationalism

#### **Week 11**

##### **Chapter 9: East Asia**

**Topics:** Environment, Population, Climate Change, Pollution, Economic Development, Chinese Cultural Traditions, Confucianism, Japanese Imperialism, Communism, Agriculture, Three Gorges Dam, Urbanization, Korean Conflicts, Globalization

**Week 12**

**Chapter 10: Southeast Asia**

**Topics:** Environment, Population, Demographic Change, Climate Change, Deforestation, Political Conflicts and Change, Colonialism, French Indochina, Vietnam War, Sex Tourism and HIV/AIDS, New Economies

**Week 13**

**Current Geographic Issues in Asia:** Globalization and Competitiveness, Caste Conflicts, Demographic Change, Environmental Degradation, Natural Resources, Economic Revolutions, Gender and Globalization, Natural Disasters, Regional Trade, Manufacturing, Regional Conflicts and Hostilities

***DECEMBER***

**Week 14**

**Chapter 11: Oceania**

**Topics:** Environment, Population, Climate Change, Legacies of Colonial Era, Aborigines, Maori, Introduction of Exotic Plants and Animals, Pacific Islands, Urbanization, Migration, Sea Level Rise, Great Barrier Reef, Polynesian Culture, Natural Resources

**Current Geographic Issues:** Endangered Wildlife, Aborigines "Stolen Generation," Maori Culture, Resource Exploitation and Exports, Foreign Investment, Refugee Resettlement

**Review for Final Exam (Exam III)**

**Week 15**

**Final Exam**

## Colonnade Program Course Proposal: Explorations Category

---

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

Course: **LEAD 200 Introduction to Leadership Studies**

Explorations Subcategory: **Social and Behavioral Sciences**

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

LEAD 200 INTRODUCTION TO LEADERSHIP STUDIES OBJECTIVES	EXPLORATIONS – SOCIAL/BEHAVIORAL SCIENCES OBJECTIVES
<ul style="list-style-type: none"> <li>• identify relationships among leadership studies, management, and other social and behavioral sciences</li> </ul>	1. demonstrate knowledge of at least one area of the social and behavioral sciences
<ul style="list-style-type: none"> <li>• identify and describe theories, concepts, and thematic aspects of leadership; systematically apply theoretical leadership constructs to analyze effective leader behavior and ethical conduct; describe and apply various leadership models</li> </ul>	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
<ul style="list-style-type: none"> <li>• explain the impact culture and gender has on leadership in various situations and contexts</li> </ul>	3. understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience
<ul style="list-style-type: none"> <li>• define, reflect then describe personal leadership skills and competencies using assessments available for measuring and improving leadership effectiveness; assess public leaders using a prescribed leadership model</li> </ul>	4. integrate knowledge of at least one area of the social and behavioral sciences into issues of personal and public importance
<ul style="list-style-type: none"> <li>• develop a common leadership lexicon that allows discussion of leadership concepts across academic disciplines</li> </ul>	5. communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences

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.

*Introduction to Leadership Studies* provides students an overview of various aspects and theoretical constructs of leadership and leader behavior in diverse situations and contexts. Students will gain knowledge and apply leadership concepts, theories and models by analyzing leaders and leadership situations through lectures, guest speakers, case study analysis and small-group exercises. Students also define and describe their personal leadership skills and competencies through various assessments and personal reflections.

Upon successful completion of the course, students will:

LEAD 200 INTRODUCTION TO LEADERSHIP STUDIES OBJECTIVES	EXPLORATIONS – SOCIAL/BEHAVIORAL SCIENCES OBJECTIVES
<ul style="list-style-type: none"> <li>identify relationships among leadership studies, management, and other social and behavioral sciences</li> </ul>	6. demonstrate knowledge of at least one area of the social and behavioral sciences
<ul style="list-style-type: none"> <li>identify and describe theories, concepts, and thematic aspects of leadership; systematically apply theoretical leadership constructs to analyze effective leader behavior and ethical conduct; describe and apply various leadership models</li> </ul>	7. apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences
<ul style="list-style-type: none"> <li>explain the impact culture and gender has on leadership in various situations and contexts</li> </ul>	8. understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience
<ul style="list-style-type: none"> <li>define, reflect then describe personal leadership skills and competencies using assessments available for measuring and improving leadership effectiveness; assess public leaders using a prescribed leadership model</li> </ul>	9. integrate knowledge of at least one area of the social and behavioral sciences into issues of personal and public importance
<ul style="list-style-type: none"> <li>develop a common leadership lexicon that allows discussion of leadership concepts across academic disciplines</li> </ul>	10. communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences

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

Leadership Studies faculty develop short answer, multiple choice, matching, and true/false questions that address Colonnade Plan learning objectives 1, 2, 3, and 5 outlined for subcategory

B of Explorations. All students enrolled in LEAD 200 will take an assessment based on the questions. Faculty partially evaluate learning objective 4 by having students conduct research then assessing a written leadership analysis of a public figure using a prescribed leadership model. Faculty complete the assessment of learning objective 4 by assessing reflection papers submitted by students after they participate in various leadership self-assessments.

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

We anticipate offering 10 sections of LEAD 200 in future Fall and Spring terms. Additionally, we plan to offer LEAD 200 during the Summer and Winter terms.

6. Please attach sample syllabus for the course

# **LEAD 200: Introduction to Leadership Studies**

## ***Syllabus***

3 Credit Hours

Western Kentucky University

*This syllabus is subject to modification up until the first day of the semester in which the course is taught. It is made available for general information purposes only and any or all parts of it may change before the course is actually offered. Please check before the class begins for the most up to date version. The text book requirements **will not** change from this version.*

### **SYLLABUS LAST UPDATED:**

**Course objective.** *Introduction to Leadership Studies* provides students an overview of various aspects and theoretical constructs of leadership and leader behavior in diverse situations and contexts. Students will gain knowledge and apply leadership concepts, theories and models by analyzing leaders and leadership situations through lectures, guest speakers, case study analysis and small-group exercises. Students also gain an understanding of their personal leadership skills and competencies through various assessments and personal reflections.

### **Learning Objectives.**

Students will have the knowledge and skills to:

- ***Identify and describe*** leadership theories
- ***Identify*** basic leadership concepts
- ***Develop*** a common leadership lexicon that allows discussion of leadership concepts across academic disciplines
- ***Identify*** behaviors of effective leaders and the importance of ethical conduct
- ***Explain*** the impact culture and gender has on leadership in various situations and contexts
- ***Define, reflect then describe*** personal leadership skills and competencies using assessments available for measuring and improving leadership effectiveness; assess public leaders using a prescribed leadership model

**Accommodations.** Students with disabilities who require accommodations (academic adjustments, and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please do not request accommodations directly from the professor or instructor without a letter of accommodations from the Office of Student Disability Services.

**Overview.** This course consists of 28 lessons, each designed to take approximately three hours to complete (do the reading Assignments, attend class, and submit assignments for that class). **Any late Assignments receive reduced scores.** The penalty for late submissions is 10 percent of the assignment grade. Please contact the instructor if extenuating circumstances prevent on-time completion of Assignments. This course uses the American Psychological Association (APA) style manual for written Assignments.

### **Required Texts.**

**Leadership: Theory and Practice (Sixth Edition)**; by Peter G. Northouse,

(noted as *LTP* in homework Assignments). This text provides students with explanations of leadership theories and provides a basis for theoretical leadership discussions both in class and on Blackboard. .

**StrengthsFinder 2.0 (2007)**; by Tom Rath, (Noted as in homework Assignments).

**ENSURE YOU PURCHASE ONLY A NEW AND *SF* UNUSED COPY OF THIS BOOK!!!** Students MUST purchase a new book because students do an on line leadership strengths survey supplied by the authors. Each book has a specific code that allows only one person to take the StrengthsFinder on line survey.

### **Optional Texts.**

**The Leadership Challenge** by James M. Kouzes and Barry Z. Posner;

**Course Software Standards.** The course software standards are Word for word processing, PowerPoint to view presentations, Excel to view the *Work Schedule*, and Adobe Acrobat for viewing PDF files. Students can download a free copy of Adobe Acrobat at <http://www.adobe.com/uk/products/acrobat/readstep2.html>. Students **must** have these software packages to submit Assignments and view course materials.

### **Grading.**

- Class participation--10 percent
- Quizzes--10 percent
- Participation in SALSA Assessment—5 percent
- Leadership reflection assessment paper #1 --5 percent
- Leadership reflection assessment paper #2 --5 percent
- Midterm—20 percent
- Leader Analysis Project--20 percent
- Final Exam--25 percent

The letter grade for the course will be based on 100-90%=A, 89--80%=B, 79-70%=C, 69-60% = D and less than 60% = F.



## **Class Policy.**

**General.** Students Must use E-mail and have access to a reliable Internet connection. Students must check their **WKU email account daily. The only email address used in this course is the WKU email.** Occasionally technical or other problems may occur; students should not hesitate to contact the instructor or the WKU IT Help Desk, phone (270) 745-7000.

**Class Absences.** Students receive reduced *overall* grades for unexcused excessive absences from class. Students will receive *lose five percent of their overall grade* for the *third and every other unexcused absence from class.* An unexcused absence from class is any absence not discussed with the instructor prior to the beginning of the missed class—it is important to communicate with the instructor! To illustrate this policy, if a student had five unexcused absences during the semester, the most that student could earn is an overall B (85%) overall grade.

**Blackboard.** Blackboard serves as a document repository - please visit [Blackboard \(http://ecourses.wku.edu/\)](http://ecourses.wku.edu/). Visit the above URL, read the instructions and select Login. Once logged in students will see a list of all courses that they are enrolled that are also using Blackboard. Select “Intro to Leadership Studies – Spring 2013” to enter LEAD 200.

**Participation in SALSA.** Students must participate in the leadership assessment called SALSA. The Center for Leadership Excellence will provide information on when and how to take the SALSA online. Completion of the SALSA represents five percent of a student’s overall grade.

**Leadership Reflection Assessment Paper #1.** Write a two-page paper (double spaced) listing your five strengths and analysis of your strengths; are they accurate and do they make sense? Comment on how you intend to use this information to better develop your leadership. This assignment represents five percent of your overall grade.

**Leadership Reflection Assessment Paper #2.** Write a two-page paper (double spaced) listing your DISC natural and adaptive behavioral styles. Discuss your thoughts on the accuracy of the assessment and if the results validate known or illuminate unknown aspects of your leadership. Compare the DISC results to your Strengthfinder results and comment regarding your future plans to use this information to develop your leadership. This assignment represents five percent of your overall grade.

**Jung Typology Personality Assessment.** Please follow these instructions to complete the Jung personality assessment for Lesson 22:

- Go to the following web site: <http://www.humanmetrics.com/cgi-win/JTypes2.asp>
- Take the Jung Typology Test, follow the instruction listed on the website.

- Once completed and scored, visit the *theD. Kirsey* web site and read about your personality. The *D. Kirsey* site appears as an option listed on the results page of the Jung Typology Test.

**Leader Analysis.** The term project consists of a leadership analysis of a public person, either current or historic (no relatives or friends). Details of the leader analysis exist in the document titled, *Individual Term Project-Leader Analysis.doc* located in the *Course Documents* section of Blackboard. When completed, post your term paper to the *Term Paper – Leader Analysis* link found in the *Assignments* section of Blackboard; simply click on the link for the site, follow the instructions, then attach your paper. The term paper represents 20 percent of your overall grade.

**Final Exam.** The final exam occurs after the last class--details to be announced. The final exam is represents 25 percent of your overall grade.

**Instructor Videos.** Instructor videos supplement the curriculum. Students will periodically receive emails announcing new instructor videos. The instructor videos recap lessons and provide insight to future lessons. Most videos are less than 10 minutes. Students must have Windows Media Viewer (standard software from Windows) to view the videos. Instructor videos exist in the *Course Documents* sections of Blackboard in a folder titled, *Instructor Videos*.

**Deadlines.** In the event of a **family emergency or illness** that prevents you from participating in class, contact the instructor and discuss your situation.

**Individual Performance.** Honesty and integrity are utmost for an effective relationship. Students MUST treat each other with respect and dignity and to understand that different is not wrong, it is just different.

### The Learning Center (TLC)

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

**Cheating and Plagiarism.** To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a very serious offense and not tolerated. The academic

work of students must be their own. Students must give the author(s) credit for any source material used. To copy content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Works submitted for any other class is also not acceptable. Assignments that have been plagiarized receive a grade of “F” and could result in a student failing the course. The instructor may check student work by using plagiarism software. Please refer to “academic offenses” section of the WKU Student Handbook: [http://www.wku.edu/judicialaffairs/2004-05Handbook/12\\_AcademicOffenses.pdf](http://www.wku.edu/judicialaffairs/2004-05Handbook/12_AcademicOffenses.pdf) for more details.

**Incompletes.** A grader of “X” (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the professor. A grader of “X” received by an undergraduate student will automatically become an “F” unless removed within twelve weeks of the next full term (summer term excluded). Incompletes must be pre-approved by your instructor.

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

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

**Intellectual Property.** It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. The instructor expects students to post only material that is the students by right of creation unless the student gives proper credit and indications. The plagiarism policy applies on the Internet too. Images, sounds

and other multimedia are included in copyright law. (For example, professionally done photos as for high school yearbooks belong to the photographer. People only purchase copies.) It is common to receive E-mails with amusing articles or other materials. Be aware that it might be an illegal copy and exercise caution in forwarding it. It may also contain a virus.

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

## **LEAD 200 Homework Assignments**

**LTP = our text, *Leadership, Theory and Practice* by Peter Northouse**

<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Assignment</u></b>
Jan 24	Introduction	Review syllabus, course documents
Jan 26	Basic concepts, definitions	Read LTP, chapter 1
Jan 31	Trait Approach	Read LTP, chapter 2; provide article to class for next assignment
Feb 2	Emotional Intelligence	Read assigned article
Feb 7	Strengths vs weaknesses	Read Strengthsfinder, i - 31, do Strengthsfinder survey, bring feedback report to class
Feb 9	Skills Approach	Read LTP, chapter 3; submit one-page reflection paper on strengths
Feb 14	DISC behavioral assessment	Complete the DISC online assessment; bring feedback report to class
Feb 16	Psychodynamic Approach	Read LTP, chapter 12; complete Jung-Typology personality assessment; bring four letter code and summary to class

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Feb 21	Style Approach	Read LTP, chapter 4; submit Reflection Paper #2
Feb 23	Ethics and Leadership	Read LTP, chapter 15
Feb 28	Ethics and Leadership applied	Bring ethics article to class; provide K&P handout for next class
Mar 1	Kouzes and Posner Model	Read handout
Mar 13	Situational Approach	Read LTP, chapter 5
Mar 15	Contingency Theory	Read LTP, chapter 6
Mar 20	<b>MIDTERM</b>	Study previous material
Mar 22	Path-Goal Theory	Read LTP, chapter 7; review midterm
Mar 27	Leader-Member Exchange Theory	Read LTP, chapter 8
Mar 29	Transformational Leadership	Read LTP, chapter 9
Apr 3	Authentic Leadership	Read LTP, chapter 10
Apr 5	Team Leadership	Read LTP, chapter 12
Apr 10	Women and Leadership	Read LTP, chapter 13
Apr 12	Culture and Leadership	Read LTP, chapter 14
Apr 17	Movie analysis	Assignment in class
Apr 19	Movie analysis	Assignment in class
Apr 24	Class presentations	Listen to or present leader analysis presentations
Apr 26	Class presentations	Everyone submits leader analysis paper

<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Assignment</u></b>
May 1	Class presentations	Listen to or present leader analysis presentations
May 3	Class review	Review Colin Powell slides
Final Exam: Monday, May 7, 8:00 - 10:00		

## Colonnade Program Course Proposal: Explorations Category

---

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

Course: **LEAD 200 Introduction to Leadership Studies**

Explorations Subcategory: **Social and Behavioral Sciences**

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

LEAD 200 INTRODUCTION TO LEADERSHIP STUDIES OBJECTIVES	EXPLORATIONS – SOCIAL/BEHAVIORAL SCIENCES OBJECTIVES
<ul style="list-style-type: none"> <li>• identify relationships among leadership studies, management, and other social and behavioral sciences</li> </ul>	1. demonstrate knowledge of at least one area of the social and behavioral sciences
<ul style="list-style-type: none"> <li>• identify and describe theories, concepts, and thematic aspects of leadership; systematically apply theoretical leadership constructs to analyze effective leader behavior and ethical conduct; describe and apply various leadership models</li> </ul>	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
<ul style="list-style-type: none"> <li>• explain the impact culture and gender has on leadership in various situations and contexts</li> </ul>	3. understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience
<ul style="list-style-type: none"> <li>• define, reflect then describe personal leadership skills and competencies using assessments available for measuring and improving leadership effectiveness; assess public leaders using a prescribed leadership model</li> </ul>	4. integrate knowledge of at least one area of the social and behavioral sciences into issues of personal and public importance
<ul style="list-style-type: none"> <li>• develop a common leadership lexicon that allows discussion of leadership concepts across academic disciplines</li> </ul>	5. communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences

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.

*Introduction to Leadership Studies* provides students an overview of various aspects and theoretical constructs of leadership and leader behavior in diverse situations and contexts. Students will gain knowledge and apply leadership concepts, theories and models by analyzing leaders and leadership situations through lectures, guest speakers, case study analysis and small-group exercises. Students also define and describe their personal leadership skills and competencies through various assessments and personal reflections.

Upon successful completion of the course, students will:

LEAD 200 INTRODUCTION TO LEADERSHIP STUDIES OBJECTIVES	EXPLORATIONS – SOCIAL/BEHAVIORAL SCIENCES OBJECTIVES
<ul style="list-style-type: none"> <li>identify relationships among leadership studies, management, and other social and behavioral sciences</li> </ul>	6. demonstrate knowledge of at least one area of the social and behavioral sciences
<ul style="list-style-type: none"> <li>identify and describe theories, concepts, and thematic aspects of leadership; systematically apply theoretical leadership constructs to analyze effective leader behavior and ethical conduct; describe and apply various leadership models</li> </ul>	7. apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences
<ul style="list-style-type: none"> <li>explain the impact culture and gender has on leadership in various situations and contexts</li> </ul>	8. understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience
<ul style="list-style-type: none"> <li>define, reflect then describe personal leadership skills and competencies using assessments available for measuring and improving leadership effectiveness; assess public leaders using a prescribed leadership model</li> </ul>	9. integrate knowledge of at least one area of the social and behavioral sciences into issues of personal and public importance
<ul style="list-style-type: none"> <li>develop a common leadership lexicon that allows discussion of leadership concepts across academic disciplines</li> </ul>	10. communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences

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

Leadership Studies faculty develop short answer, multiple choice, matching, and true/false questions that address Colonnade Plan learning objectives 1, 2, 3, and 5 outlined for subcategory



B of Explorations. All students enrolled in LEAD 200 will take an assessment based on the questions. Faculty partially evaluate learning objective 4 by having students conduct research then assessing a written leadership analysis of a public figure using a prescribed leadership model. Faculty complete the assessment of learning objective 4 by assessing reflection papers submitted by students after they participate in various leadership self-assessments.

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

We anticipate offering 10 sections of LEAD 200 in future Fall and Spring terms. Additionally, we plan to offer LEAD 200 during the Summer and Winter terms.

6. Please attach sample syllabus for the course

# **LEAD 200: Introduction to Leadership Studies**

## ***Syllabus***

3 Credit Hours

Western Kentucky University

*This syllabus is subject to modification up until the first day of the semester in which the course is taught. It is made available for general information purposes only and any or all parts of it may change before the course is actually offered. Please check before the class begins for the most up to date version. The text book requirements **will not** change from this version.*

### **SYLLABUS LAST UPDATED:**

**Course objective.** *Introduction to Leadership Studies* provides students an overview of various aspects and theoretical constructs of leadership and leader behavior in diverse situations and contexts. Students will gain knowledge and apply leadership concepts, theories and models by analyzing leaders and leadership situations through lectures, guest speakers, case study analysis and small-group exercises. Students also gain an understanding of their personal leadership skills and competencies through various assessments and personal reflections.

### **Learning Objectives.**

Students will have the knowledge and skills to:

- ***Identify and describe*** leadership theories
- ***Identify*** basic leadership concepts
- ***Develop*** a common leadership lexicon that allows discussion of leadership concepts across academic disciplines
- ***Identify*** behaviors of effective leaders and the importance of ethical conduct
- ***Explain*** the impact culture and gender has on leadership in various situations and contexts
- ***Define, reflect then describe*** personal leadership skills and competencies using assessments available for measuring and improving leadership effectiveness; assess public leaders using a prescribed leadership model

**Accommodations.** Students with disabilities who require accommodations (academic adjustments, and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please do not request accommodations directly from the professor or instructor without a letter of accommodations from the Office of Student Disability Services.

**Overview.** This course consists of 28 lessons, each designed to take approximately three hours to complete (do the reading Assignments, attend class, and submit assignments for that class). **Any late Assignments receive reduced scores.** The penalty for late submissions is 10 percent of the assignment grade. Please contact the instructor if extenuating circumstances prevent on-time completion of Assignments. This course uses the American Psychological Association (APA) style manual for written Assignments.

### **Required Texts.**

**Leadership: Theory and Practice (Sixth Edition)**; by Peter G. Northouse,

(noted as *LTP* in homework Assignments). This text provides students with explanations of leadership theories and provides a basis for theoretical leadership discussions both in class and on Blackboard. .

**StrengthsFinder 2.0 (2007)**; by Tom Rath, (Noted as in homework Assignments).

**ENSURE YOU PURCHASE ONLY A NEW AND *SF* UNUSED COPY OF THIS BOOK!!!** Students MUST purchase a new book because students do an on line leadership strengths survey supplied by the authors. Each book has a specific code that allows only one person to take the StrengthsFinder on line survey.

### **Optional Texts.**

**The Leadership Challenge** by James M. Kouzes and Barry Z. Posner;

**Course Software Standards.** The course software standards are Word for word processing, PowerPoint to view presentations, Excel to view the *Work Schedule*, and Adobe Acrobat for viewing PDF files. Students can download a free copy of Adobe Acrobat at <http://www.adobe.com/uk/products/acrobat/readstep2.html>. Students **must** have these software packages to submit Assignments and view course materials.

### **Grading.**

- Class participation--10 percent
- Quizzes--10 percent
- Participation in SALSA Assessment—5 percent
- Leadership reflection assessment paper #1 --5 percent
- Leadership reflection assessment paper #2 --5 percent
- Midterm—20 percent
- Leader Analysis Project--20 percent
- Final Exam--25 percent

The letter grade for the course will be based on 100-90%=A, 89--80%=B, 79-70%=C, 69-60% = D and less than 60% = F.

### **Class Policy.**

**General.** Students Must use E-mail and have access to a reliable Internet connection. Students must check their **WKU email account daily**. **The only email address used in this course is the WKU email.** Occasionally technical or other problems may occur; students should not hesitate to contact the instructor or the WKU IT Help Desk, phone (270) 745-7000.

**Class Absences.** Students receive reduced *overall* grades for unexcused excessive absences from class. Students will receive *lose five percent of their overall grade* for the *third and every other unexcused absence from class*. An unexcused absence from class is any absence not discussed with the instructor prior to the beginning of the missed class—it is important to communicate with the instructor! To illustrate this policy, if a student had five unexcused absences during the semester, the most that student could earn is an overall B (85%) overall grade.

**Blackboard.** Blackboard serves as a document repository - please visit [Blackboard \(http://ecourses.wku.edu/\)](http://ecourses.wku.edu/). Visit the above URL, read the instructions and select Login. Once logged in students will see a list of all courses that they are enrolled that are also using Blackboard. Select “Intro to Leadership Studies – Spring 2013” to enter LEAD 200.

**Participation in SALSA.** Students must participate in the leadership assessment called SALSA. The Center for Leadership Excellence will provide information on when and how to take the SALSA online. Completion of the SALSA represents five percent of a student’s overall grade.

**Leadership Reflection Assessment Paper #1.** Write a two-page paper (double spaced) listing your five strengths and analysis of your strengths; are they accurate and do they make sense? Comment on how you intend to use this information to better develop your leadership. This assignment represents five percent of your overall grade.

**Leadership Reflection Assessment Paper #2.** Write a two-page paper (double spaced) listing your DISC natural and adaptive behavioral styles. Discuss your thoughts on the accuracy of the assessment and if the results validate known or illuminate unknown aspects of your leadership. Compare the DISC results to your Strengthfinder results and comment regarding your future plans to use this information to develop your leadership. This assignment represents five percent of your overall grade.

**Jung Typology Personality Assessment.** Please follow these instructions to complete the Jung personality assessment for Lesson 22:

- Go to the following web site: <http://www.humanmetrics.com/cgi-win/JTypes2.asp>
- Take the Jung Typology Test, follow the instruction listed on the website.

- Once completed and scored, visit the *theD. Kirsey* web site and read about your personality. The *D. Kirsey* site appears as an option listed on the results page of the Jung Typology Test.

**Leader Analysis.** The term project consists of a leadership analysis of a public person, either current or historic (no relatives or friends). Details of the leader analysis exist in the document titled, *Individual Term Project-Leader Analysis.doc* located in the *Course Documents* section of Blackboard. When completed, post your term paper to the *Term Paper – Leader Analysis* link found in the *Assignments* section of Blackboard; simply click on the link for the site, follow the instructions, then attach your paper. The term paper represents 20 percent of your overall grade.

**Final Exam.** The final exam occurs after the last class--details to be announced. The final exam is represents 25 percent of your overall grade.

**Instructor Videos.** Instructor videos supplement the curriculum. Students will periodically receive emails announcing new instructor videos. The instructor videos recap lessons and provide insight to future lessons. Most videos are less than 10 minutes. Students must have Windows Media Viewer (standard software from Windows) to view the videos. Instructor videos exist in the *Course Documents* sections of Blackboard in a folder titled, *Instructor Videos*.

**Deadlines.** In the event of a **family emergency or illness** that prevents you from participating in class, contact the instructor and discuss your situation.

**Individual Performance.** Honesty and integrity are utmost for an effective relationship. Students MUST treat each other with respect and dignity and to understand that different is not wrong, it is just different.

### The Learning Center (TLC)

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

**Cheating and Plagiarism.** To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a very serious offense and not tolerated. The academic

work of students must be their own. Students must give the author(s) credit for any source material used. To copy content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Works submitted for any other class is also not acceptable. Assignments that have been plagiarized receive a grade of “F” and could result in a student failing the course. The instructor may check student work by using plagiarism software. Please refer to “academic offenses” section of the WKU Student Handbook: [http://www.wku.edu/judicialaffairs/2004-05Handbook/12\\_AcademicOffenses.pdf](http://www.wku.edu/judicialaffairs/2004-05Handbook/12_AcademicOffenses.pdf) for more details.

**Incompletes.** A grader of “X” (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the professor. A grader of “X” received by an undergraduate student will automatically become an “F” unless removed within twelve weeks of the next full term (summer term excluded). Incompletes must be pre-approved by your instructor.

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

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

**Intellectual Property.** It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. The instructor expects students to post only material that is the students by right of creation unless the student gives proper credit and indications. The plagiarism policy applies on the Internet too. Images, sounds

and other multimedia are included in copyright law. (For example, professionally done photos as for high school yearbooks belong to the photographer. People only purchase copies.) It is common to receive E-mails with amusing articles or other materials. Be aware that it might be an illegal copy and exercise caution in forwarding it. It may also contain a virus.

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

## **LEAD 200 Homework Assignments**

**LTP = our text, *Leadership, Theory and Practice* by Peter Northouse**

<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Assignment</u></b>
Jan 24	Introduction	Review syllabus, course documents
Jan 26	Basic concepts, definitions	Read LTP, chapter 1
Jan 31	Trait Approach	Read LTP, chapter 2; provide article to class for next assignment
Feb 2	Emotional Intelligence	Read assigned article
Feb 7	Strengths vs weaknesses	Read Strengthsfinder, i - 31, do Strengthsfinder survey, bring feedback report to class
Feb 9	Skills Approach	Read LTP, chapter 3; submit one-page reflection paper on strengths
Feb 14	DISC behavioral assessment	Complete the DISC online assessment; bring feedback report to class
Feb 16	Psychodynamic Approach	Read LTP, chapter 12; complete Jung-Typology personality assessment; bring four letter code and summary to class

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Feb 21	Style Approach	Read LTP, chapter 4; submit Reflection Paper #2
Feb 23	Ethics and Leadership	Read LTP, chapter 15
Feb 28	Ethics and Leadership applied	Bring ethics article to class; provide K&P handout for next class
Mar 1	Kouzes and Posner Model	Read handout
Mar 13	Situational Approach	Read LTP, chapter 5
Mar 15	Contingency Theory	Read LTP, chapter 6
Mar 20	<b>MIDTERM</b>	Study previous material
Mar 22	Path-Goal Theory	Read LTP, chapter 7; review midterm
Mar 27	Leader-Member Exchange Theory	Read LTP, chapter 8
Mar 29	Transformational Leadership	Read LTP, chapter 9
Apr 3	Authentic Leadership	Read LTP, chapter 10
Apr 5	Team Leadership	Read LTP, chapter 12
Apr 10	Women and Leadership	Read LTP, chapter 13
Apr 12	Culture and Leadership	Read LTP, chapter 14
Apr 17	Movie analysis	Assignment in class
Apr 19	Movie analysis	Assignment in class
Apr 24	Class presentations	Listen to or present leader analysis presentations
Apr 26	Class presentations	Everyone submits leader analysis paper



<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Assignment</u></b>
May 1	Class presentations	Listen to or present leader analysis presentations
May 3	Class review	Review Colin Powell slides
Final Exam: Monday, May 7, 8:00 - 10:00		

## Colonnade Program Course Proposal: Explorations Category

---

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

MUS 120: Music Appreciation

Arts and Humanities

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

1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the arts and humanities.

Students taking MUS 120 will learn about the basic elements of music, such as sound, media, rhythm, melody, harmony, tonality, form, and texture, as well as the techniques used in relation each element. Students will acquire the technical vocabulary to discuss music and they will learn to recognize the various forms and techniques while listening to music.

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

Students will learn about the various sources of music: (1) through attendance at live concerts and the study of oral transmission or music, as in early chant, jazz, and many types of music the world over; (2) through recordings of notated classical music and early performances of jazz musicians, field recordings of world music, and unique recordings of electronic music; (3) through notation, which is the primary source of Western early and classical music, from late medieval chant through the twenty-first century, and (4) contemporary writings about music by composers and others. Students will appreciate the differences between recordings and live performance. They will also gain some knowledge of Western musical notation and contemporary reports.

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

There are strong connections between social contexts and music's creative expression and function. Students of MUS 120 will appreciate how social norms influenced music

throughout the ages. The historical demands of religion, the courts, and middle-class demands for home music-making and public entertainment affected the development of musical genres profoundly. Concepts such as the “Doctrine of Affections” in the 17<sup>th</sup> century, sentimentality in the 18<sup>th</sup> century, and Freudian ideas about the subconscious in the 20<sup>th</sup> century found expression in music as well.

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

Students in MUS 120 will learn how musical expression also works in reaction to social contexts, expressing truths and impressions. Schoenberg’s outcry against the Holocaust in *A Survivor from Warsaw*, reactions to the social implications of class inequality in Mozart’s *Don Giovanni* and Verdi’s *Rigoletto*, protest songs of the 1960s, the apotheosis of heroic themes in Beethoven’s Fifth Symphony, the striving for national identity in Smetana’s *Moldau*, and other nationalistic works may be seen as attempts to shape larger social and historical contexts.

5. Evaluate enduring and contemporary issues of human experience.

Students of MUS 120 will appreciate that there are enduring and contemporary issues of human experience that are expressed in music involving beauty, human emotions, and social connections.

**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.**

**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.

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

A set of five multiple-choice questions addressing the respective learning objectives will be given to students in the various sections of MUS 120 at the end of the semester. The results will be tabulated in a report.

5. How many sections of this course will your department offer each semester? 12-14

6. Please attach sample syllabus for the course.

Please send your proposal to: [robert.dietle@wku.edu](mailto:robert.dietle@wku.edu)

## **Sample Syllabus**

### **MUS 120 Music Appreciation**

**What this course is about:** This course is a listener's guide to Western music. It is designed especially for those who have no training in music, but want to listen to and learn about classical and twentieth-century music in general. Here the emphasis will be on listening, for it is possible to recognize musical pieces and to distinguish among different musical styles without being able to read or write or play an instrument. Music is an aural art. It calls on one to use a sense that is seldom called for in any other academic discipline. There is no one sure and simple way to develop a musical ear, for that itself is an art. But, by listening to an array of pieces and by trying to hear what makes them different or special, you will find yourself developing a faculty that you may have never known you had. You will also learn something about the history of western classical music and how that tradition is still a part of modern composition and music-making.

### **Learning Outcomes**

**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.

**How the class works:** Students are responsible for the assigned reading and listening. Please be sure to do the listening and reading assignments *before* you attend class. Points will be deducted from a student's attendance grade for what is considered to be excessive and disruptive talking during class.

**E-Course Web-Site:** <https://blackboard.wku.edu> , or go to WKU's home page and click on Blackboard. Use your WKU e-mail user name and password to log into the course. Any messages that I send to you will go to your WKU e-mail address.

### Information on Blackboard:

Under "Information:" Syllabus, Study guides for exams, Guidelines for the Concert reports

Under "Content:" Handouts, Review questions, special reading and listening assignments that are not in the required textbook

Under “Grade Center:” your earned points for each requirement

### **Course Materials.**

Course Materials are on sale at the Bookstore in the Downing University Center or Garrett.

- (1) Roger Kamien, *Music: an Appreciation Brief w/Connect Plus code*, 7th Brief Edition (Contains a new paperbound textbook, on-line access to the Assignments, an e-book version of the textbook, and streaming audio tied to listening outlines.)
- (2) Connect Plus Access Code (for Kamien’s *Music: an Appreciation*, Brief Ed.) (On-line access to the Assignments, an e-book version of the textbook, and streaming audio tied to listening outlines)
- (3) Kamien, *Music Brief Ed.* 7<sup>th</sup> Brief Edition (Used paperback textbook only)

### **Connect Kamien**

*Connect Kamien* creates an integrated program around *Music: an Appreciation, Brief Edition* that connects students to music in powerful ways. It offers

- A new web-based assignment and assessment platform
- Interactive listening outlines with streaming audio for all selections
- Listening quizzes and assignments for every selection
- Video opera and film excerpts
- An audio glossary, etc.

All students are required to register for this on-line program and to complete the assignments according to the schedule posted on the program. A registration card is included with your textbook that allows you to access the program. If you buy a used textbook, you will have to purchase in addition an access card for *Connect Kamien*.

### **Reserve Materials:**

The following materials are on reserve in the Visual and Performing Arts Library, Cravens, 2<sup>nd</sup> floor. All this is available on-line with Connect Plus.

Kamien, *Music: An Appreciation*, 7<sup>th</sup> Brief Edition, textbook  
Concertgoing: A Handbook for Students  
Kamien, Brief Set of 5 CDs

### **Policy for electronic devices:**

“The class meeting time is assigned for learning about the course content matter. You will get the most out of it if you focus all of your actions on learning. Research shows that multi-tasking is a hindrance to productivity. That means do not turn electronic devices to any other purpose. Class time is a time to show respect for classmates and not distract them or yourself by sending your attention and your texts elsewhere. Any use of an electronic device for non-classroom activities is not permitted. Please turn them off/store them under your seat. This includes cell

phones, laptops, ipods, etc. Learning to focus on one thing is an important skill to acquire. And being a bit mysterious about what you are doing rather than reporting every event can make you more attractive to the objects of your desire. If you have a special need, make an appointment to talk to me about it. ”

**Grading:**

There will be four exams, including the final, as listed in the syllabus. In addition, there will be two concert reports.

The grades that you earn for each test or assignment is absolute. Grades are not curved. There is no limit to the number of “A’s” that are earned by members of the class. “A” equals 100—90 points, “B” equals 89.99--80, and so on. “F” is given for anything below 60.

Grading will be distributed as follows. To help you figure out where you stand in the course, enter your points earned in the third column below.

	Maximum Points	Earned Points
3 mid-term exams, lowest grade dropped, 30 points total		
Exam 1	15 or 0	
Exam 2	15 or 0	
Exam 3	15 or 0	
<i>Connect Kamien</i> daily assignments. 85%=full credit. There will be no extensions to the deadlines for the assignments.	25	
Final Exam	15	
Concert Report 1	10	
Concert Report 2	10	
Class attendance & conduct	10	
Total	100	

**Lowest Grade Dropped and Missed Quiz Policy.** The lowest grade of your first three exams will be dropped. If you miss an exam, that will count as the lowest grade dropped. There will be no make-up exams. Always notify me if you miss a quiz! You will only be allowed to miss one of the first three exams. No one will be allowed to skip the final exam, which will be partly cumulative in scope.

**Extra Credit worth 3 points.** You may elect to do an extra credit presentation worth 3 points. You must let me know in advance if you choose to do this and you must sign up for a date. Fill out an “Extra-Credit Oral Report” form, present a recording or perform a musical piece of your choice, and answer questions from the class and the instructor. Make connections between the piece you are presenting and concepts learned in class.

Extra credit cannot be substituted for required work. If any required work, such as exams or concert reports, are missing, extra credit will not be applied.

**Concert Reports and Concert Attendance.** You are required to write two concert reports. Instructions will be available on Blackboard.

**DISABILITY** Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A-200. The OFSDS telephone number is 270.745.5004 V/TDD. Please **DO NOT** request accommodations directly from the professor or instructor without a letter of accommodation from the Office of Disability Services.

**PLAGIARISM** Student work may be checked using plagiarism detection software. For regulations see the WKU Undergraduate Catalog 2012/2013. See “Academic Information,” Academic Offenses, p. 1.

[www.wku.edu/undergraduatecatalog](http://www.wku.edu/undergraduatecatalog)



## **Colonnade Program Course Proposal: Explorations Category**

### **School of Nursing – NURS 102 Introduction to Professional Nursing**

**Dr. Lorraine Bormann – NURS 102 Course Coordinator 4/16/2013**

---

- 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)**
  - Course Proposal: NURS 102 – Introduction to Professional Nursing
  - Subcategory: Social and Behavioral Sciences
  
- 2. How will this course meet the specific learning objectives of the appropriate subcategory. Please address all of the learning outcomes listed for the appropriate subcategory.**

Colonnade Learning Objective 1: Demonstrate knowledge of at least one area of the social and behavioral sciences.

Objective 1 is met by the following course objectives:

- Discuss the historical foundations of nursing practice (obj. 1)
- Discuss the differences in educational levels and roles in nursing practice (obj. 3)

Objective 1 is met by the following student learning outcomes:

- The student will be able to identify key figures and events in nursing history.
- The student will be able to discuss critical nursing history themes within the sociopolitical context of the time.
- The student will be able to compare the types of nursing programs and degrees.
- The student will be able to compare and contrast the major nursing roles.

Colonnade Learning Objective 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.

Objective 2 is met by the following course objectives:

- Compare the US health care and nursing educational system with those from other industrialized nations (obj. 4)

Objective 2 is met by the following student learning outcomes:

- The student will be able to discuss the Institute of Medicine (IOM) core competency: Evidence-based practice.
- The student will be able to discuss the importance of research to nursing.

- The student will be able to discuss the importance of ethics to the nursing profession.
- The student will be able to describe the research steps and early history of unethical human subject studies and relationship to Institutional Review Board (IRB).
- The student will be able to define the tools and methods used to monitor and improve health care.
- The student will write an APA formatted paper that compares the US health care and nursing educational system with those from another industrialized nation.
- The student will work in a group to prepare and present a power point presentation from the results of their APA papers to the class.

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

Objective 3 is met by the following course objectives:

- Discuss current trends and issues related to the profession of nursing (obj. 2)

Objective 3 is met by the following student learning outcomes:

- The student will be able to discuss the Institute of Medicine (IOM) core competency: Patient-centered care.
- The student will be able to examine and explain the meaning of the knowledge-caring dyad.
- The student will be able to examine the critical health policy issues and their impact on nurses and nursing.
- The student will be able to compare and contrast high-touch care with high-tech care related to the IOM core competency: Informatics.
- The student will be able to discuss the goal of the national initiative to improve the nation's health: *Healthy People 2020* to reduce healthcare disparities.
- The student will be able to describe the workforce profile, generational issues, and global migration of nurses as it relates to the nurse workforce profile and the need for more diversity.

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

Objective 4 is met by the following course objectives:

- Compare the US health care and nursing educational system with those from other industrialized nations (obj. 4)

Objective 4 is met by the following student learning outcomes:

- The student will be able to discuss the IOM core competency: Quality.
- The student will be able to compare licensure, certification, and credentialing.
- The student will be able to examine the various settings and roles and specialties for nurses and possible future changes in the scope of practice issues.

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

Objective 5 is met by the following course objectives:

- Discuss the scope of nursing practice, as compared to the practice of related health care professionals such as physicians, psychologists, physical therapists, etc. (obj. 5)
- Discuss the nursing code of ethics and standards of care of professional nursing (obj. 6)

Objective 5 is met by the following student learning outcomes:

- The student will be able to discuss the IOM core competency: Interprofessional teams.
- The student will be able to describe the healthcare provider team and its relationship to nursing.
- The student will be able to discuss communication and its relationship to patient care and teams; examine collaboration and its relationship to patient care teams; and explain how coordination relates to patient care and teams.
- The student will be able to explain the relevance of standards to the nursing profession.

**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.**

- Course Description NURS 102: Introduction to professional nursing introduces students to the health care system while focusing on the professional nursing role. The introduction to professional nursing course helps student understand nursing history, the health care delivery system and current trends in healthcare and nursing. In addition, the course introduces students to the professional nursing responsibilities and organizations; certification and licensure; and the various educational options that are available. Introduction to professional nursing brings a global perspective as students compare the US health care and nursing educational systems with those from other industrialized nations.
- Learning Objectives for Colonnade Program: This course fulfills the Introduction to Professional Nursing requirement in the explorations category of WKU's Colonnade program. As part of that program, NURS 102 has specific learning objectives. Students who complete NURS 102 will be able 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.

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

This course uses assigned readings, lectures, power point slides, websites, and class discussion to introduce students to the rapidly changing and complex US health care system and professional nursing. In addition to introducing students to the health care system while focusing on the professional nursing role, NURS 102 will stress reading, writing, critical thinking and working in teams. This will enable faculty to regularly assess learning outcomes through a variety of approaches from the assigned readings, power points, lectures and websites by giving five quizzes throughout the semester, a midterm exam, and a comprehensive final exam.

Additional teaching plans will include instruction and learning activities for writing in APA format. The learning assessment for APA format will include writing an APA formatted paper and conducting peer review of another student paper. The critical thinking activities will provide student learning opportunities for identifying different types of scholarly sources, debating the health care system in the United States, discussing various ethical dilemmas and critical health care issues. Students will work in groups to develop communication and teamwork skills and learning outcomes will be assessed from the critical thinking activities and a group presentation related to the APA paper that will be presented to the class.

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

- NURS 102 will be offered online in Winter and Summer terms. The online courses are restricted to transfer students who need this pre-requisite before they can be accepted into the BSN pre-licensure program.
- NURS 102 will have 3 classroom sections offered during Spring and Fall terms.
- NURS 102 will have 1 summer classroom section.

**6. Please attach a sample syllabus for the course: (attached as a separate document)**

**NUR 102 Introduction to Professional Nursing**  
**Sample Syllabus – For Colonnade Proposal**  
**Western Kentucky University (rev 4/16/2013)**

**Course Description:** Introduction to the nursing experience. Topics include nursing history, current trends, nursing in the health care delivery system, professional responsibilities, educational options, professional organizations, certification and licensure issues.

<b>Colonnade Explorations Learning Outcomes – Students will demonstrate the ability to:</b>
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.

**NUR 102 Course Objectives:** At the completion of this course, the student will be able to:

1. Discuss the historical foundations of nursing practice
2. Discuss current trends and issues related to the profession of nursing
3. Discuss the differences in educational levels and roles in nursing practice
4. Compare the US health care and nursing educational system with those from other industrialized nations
5. Discuss the scope of nursing practice, as compared to the practice of related health care professionals such as physicians, psychologists, physical therapists, etc.
6. Discuss the nursing code of ethics and standards of care of professional nursing

**Course Credit:** 3 hours

**Prerequisites / corequisites:** ENG 100, ENGL 100C or equivalent **or** permission of instructor.

**Instructional Methods:** This course will be taught using a variety of instructional teaching methods. Students will have assigned readings and activities. Students will be expected to come to class prepared to discuss content with faculty and peers.

**Evaluation:** Course grade will be determined by the following:

Quizzes (5 @ 15 points each)	75 Points*
Global Health Care Presentation	25 Points
APA style paper on Global Health Care	50 Points
Critical Thinking (CT) activities (5 @ 15 points each)	75 Points*
Midterm examination	50 Points
Final examination	<u>50 Points</u>
	325 Points

\*Note: The lowest one score obtained on either a quiz or a CT assignment will be dropped.

**Location and Hours: TPH 0134 - Wednesday 1:30-4:30 p.m.****Faculty:**

Lorraine Bormann PhD, RN, MHA, CPHQ

AC 108 office hours: Tuesday – Thursday 9am – 11:15am and Monday and Friday by appointment.

e-mail: [lorraine.bormann@wku.edu](mailto:lorraine.bormann@wku.edu) for correspondence or to make an appointment

Office: 270-745-3690

**Required Textbooks:**

1. Finkelman, A. & Kenner, C. (2010). *Professional Nursing Concepts: Competencies for Quality Leadership*. (2<sup>nd</sup> Ed.). Boston: Jones and Bartlett. ISBN: 978-1-4496-4902-9
2. APA Publication Manual, 6th Edition (2009) 2<sup>nd</sup> printing or higher. ISBN: 978-1-4338-0559-2

**Required Software:** MS Word (NOT MS WORKS) and Power Point – these are available in all WKU computer labs. Free PDF writer software can be can be obtained from <http://www.cutepdf.com/>

<b>Grading Scale:</b>	100-91% = A	Please Note that this is the standard <u>Nursing grading scale</u> and it is higher than what you may be accustomed to.
	90-84% = B	
	83-77% = C	
	76-69% = D	
	68-0% = F	

**Withdrawal from an Individual Class (while a term is in progress)**

Students who cease attending class without an official withdrawal will receive a failing grade. The last day to drop this NUR 102 full-semester course with a “W” will follow WKU policy.

**Quizzes and Critical Thinking (CT) Exercises:** There will be several 'in class' quizzes and critical thinking exercises during the semester on the dates indicated in this syllabus. If you miss a quiz or a CT exercise, you will be given ZERO POINTS. At the end of the semester, your lowest one grade for either a quiz or the critical thinking exercises will be dropped, which should help account for any class absences during one of these activities. There are NO "make-up" quizzes or exercises – please don't ask for one. You may NOT drop the midterm, final exam, Health Care System Presentation, or the APA paper.

**Peer Assisted Study Sessions (PASS)**

Peer Assisted Study Sessions (PASS), a program of The Learning Center and Academic Advising and Retention Center, is offered for this course. PASS offers two weekly study sessions where classmates can come together to discuss course material, and ask questions about the course work. These sessions are led by a trained PASS Leader, a student, who has already successfully completed the course. The sessions may also include instruction on note-taking, studying and test-taking techniques and strategies designed to help students succeed in this particular class. For more information on when and where these sessions will take place, contact The Learning Center at 745-6254 or [tlcga.wku.edu](mailto:tlcga.wku.edu).

**The Learning Center (TLC)**

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

[www.wku.edu/tlc](http://www.wku.edu/tlc)

### Writing Center Assistance

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*. See instructions of the website [www.wku.edu/writingcenter](http://www.wku.edu/writingcenter) for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

### Student Health Care System Presentations (30 minute class presentation by groups)

1. A group power point slide presentation will be required and presented to the entire class. The power point presentation must be emailed to [lorraine.bormann@wku.edu](mailto:lorraine.bormann@wku.edu) by the required due date on the syllabus. 5 points will be deducted for each member in the group if the power point is not emailed by 8pm on the due date. The group members are responsible to confirm with Dr. Bormann that the presentation was received. *You must request and receive a confirmation email from Dr. Bormann.*
2. Each group member must attend ALL group presentations and provide a Presentation Rating Scale for each group presentation and a Group Performance Rating Scale for your individual group. 10 possible points will be deducted for any student that does not provide both of these completed documents at the end of the final class presentations.
3. Presentation style and graphics are expected to be appropriate for professional level presentation.
4. References for presentation must be from scholarly sources (see APA paper requirements for details on expectations for references).
5. Data concerning your select country's major health indicators (life expectancy, infant mortality, obesity rates, smoking rates, etc.) should be obtained and compared with US data on these outcomes.
6. Cost of health care and payment of health care should be compared between US and your selected nation.
7. Educational systems for health professionals and pay scales for health professionals should be compared between the US and your selected nation.
8. Brief personal "testimonials" concerning experiences in various health care systems can be used for interest, but these are not considered data and should not be the main focus of your presentation.
9. Summary should include your conclusions on which system is the best and why (U.S. or your nation).
10. References for presentations must be from scholarly sources (see APA paper requirements for details) and included in the presentation.

### APA Paper Requirement

1. The paper must follow APA format. You must have a properly formatted APA title page, body, and reference page. Examples of student papers with formatting notes are on the class blackboard page. The body of the paper should be a minimum of 2 FULL pages to maximum of 3 pages. You will lose points if less than 2 FULL pages or more than 3 pages. Note: the title and reference pages do NOT count as part of the body of the paper.
2. At least 3 scholarly articles must be obtained and submitted with your paper. Utilize the WKU library and library sites to obtain appropriate articles. At least one of the references must be a scientific study published in a professional journal (Research Article).
3. WEBSITES, BLOGS, NEWSPAPER ARTICLES, etc are NOT accepted as references. All three references must be articles published in print or online journals, with authors, dates, journal name and volume numbers.

4. An APA grading rubric checklist is with this syllabus and on the blackboard site and will be used to grade your paper. Check it with your paper to make sure you have included everything you will be getting points for. Anything missing or unacceptable will obtain zero points for those criteria.
5. The due date for the DRAFT is on the weekly class schedule. The paper is first brought to class in a hardcopy DRAFT for peer review in class to allow for improvement in your work before final submission. Note: This is Critical Thinking #3 exercise worth 15 points.
6. The due date for the FINAL APA Paper is also on the weekly class schedule. No excuses will be accepted for a late paper for any reason, 2 points per day will be deducted for all late papers. It is your responsibility to attend class and assure the paper was received by the instructor. PLEASE SAVE MULTIPLE BACKUPS OF YOUR PAPER on a DISK, JUMP DRIVE AND YOUR COMPUTER. Only 1 paper will be graded. Make sure you submit the FINAL paper on the due date.
7. Get HELP with the APA Paper. There are a number of resources on campus to help students with various issues related to professional writing. If you need help with locating references, see the WKU nursing reference librarian at the library. If you need help with APA style or basic college level writing skills, go to the writing center - THIS IS HIGHLY RECOMMENDED FOR EVERYONE. If you need technical assistance converting files or formatting your paper, go to the computer lab for assistance.
8. Student work may be checked using plagiarism detection software such as Turn it In or Safe Assign. Papers judged to have plagiarism issues will be given a ZERO.

**Midterm and Final Exams:** A comprehensive midterm and final exam will be given in class on the date scheduled in this syllabus. If you are ill for either exam, you must contact the instructor in ADVANCE to schedule a makeup exam. The makeup final exam may include ESSAY or SHORT ANSWER format which must be completed within 3 working days of the final exam. You will not be allowed to take the same multiple choice exam given in class.

**Rounding:** Total POINTS will be rounded at the end of the course. For example, 249.5 points will be rounded up to 250 points. Percentages will NOT be rounded up, 76.5% will NOT be rounded up to 77%.

**Class Attendance / Participation:** Class attendance and active participation are expected. Students can choose to attend or not attend. However, if you chose to attend class, you are expected to be on time and remain the entire class period. Students coming and going from class are disruptive and disrespectful. Students who chose to not attend must learn the information on their own; the instructors will not tutor people who are absent. There are no excused or unexcused absences in this class but the instructor does track attendance.

**Student Engagement - Critical thinking (CT) assignments:** There will be CT assignments throughout the semester (see class schedule). These assignments and activities allow students to apply the following skills: library usage, computer literacy, college level writing skills, debating skills, judgment and responsibility. Points are assigned to these various exercises. If you miss the group exercise, it cannot be made up. You will be assigned zero points for the exercise that you missed. As noted in the grading section, the lowest score for either a quiz or CT assignment will be dropped.

**Student Responsibilities and Consequences:** Students are expected to be self-directed and responsible for their own learning. Students displaying unethical behaviors (such as cheating or plagiarism) or disrespectful behaviors towards faculty or classmates may receive an “F” on the assignment, or may even receive an “F” in the class, depending on the severity of the infringement.

**Learning Environment:** Please maximize learning for all students by being attentive, turning off you’re your cell phones, avoiding distractions such as pets, children, and laptops displaying non-course related materials, etc. Your instructor may ask you to leave the classroom if you engage in behaviors that are viewed as being detrimental to the learning environment.



**Quality Enhancement Plan:** WKU received reaffirmation of its accreditation by the Southern Association of Colleges and Schools in 2005. As part of the reaffirmation of accreditation process, WKU developed and received approval of its Quality Enhancement Plan (QEP), *Engaging Students for Success in a Global Society*. The emphasis on student engagement builds upon WKU's long tradition of providing experiential and context-based learning opportunities for students, and complements the university's vision of becoming A Leading American University with International Reach. Visit [http://www.wku.edu/academicaffairs/ee/qep\\_engage.php](http://www.wku.edu/academicaffairs/ee/qep_engage.php)

**Student Disabilities:** Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room A201, Downing University Center. The OFSDS telephone number is (270) 745-5004 V/TDD.

Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Course Changes:**

Faculty reserves the right to make changes in the syllabus including adding or subtracting assignments or changing due dates if, *in the opinion of the instructor*, changes will improve the course or enhance student learning. An updated syllabus will be reviewed with the class and posted on the class blackboard site in such an event.

I look forward to having you in class,

**Dr. Bormann**

<b>NURS 102 Course Objectives</b>	<b>Teaching/Learning Strategies</b>	<b>Learning Outcomes – Upon completion of the course objective, the student will be able to:</b>
<i>The Colonnade learning objective is indicated in the parentheses ( ) in the NURS 102 Course Objectives column</i>		
1. Discuss the historical foundations of nursing practice. (1)	-Assigned reading – Ch 1, 2 -Lecture & slides -Class discussion -Class activity	-identify key figures and events in nursing history -discuss critical nursing history themes within the sociopolitical context of the time
2. Discuss current trends and issues related to the profession of nursing. (3)	-Assigned reading – Ch 2, 3, 5, 7, 9, 13, 14 -Lecture & slides -Class discussion -Class activity	-discuss the IOM core competency: Patient-centered care -examine the knowledge-caring dyad and explain the meaning of caring to nursing -examine the critical health policy issues and their impact on nurses and nursing -compare and contrast high-touch care with high-tech care -discuss the IOM core competency: Informatics -discuss the national initiative to improve the nation's health <i>Healthy People 2020's</i> goal to reduce healthcare disparities -describe the workforce profile, generational issues, and global migration of nurses as it relates to nurse workforce profile and need for more diversity
3. Discuss the differences in educational levels and roles in nursing practice. (1)	-Assigned reading – Ch 2, 4 -Lecture & slides -Class discussion -Class activity	-compare the types of nursing programs and degrees -compare and contrast the major nursing roles
4. Compare the US health care and nursing educational system with those from other industrialized nations. (2, 4)	-Assigned reading – Ch 2, 6, 11, 12 -Lecture & slides -Video -Health care debate activity -Locating and evaluating information and scholarly work -APA format lecture/activity -Peer critique of APA paper -Assigned reading – Ch 4 -Lecture & Slides -Class discussion	-discuss the IOM core competency: Evidence-based practice -discuss the importance of research to nursing -describe the research steps and early history of unethical human subject studies and relationship to Institutional Review Board (IRB) -define the tools and methods used to monitor and improve health care -write an APA formatted paper that compares the US health care and nursing educational systems with other industrialized nations -work in a group to prepare and present a power point presentation from the results of their APA papers to the class -discuss the IOM core competency: Quality -compare licensure, certification, and credentialing -examine the various settings and roles and specialties for nurses and possible future changes in scope of practice issues
5. Discuss the scope of nursing practice, as compared to the practice of related health care professionals such as physicians, psychologists, physical therapists, etc. (1, 5)	-Assigned reading – Ch 6, 8, 10, 15 -Lecture & slides -Class discussion -ANA Scope and Standards	-discuss the IOM core competency: Interprofessional teams -describe the healthcare provider team and its relationship to nursing -discuss communication and its relationship to patient care and teams; examine collaboration and its relationship to patient care and teams; explain how coordination relates to patient care and teams
6. Discuss the nursing code of ethics and standards of care of professional nursing (5)	-Assigned reading – Ch 6, 12 -Lecture & slides -Class discussion -ANA Code of Ethics -Ethics committee activity	-discuss the importance of ethics to the nursing profession -explain the relevance of standards to the nursing profession





**N102 APA Paper Grading Rubric**  
**worth possible 50 points\***

<b>Student Name on Paper:</b>					
Item	Very Good	Good	OK	Poor	Missing or Not Acceptable
<b>Basic submission skills.</b> Paper submitted by the due date in a folder with name on the front. Copies of all references used in the paper submitted with the paper.	Paper submitted with copies of ALL references in a folder with name on front	Paper & most refs submitted in a folder with name on front	Paper and some refs submitted &/or not submitted in folder with name on front	Paper and only few refs submitted	Submitted paper only, failed to follow instructions, multiple technical problems etc.
	7	5.5	4	3	1 points
<b>Title Page</b> Page Number in upper right corner Running head and Short title flush left in all CAPS Title of Paper Centered Correctly & Double Spaced Appropriate Title for College Level APA Paper Student Name and Identification Information Points for Title Page	3	2.5	2	1.5	1
<b>Body of Paper</b> Margins 1 inch all around Double Spaced entire paper Short title flush left in all CAPS on each page Page Numbers in upper right corner Font (Arial or Times New Roman; 12 point font) No font changes in paper or header Title of paper centered at top of first page of body Points for Basic Formatting of Paper	3	2.5	2	1.5	1
No plagiarism. Has page numbers and correctly identifies direct quotes (if used), provides a reference for paraphrased and quoted materials.	6	5.5	5	4.5	1
Correct use of English Grammar Punctuation Spelling and uses correct words (too, not two etc). APA In text Citations Body of the paper is <b>2-3 pages in length</b> Points for College Level Writing Skills	10	9.5	8	7	2
Content on nation's health system	7	6.5	5	4	2
Content on nation's nursing education system	7	6.5	5	4	2
Summary Comparing their health care and education system with the US systems	3	2.5	2	1.5	1
<b>Reference Page</b> References title Double Spacing Short title flush left in all CAPS Page number in upper right corner At least 3 references At least one research article reference References in alphabetical order Correct use of hanging indents References correctly formatted for APA style Font same as body of paper No font changes on References Page Total points for Reference Page	4	3.5	3	2.5	1
<b>*NOTE: Papers not submitted to Dr. Bormann on due date will have 2 points per day deducted from the final score.</b>					
Total Points for this paper – Out of 50 Possible*					

Nursing 102 Presentation Rating Scale

Your Name \_\_\_\_\_ Your Group Number \_\_\_\_\_ Date \_\_\_\_\_

**Please rate each presentation on a scale of 1-5, with 5 being the highest score possible in each area  
 \*\*5 point deduction for not rating EVERY group (except your own)**

Group 1 _____ PowerPoint slideshow _____ Public Speaking _____ Team work _____ Comparison of Key Health Indicators _____ Comparison of Cost of Health Care _____ Comparison of Nursing Educational System _____ Summary of Conclusions _____ Overall Presentation Quality	Group 2 _____ PowerPoint slideshow _____ Public Speaking _____ Team work _____ Comparison of Key Health Indicators _____ Comparison of Cost of Health Care _____ Comparison of Nursing Educational System _____ Summary of Conclusions _____ Overall Presentation Quality
Group 3 _____ PowerPoint slideshow _____ Public Speaking _____ Team work _____ Comparison of Key Health Indicators _____ Comparison of Cost of Health Care _____ Comparison of Nursing Educational System _____ Summary of Conclusions _____ Overall Presentation Quality	Group 4 _____ PowerPoint slideshow _____ Public Speaking _____ Team work _____ Comparison of Key Health Indicators _____ Comparison of Cost of Health Care _____ Comparison of Nursing Educational System _____ Summary of Conclusions _____ Overall Presentation Quality
Group 5 _____ PowerPoint slideshow _____ Public Speaking _____ Team work _____ Comparison of Key Health Indicators _____ Comparison of Cost of Health Care _____ Comparison of Nursing Educational System _____ Summary of Conclusions _____ Overall Presentation Quality	Group 6 _____ PowerPoint slideshow _____ Public Speaking _____ Team work _____ Comparison of Key Health Indicators _____ Comparison of Cost of Health Care _____ Comparison of Nursing Educational System _____ Summary of Conclusions _____ Overall Presentation Quality
Group 7 _____ PowerPoint slideshow _____ Public Speaking _____ Team work _____ Comparison of Key Health Indicators _____ Comparison of Cost of Health Care _____ Comparison of Nursing Educational System _____ Summary of Conclusions _____ Overall Presentation Quality	Group 8 _____ PowerPoint slideshow _____ Public Speaking _____ Team work _____ Comparison of Key Health Indicators _____ Comparison of Cost of Health Care _____ Comparison of Nursing Educational System _____ Summary of Conclusions _____ Overall Presentation Quality
Group 9 _____ PowerPoint slideshow _____ Public Speaking _____ Team work _____ Comparison of Key Health Indicators _____ Comparison of Cost of Health Care _____ Comparison of Nursing Educational System _____ Summary of Conclusions _____ Overall Presentation Quality	Group 10 _____ PowerPoint slideshow _____ Public Speaking _____ Team work _____ Comparison of Key Health Indicators _____ Comparison of Cost of Health Care _____ Comparison of Nursing Educational System _____ Summary of Conclusions _____ Overall Presentation Quality

Name \_\_\_\_\_

Date \_\_\_\_\_

<b>Group Performance Rating Scale</b>					
<b>**5 point deduction for not rating your group performance</b>					
<i>Directions:</i> Use this form to give feedback about the OVERALL performance of your group. Circle the appropriate number after each statement. 0 = Major Difficulty, 1 = Needs Improvement, 2 = Okay, 3 = Very Good, 4 = Excellent					
1. All members participated in the group activities.	0	1	2	3	4
2. Group members worked well together.	0	1	2	3	4
3. No one dominated the group discussions.	0	1	2	3	4
4. The group successfully accomplished their assigned tasks	0	1	2	3	4

<b>Group Member Rating Scale</b>					
<i>Directions:</i> Rate the other members of your group (do not include yourself) on their ability to assist the group to accomplish its goals. 0 = Did not really help with group project 1 = Needs Improvement, 2 = Okay, 3 = Very Good, 4 = Excellent					
	0	1	2	3	4
	0	1	2	3	4
	0	1	2	3	4
	0	1	2	3	4
	0	1	2	3	4

**Add your comments about your groups' process and performance here.**

**Add your comments about your performance and how you may improve future performances.**

---

### Student Affirmation

After you have studied the syllabus and other course materials, please read, sign, and date the following statement. This gives you another prompt to ask questions about any unclear issues and will save us both time and you confusion about course requirements.

I have a copy of the **NUR 102** course syllabus and materials. I understand and accept their contents. I also understand that work in this course must be my work, and all required assignments, projects, and tests must be completed to receive a passing grade for this course.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

---

### Discussing Grades – please initial one of the options below

You will be able to check your grades in the Blackboard grade book. You can ask me about grades via E-mail, but I am not allowed by law to reply in any detail using E-mail, unless I have your written signature. (This is to protect your privacy. E-mail is not a private form of communication). Read and initial EITHER A or B:

A. I give my consent to the instructor to discuss my course grades with me via e-mail. \_\_\_\_ (initial)

-OR-

B. I prefer the following method for discussing course grades (e.g., phone call, wait for registrar's notice at end of term. Choice is subject to negotiation of a mutually acceptable method). \_\_\_\_ (initial)

Provide Method: \_\_\_\_\_

I will promptly notify the instructor in writing (via postal mail AND receipted E-mail of any change in my wishes).

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Your Name Printed

---

### Printing Photo – Sign and date one of the options below:

A. \_\_\_\_\_ (signature / date) I give my permission for Dr. Bormann to print my photo ID for the sole purpose of face / name recognition. The photo will not be used for any other purpose.

-OR-

B. \_\_\_\_\_ (signature / date) I DO NOT give my permission for Dr. Bormann to print my photo ID for the sole purpose of face / name recognition.



**Western Kentucky University Colonnade Program**  
**Department of Public Health**  
**PH 100 Proposal**

1. The Department of Public Health plans to offer PH 100: Personal Health as one of the courses in the Explorations category. PH 100 is for the Social and Behavioral Sciences subcategory.

2. PH 100: Personal Health (3 hours) meets all five learning objectives listed under the Social and Behavioral Sciences category. PH 100 helps students explore health behaviors and to use behavioral theories to explain why individuals make certain health decisions. The course also offers students the opportunity to identify the various levels/factors that influence individuals and community health behavior.

**Learning Objective 1: Students will demonstrate knowledge of at least one area of social and behavioral sciences.**

PH 100 is the fundamental course that introduces students to the field of public health/health education. This course offers a broad perspective of the health of individuals, communities and populations including the factors such as environmental, social, emotional, and physical that influence health. Students are also introduced to skills and strategies to improve on their health status. Students are assigned activities and complete worksheets that require them to demonstrate their knowledge in health and explain the behavior change process.

**Learning Objective 2: Students will demonstrate the ability to apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.**

The Personal Health course requires students to select a health behavior to improve on during a 12-week period using strategies and tools discussed in class. The Transtheoretical Model (stages of change) is used to help explain the behavior change process and strategies to help individuals move along the continuum. The health behavior is selected through the completion of a comprehensive health assessment. Students have to keep a weekly journal demonstrating progress made towards the behavior and challenges faced along the way. Strategies used to overcome challenges have to be included in the project.

The Personal Health course also encourages students to use knowledge and research to identify risk factors for diseases. Risks factors are separated into modifiable and non-modifiable factors. Students are required to identify strategies to reduce the impact of the modifiable risk factors by creating plans for behavior change.

**Learning Objective 3: Students will be able to understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.**

One of the overarching goals of Healthy People 2020, the 10-year national objectives for improving the health of all Americans is to “achieve health equity, eliminate disparities, and improve the health of all groups.” College students are diverse: gender, traditional, non-traditional, different race/ethnic backgrounds, students with disabilities, sexual orientation and a few more. Diversity also exists in communities and populations. Diversity impacts the health of the population in various ways. Some diseases/conditions affect some populations more than others requiring group-specific interventions and strategies. The PH 100 course exposes students to the characteristics of different groups and their needs. Strategies are then explored to identify ways through which the health of such populations will be improved to decrease disparities. Each topic discussed in the PH 100 course has a section on diversity for students’ review. Students get the opportunity to discuss the role of both traditional and non-traditional students on college campuses and how each group enriches the college experience. The effects of various diseases on groups such as men, the elderly and different race/ethnic groups are discussed throughout the entire course.

**Learning Objective 4: Students will demonstrate the ability to integrate knowledge of at least one area of the social and behavioral sciences into issues of personal and public importance.**

One activity in the PH 100 course is completion of a comprehensive health assessment at the beginning of the course. Students assess themselves in these areas: social and occupational health, social and psychological health, stress management, fitness, nutrition and weight management, alcohol, tobacco, and other drug use, disease prevention, sexual health, safety practices and violence prevention, health care consumerism, and environmental health. Students then use the results and work on the low scoring areas in their health behavior change project. They are encouraged to retake the comprehensive health assessment at the end of the course to see if improvements have been made. By improving on their health, students become better members of their society/community.

**Learning Objective 5: Students will demonstrate the ability to communicate effectively using language and terminology germane to at least one area of the social and behavioral sciences.**

The Personal Health 100 course is the fundamental course which introduces students to the public health/health education field. This course exposes students to the basic terminology in the health field. For instance the correct terminology for disease producing agents “pathogens” is

used in the course instead of “germs.” Different pathogens: viruses, bacteria, fungi, protozoa, their descriptions/characteristics and the diseases they cause are also discussed in the course. The chain of infection which explains how diseases are transmitted from one person to the other is also explained in the course.

### **3. Course Objectives:**

As a result of taking this course, each student should be able to:

1. Describe how personal health behaviors affect his/her current and future health status.
2. Investigate the role that heredity, behavior and other risk factors play in individual and group health.
3. Discuss how personal lifestyles contribute positively and negatively to one’s personal health.
4. Demonstrate skills necessary to make healthful choices and informed decisions for personal health.
5. Identify the differences in populations and groups and how these differences impact health status.
6. Design a personal health plan.

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

Activities to be used to assess learning objectives include the comprehensive health assessment, health behavior project, quizzes, assignments/challenges, critical thinking (discussion board) activities and exams. The comprehensive health assessment, health behavior change project, quizzes, discussion board activities and exams will assess objectives 1-6. The comprehensive health assessment, health behavior change project and exams will specifically assess objectives 3-6. Exams, quizzes and discussion board will assess objectives 1-2. The criterion to be used to assess student outcomes:

1. Excellent: 70% of students will score 70 or higher on all four exams. Good: at least 70% of students will score 70 or higher on 3 out of 4 exams. Satisfactory: at least 70% of students will score 60 or higher on 3 out of 4 exams.

2. Excellent: 70% of students will score 80 or higher on the health behavior project. Good: at least 70% of students will score 70 or higher on the health behavior project. Satisfactory: at least 70% of students will score 60 or higher on the health behavior project.

3. Excellent: 70% of students will score 90 or higher on quizzes.  
Good: at least 70% of students will score 80 or higher on quizzes.

Satisfactory: at least 70% of students will score 60 or higher on quizzes.

4. Excellent: 70% of students will score 90 or higher on assignments/challenges. Good:

at least 70% of students will score 80 or higher on assignments/challenges. Satisfactory:

at least 70% of students will score 60 or higher on assignments/challenges. Excellent:

70% of students will score 90 or higher on discussions.

Good: at least 70% of students will score 80 or higher on discussions.

Satisfactory: at least 70% of students will score 60 or higher on discussions.

**5.** The Department of Public Health will offer 10-12 sections of the PH 100 course each semester. This is based on current enrollment in the PH 100 course. The course will be offered through a variety of ways: face-to-face, online and Independent Learning for easy access.

Sample Syllabus (online version)

Western Kentucky University  
Department of Public Health  
PERSONAL HEALTH 100 - 719 (WEB)  
Spring 2013

Instructor 1: Dr. Grace Lartey

This is a web course and will be conducted entirely on Blackboard

**BLACKBOARD:** This course will use the Blackboard online course management system which can be accessed at <http://ecourses.wku.edu> or by clicking *Blackboard* in the More Links menu at <http://www.wku.edu>.

**Office:** Academic Complex 129D (South Entrance)

**Office Hours:** Monday/Wednesday 8:30 am - 2:00 pm

**Phone:** 270-745-3941

**E-mail 1:** [grace.lartey@wku.edu](mailto:grace.lartey@wku.edu) (Mention your course number in the subject column of your emails.)

**Email 2:** [colanda.austin576@topper.wku.edu](mailto:colanda.austin576@topper.wku.edu)

**REQUIRED TEXT:** Payne, W. A., Hahn, D. B. & Lucas, E. B. (2013). *Understanding Your Health*. (12th edition). McGraw-Hill

**COURSE DESCRIPTION:** Examines behaviors and environmental conditions that enhance or hinder an individual's health status. In addition to exploring social and environmental factors, students are encouraged to think critically about behavioral choices that impact ones' health. Students assess their individual behavior in the light of current scientific knowledge concerning mental health; drugs alcohol and tobacco; health care; selection of health products; prevention of disease; nutrition; exercise, and stress management.

**COURSE OBJECTIVES:** As a result of taking this course, each student should be able to:

Course Objectives	Activities to support objectives	Assessment of objectives
1. Describe how personal health behaviors affect an individual's current and future health status.	Comprehensive health assessment; health behavior project; longevity quiz; thinking quiz; discussion board.	Completion of these activities: Discussion board; exam; health behavior project.
2. Investigate the role that heredity plays in one's health status.	Comprehensive health assessment; health behavior project; longevity quiz; thinking quiz; discussion board.	Completion of these activities: discussion board; exam; health behavior project.

3. Discuss how personal lifestyles contribute positively and negatively to one's personal health.	Comprehensive health assessment; health behavior project; longevity quiz; thinking quiz; discussion board.	Completion of these activities: discussion board; exam; health behavior project.
4. Demonstrate skills necessary to make healthful choices and informed decisions for personal health.	Comprehensive health assessment; health behavior project; longevity quiz; thinking quiz; discussion board.	Completion of these activities: discussion board; exam; health behavior project.
5. Identify the differences in populations and groups and how these differences impact health status.	Comprehensive health assessment; health behavior project; longevity quiz; thinking quiz; discussion board.	Completion of these activities: discussion board; exam; health behavior project.
6. Design a personal health plan.	Comprehensive health assessment; health behavior project.	Completion of these activities: discussion board; exam; health behavior project.

**Course Requirements:**

1. Health Behavior Project (**Due date –April 16; Mid-term review March 5**)

- a) Choose a health behavior to improve upon this semester.
- b) Write a one page introduction on why you have chosen this health behavior.
- c) State your goal and objectives.
- d) Write one paragraph each week about your actions and progress.
- e) At the end of the project time, write a one page summary of your success, challenges and your overall reflection of the project.
- f) Project must be submitted with a cover page (name, health behavior, due date).

**Project must be typed, double spaced, 12 font with 1 inch margins (check grading scale).**

2. Complete four exams
3. Discussion Board Activities
4. Assignments

\*\*\* **Extra Credit (optional):** Students will be eligible to earn up to 21 extra credit points by completing all the chapter personal assessments (1 point each).

<b>Evaluation:</b>		<b>Your Points</b>
Exam 1	50 points	_____
Exam 2	50 points	_____
Exam 3	50 points	_____
Final Exam	50 points	_____
Discussions/Assignments	60 points	_____
Health Behavior Project	40 points	_____
<b>Total Points</b>	<b>300 points</b>	

### **Exam Format**

All exams will be taken online. It is the student's responsibility to contact the instructor prior to the test either by e-mail or telephone if he/she will miss a scheduled exam. Make-up exams will be given only with appropriate documented medical/emergency excuses.

### **Grading:**

A = 270 – 300 points

B = 240 – 269 points

C = 210 – 239 points

D = 180 – 209 points

F = < 180 points

\*\*\* The schedule and procedures in this course are subject to change in the event of extenuating circumstances. Each student is responsible for taking note of any announced changes. **Make it a point to check announcements and your WKU e-mail for class up-dates.**

### **Exams:**

- **Multiple choice**
- **All questions will come from text and PowerPoint Notes**
- **Exams can be taken from any computer**
- **You will have a 2 hour period to complete each exam**
- **Exam I                      Thursday, February 14**
- **Exam II                     Tuesday, March 19**
- **Exam III                    Thursday, April 11**
- **Exam IV/Final            Tuesday, May 7**

**Personal Wellness Project:** Each student will be required to conduct a personal wellness project throughout the semester based on the results of his/her initial **Comprehensive Health Assessment, which is found on pages 21-32 of the Text.**

**Project Requirements:**

**Mid-term Journal Review due March 5, 2013**

**Health Behavior Project – Due April 16, 2013**

<b>PH 100 - Health Behavior Project Grading Scale</b>	<b>Points</b>	<b>Score</b>	<b>Comments</b>
Introduction – why behavior was chosen (1 page)	4		
Goal/objectives	4		
Weekly paragraphs about actions and progress	12		
Summary – success/challenges (including strategies used to overcome challenges) (1 page)	12		
Conclusion	4		
Paper presentation – cover sheet, grammar, spelling	4		
<b>Total</b>	<b>40</b>		

- **Due Date: April 16**
- Project details and format is available under course documents
- Proper goals and objectives formatting is available under course documents
- Make sure to write your name on the cover page of the project
- You are required to turn in your journal entries on **March 5** for review along with your introduction, goals and objectives.
- This will be turned in under assignments titled: Personal Wellness Journal record: (Your Name).
- Complete project will be turned in under assignments titled: Personal Wellness Project: (Your Name) on **April 16**.
- The Wellness Project must be submitted electronically by the due date.

**General Instructions:**

1. Paper must be double spaced, with Times New Roman Font of size 12.
2. Paper must be a minimum of 5 pages (including the cover page and the references)

**Discussion Board:** Each student must post on discussion board comments on the assigned question for the chapter. You will also be required to comment on at least one other post. The initial comment should be at least one paragraph. Response should be at least two sentences. You will be graded on: 1) Posting by due date; 2) Participation in discussion board (length of comment and response); 3) Grammar and expressiveness of your comments.

**COURSE CALENDAR**



WEEK	DATE	TOPIC	TEXT CHAPTER READINGS
<b>1</b>	January 22	Shaping Your Health; <b>Complete the Comprehensive Health Assessment in text pg 21-30. Take Longevity Quiz under External Links Discussion Board (Post by 11:59 pm on Thursday, January 24)</b>	1
<b>2</b>	January 28	Achieving Psychological Health; Managing Stress <b>Take Thinking Quiz Under External Links Chapter 2 Chapter Quiz (Due by 11:59 pm on Tuesday, January 29); Chapter 3 Chapter Quiz (Due by 11:59 pm on Thursday, January 31)</b>	2,3
<b>3</b>	February 4	Understanding Nutrition and Your Diet <b>Take Rate Your Restaurant Diet Quiz under External Links. Discussion Board (Post by 11:59 pm on Thursday, February 7)</b>	5
<b>4</b>	February 11	Living with Cancer; Managing Chronic Conditions	11,12
<b>4</b>	<b>February 14</b>	<b>Exam I</b>	<b>1,2,3,5</b>
<b>5</b>	February 18	Becoming Physically Fit; Enhancing Your Cardiovascular Health <b>Chapters 4 and 10 Quiz (Due by 11:59 pm on Thursday, February 21)</b>	4,10
<b>6</b>	February 25	Maintaining a Healthy Weight; <b>Calculate your body mass index (BMI) under External Links; Review Mayo Clinic under External Links. Discussion Board (Post by 11:59 pm on Thursday, February 28)</b>	6
<b>7</b>	March 4 <b>March 5</b>	Living with Cancer; Managing Chronic Conditions <b>Mid-term journal review due</b>	11,12
<b>8</b>	<b>March 11</b>	<b>Spring Break</b>	
<b>9</b>	March 18 <b>March 19</b>	Making Decisions about Drug Use; Taking Control of Alcohol Use. <b>Exam II Take Alcohol Quiz under External Links Discussion Board (Post by 11:59 pm on Thursday, March 21)</b>	7,8 <b>4,6,10,11,12</b>
<b>10</b>	March 25	Rejecting Tobacco Use; Becoming an Informed Health Care Consumer. <b>Use Smoking calculator to see how much smoking is costing you or a friend; take the Health Curriculum Quiz &amp; watch the video on Secondhand Smoke under External Links Discussion Board (Post by 11:59 pm on Thursday, March 28)</b>	9,18
<b>11</b>	April 1	Preventing Injuries <b>Take Safe Cycling Quiz under External Links</b>	19
<b>12</b>	April 8 <b>April 11</b>	Preventing Infectious Diseases; Exploring the Origins of Sexuality <b>Exam III</b>	13, 14 <b>7,8,9,18,19</b>
<b>13</b>	April 15 <b>April 16</b>	Preventing Infectious Diseases; Exploring the Origins of Sexuality; <b>Health Behavior Project Due Chapters 13 and 14 quiz (Due by 11:59 pm on Thursday, April 18)</b>	13, 14
<b>14</b>	April 22	Understanding Sexual Behavior and Relationships. <b>Examine information on InnerBody and Go Ask Alice under External Links</b> Becoming a Parent; Managing Your Fertility. <b>Examine various contraceptive methods under External Links. Discussion Board (Post by 11:59 pm on Thursday, April 25)</b>	15,16, 17
<b>15</b>	April 29	The Environment and Your Health; Accepting Dying and Death <b>Take the Ecological Footprint quiz under External Links Chapters 20 and 21 quiz (Due by 11:59 pm on Thursday, May 2)</b>	20, 21
<b>Finals Week</b>	<b>May 6</b>	Students must take the <b>FINAL EXAM online</b> on <b>TUESDAY, May 7</b> between 6:00am and 11:59 pm	<b>13-17, 20 &amp; 21</b>

**Note: External links activities/quizzes are not graded. They supplement chapter information.**

### **CLASS PARTICIPATION**

Class participation is expected in the form of discussion board activities, assignments, quizzes and projects.

### **STUDENT DISABILITY SERVICES**

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

### **WKU POLICY ON PLAGIARISM**

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

### **WKU POLICY ON CHEATING**

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

### **PRIVACY POLICY**

While every effort will be made to respect the privacy of students, the study and discussion of personal health topics has the potential for revealing sensitive issues. Any personal health information openly shared by students in class (such as family or personal health history, medical concerns, habits, etc.) must be considered private and confidential. No personal information shared in class will be divulged to others outside of class.

## Colonnade Program Course Proposal: Explorations Category

---

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

PHIL 101: Enduring Questions: Truth and Relativism

Subcategory: Arts and Humanities

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.

<b>Learning Outcomes</b>	<b>How the Course Meets Them</b>
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.	In this course students learn the fundamental concepts, theories and methodologies of philosophy through the study of a set of key philosophical problems raised by cultures throughout history and across the globe: what is ultimately real and how do we have knowledge of it? Thereby students learn to apply the tools and practices of the arts and humanities in general and philosophy in particular (textual analysis, argumentation, marshaling evidence) to interpret, evaluate and understand various cultures' and traditions' engagement with philosophical questions about the nature of truth, reality and knowledge (some of the most fundamental and enduring questions about human experience).
Specifically, students will demonstrate the ability to:	
1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.	In this course students utilize basic formal elements, techniques, concepts and vocabulary of philosophy, including the concepts and techniques of argumentation (premises, conclusion, validity, soundness, etc.), formal properties of philosophical theories (necessary vs. sufficient conditions, analytic vs. synthetic claims, etc.), and core techniques and concepts of the interpretation of philosophical texts (identifying hidden assumptions, using the principle of charity, weighing the evidence for and against different interpretations, etc.).
2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.	As a course devoted to philosophical arguments about truth, knowledge and reality, this course contains a careful and detailed study of valid vs. fallacious reasoning, common logical fallacies, <i>a priori</i> vs. <i>a posteriori</i> evidence, analytic vs. synthetic principles, and the use of philosophical research sources (primary vs. secondary sources, etc.).

<p>3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.</p>	<p>In this course students learn how philosophical engagement with questions of truth, reality and knowledge have evolved over time and have been fundamentally connected to philosophers' historical and cultural circumstances. Consider three examples that may arise in the course: (i) students learn how the philosophical positions of Plato and Aristotle both shaped and were shaped by aspects of ancient Greek worldviews (Empedocles's notion of the four elements; Heraclitus's notion of the flux; the Pythagoreans' notion of mathematical reality; etc.); (ii) then students learn how the medieval philosophies of Aquinas and other Scholastics were a product of the combined influence of medieval Christianity and the rediscovery of many of Aristotle's works (brought back during the Crusades from libraries in the Middle East); (iii) then students learn how the philosophical theories of Descartes (and others in the early modern period) were a product of reconciling Christian views with the scientific revolution. Students therefore are taught quite explicitly not to view philosophical theories as abstract intellectual exercises disconnected from historical circumstances or other aspects of human experience. Quite the opposite: students get very detailed training both in how social, cultural, and historical contexts influence creative expression in the arts and humanities (philosophy in particular, but philosophy as connected to science, religion, etc.) and in how changing social, cultural and historical contexts have lead to a variety of distinct but related philosophical theories concerning the same core set of questions about truth and reality.</p>
<p>4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.</p>	<p>In the course students learn to evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts by studying how philosophical theories about truth and reality have shaped and impacted larger social, cultural, and historical contexts (e.g., Aristotle's influence on the broader intellectual world of the medieval period and Descartes's influence on the broader intellectual world of the modern period).</p>
<p>5. Evaluate enduring and contemporary issues of human experience.</p>	<p>In the course students learn to evaluate enduring and contemporary issues of human experience by learning both how changing cultural and social factors influence <i>current</i> philosophical theory about truth and reality (e.g., the relation between contemporary science and philosophical problems about personhood) and how they themselves can engage with philosophical debates about reality and knowledge in their own cultural traditions (e.g., students may complete an individual project at the end of the course connecting an aspect of the course's philosophical content to their own lives).</p>

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.

<b>Learning Outcomes</b>	<b>Syllabus Statement</b>
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 learn the difficult task of reading and interpreting philosophical texts and arguments. Students will also learn to critically evaluate philosophical positions and arguments, both in oral discussion as well as in analytical, academic writing. Students will develop their abilities to read, write, think, and discuss critically, as well as develop and demonstrate their intellectual independence (especially concerning how historically important philosophical views of reality and truth relate to students' own views). Students will also learn to interpret the worldviews (metaphysical and epistemological) of a variety of cultures and time periods different from contemporary America.
Specifically, students will demonstrate the ability to:	Specifically, students will demonstrate the ability to:
1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.	1. Utilize basic formal elements, techniques, concepts and vocabulary of philosophy, including the concepts and techniques of argumentation, formal properties philosophical theories, and core techniques and concepts of the interpretation of philosophical texts.
2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.	2. Analyze and evaluate philosophical arguments; identify reliable sources; and distinguish between different types of philosophical evidence.
3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.	3. Analyze how questions of truth, reality and knowledge have evolved over time and have been fundamentally connected to philosophers' historical and cultural circumstances.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.	4. Evaluate the significance of human expression and experience in shaping larger social, cultural and historical contexts, in particular how philosophical theories about truth and reality have shaped and impacted larger social, cultural, and historical contexts and institutions.
5. Evaluate enduring and contemporary issues of human experience.	5. Evaluate enduring and contemporary issues of human experience, including both (i) how changing cultural and social factors influence current philosophical theory about truth and reality, and (ii) how to engage with

	current philosophical debates about reality and knowledge in students' own cultural traditions.
--	---

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

- A. The department will add several questions to the final assignment for the course in order to assess how well the course's learning objectives are being met. The questions will require students to
  - a. Utilize basic formal elements, techniques, concepts and vocabulary of philosophy.
  - b. Analyze and evaluate a philosophical argument relating to the material of the course.
  - c. Demonstrate an understanding of how questions of truth, reality and knowledge have evolved over time and have been connected to philosophers' historical and cultural circumstances.
  - d. Demonstrate an understanding of how philosophical theories about truth and reality have shaped and impacted larger social, cultural, and historical contexts and institutions.
  - e. Demonstrate an understanding of how changing cultural and social factors influence current philosophical theory about truth and reality.
- B. At the end of spring semester the answers of 30% of the students in each section of the course will be selected at random for assessment.
- C. At the beginning of the next semester a faculty member will assess each answer. The names of the students and of the instructors for the sections will be eliminated before the assessment takes place.
- D. Answers will be given one of four designations:
  - a. Excellent: The student has demonstrated proficiency in all outcomes.
  - b. Good: The student has demonstrated proficiency in most outcomes.
  - c. Fair: The student has demonstrated proficiency in some outcomes.
  - d. Poor: The student has demonstrated proficiency in no outcomes.
- E. The results will be tabulated and given to the Department Head.
- F. The Department Head will convene the relevant faculty to review the results and to determine what steps, if any, need to be taken in order to improve the instruction in the course.

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

One section per semester.

6. Please attach sample syllabus for the course.

See attachment.

Please send your proposal to: [robert.dietle@wku.edu](mailto:robert.dietle@wku.edu)

**Philosophy 101**  
**Enduring Questions: Truth and Relativism**  
**Spring 2013: Schnee**

“Philosophizing ultimately means nothing other than being a beginner.”  
—Martin Heidegger (1928)

“Philosophy is a battle against the bewitchment of our intelligence by the means of language.”  
—Ludwig Wittgenstein (1953)

“My personal philosophy is that everything is more complicated than you thought.”  
—Kwame Anthony Appiah (2007)

**Contact Info**

Instructor: Ian Schnee

Email: [ian.schnee@wku.edu](mailto:ian.schnee@wku.edu)

Office: Cherry Hall 319C (270-745-5751)

Office Hours: Monday and Wednesday 12:00-1:00 p.m. (and by appointment!)

Course time and room: MW 3:00-4:20 p.m., CH 324

**Overview**

This course is an introduction to philosophical problems that concern truth, reality and knowledge. What are the fundamental components of reality? Is there an objective reality, and objective realm of truths, or are reality and truth dependent on the subject and the subject’s perspective or conceptual scheme? Is science the fundamental authority on the nature of reality? If some supposed aspects of reality, such as mental states, or colors, or moral imperatives, cannot be reduced to the subject matter of the physical sciences, does that mean that they aren’t real? Can we ever have knowledge of reality? Topics include correspondence, coherence, and deflationary theories of truth, monism, dualism, reductionism, naturalism, physicalism, and materialism. Emphasis will be placed on how philosophers’ view of truth, reality and knowledge have changed over time and have been influenced by broader social, cultural and historical factors. We will examine both historical and contemporary readings, including Plato, Aristotle, Aquinas, Descartes, Hume, Kuhn, Armstrong, Blackburn and Mackie.

**Prerequisites**

None.

**Books and Readings**

There are two required books for the course.

- *Introduction to Philosophy: Classical and Contemporary Readings (5<sup>th</sup> Edition)* by Michael Bratman, John Fischer and John Perry. Oxford: Oxford University Press, 2010.
- *Truth: A Guide* by Simon Blackburn. Oxford: Oxford University Press, 2005.

## Grading and Course Requirements

There are five components of your grade:

1. Response papers, response questions, and in-class participation: 10%
2. First 5-page essay: 25%
3. Second 5-page essay: 25%
4. Individual project: 15%
5. Final exam: 25%

Attendance and participation in lecture are required. EVERY class you will prepare something. Some days there will be a short (one-page) response paper due; on days with no response paper you will prepare several questions that you have about the reading. The goal is to always be prepared to participate in discussion: offering your own observations and questions, as well as responding to others' comments and questions. Three unexcused absences from class will result in a 50% reduction of one's response-paper/participation grade. Five unexcused absences will result in a zero for one's response-paper/participation grade. All essays, response papers and response questions MUST be typed (12 point, Times New Roman font).

NOTE: the 5-page essays, individual project, and final exam must all be completed on time in order to receive a passing grade for the course.

## Learning Outcomes

Students will learn the difficult task of reading and interpreting philosophical texts and arguments. Students will also learn to critically evaluate philosophical positions and arguments, both in oral discussion as well as in analytical, academic writing. Students will develop their abilities to read, write, think, and discuss critically, as well as develop and demonstrate their intellectual independence (especially concerning how historically important philosophical views of reality and truth relate to students' own views). Students will also learn to interpret the worldviews (metaphysical and epistemological) of a variety of cultures and time periods different from contemporary America, e.g., ancient Greece, Medieval Europe, and Europe under the scientific revolution. Additionally, students will learn to think reflectively and critically about science and the relation between science and other forms of knowledge.

Specifically, students will demonstrate the ability to:

1. Utilize basic formal elements, techniques, concepts and vocabulary of philosophy, including the concepts and techniques of argumentation, formal properties philosophical theories, and core techniques and concepts of the interpretation of philosophical texts.
2. Analyze and evaluate philosophical arguments, (including a demonstrated ability to distinguish between valid and fallacious reasoning and to identify common logical fallacies); identify reliable sources; and distinguish between different types of philosophical evidence.
3. Analyze how questions of truth, reality and knowledge have evolved over time and have been fundamentally connected to philosophers' historical and cultural circumstances.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural and historical contexts, in particular how philosophical theories about truth and



reality shaped and impacted larger social, cultural, and historical contexts and institutions.

5. Evaluate enduring and contemporary issues of human experience, including both (i) how changing cultural and social factors influence *current* philosophical theory about truth and reality, and (ii) how to engage with *current* philosophical debates about reality and knowledge in students' own cultural traditions.

### Laptop Policy

Using a laptop in class is a privilege, not a right (unless authorized by Student Disability Services—see below). Students may use laptops for taking notes only, but they must sit in the front of the room. Students using a laptop for any other reason, such as email, Facebook, or playing World of Warcraft during lecture, will lose the privilege of using a laptop in class. Any cell phones I see or hear will be confiscated and auctioned on eBay.

### Academic Integrity

Plagiarism and other forms of cheating will not be tolerated; students caught doing either will receive an F for the course.<sup>1</sup> It is your duty to know and understand the university's policy on student conduct and discipline. See the helpful page at <http://www.wku.edu/~jan.garrett/dptengpl.htm> as well as <http://www.wku.edu/undergraduatecatalog>, especially p. 29. All cases of plagiarism, etc., will be reported to the Dean and the office of judicial affairs for disciplinary action.

### Help Is Out There

There are many resources at WKU that provide all manner of academic aid and inspiration. E.g., check out the free help at The Learning Center, [www.wku.edu/tlc](http://www.wku.edu/tlc), and the Writing Center, <http://www.wku.edu/english/writingcenter/writingcenter.php> (which is located in the English Department, but is the place for help on all sorts of writing, not just English classes).

### 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 Downing University Center A-200 (phone 270-745-5004; TTY 270-745-3030). Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS.

### Tentative Schedule

- Week 1: Introduction and Plato's *Republic* (selections)
- Week 2: Plato's *Phaedo* (selections) and selections from pre-Socratics
- Week 3: Aristotle's *Categories* and *De Anima* (selections)
- Week 4: Aquinas *Summa Theologica* (selections)
- Week 5: Descartes's *Meditations* (1<sup>st</sup> and 2<sup>nd</sup>)

---

<sup>1</sup> From the Undergraduate Catalogue: "**Academic Dishonesty**—Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal" (my underlining; p. 29).

Week 6: Descartes *Meditations* (selections from 6<sup>th</sup>) and movie: *The Matrix*

Week 7: Hume's *Enquiry*

Week 8: Hume's *Enquiry* and *Dialogues*

Week 9: Hume's *Dialogues*

Week 10: Kuhn's *The Structure of Scientific Revolutions*

Week 11: Kuhn continued

Week 12: Theories of truth and scientific realism

Week 13: Locke and Hume on personal identity

Week 14: Williams and Parfit on personal identity

## Colonnade Program Course Proposal: Explorations Category

---

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

PHIL 102: Enduring Questions: The Good and the Beautiful

Subcategory: Arts and Humanities

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.

<b>Learning Outcomes</b>	<b>How the Course Meets Them</b>
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.	In this course students learn the fundamental concepts, theories and methodologies of philosophy through the study of a set of key philosophical problems raised by cultures throughout history and across the globe. Thereby students learn to apply the tools and practices of the arts and humanities in general and philosophy in particular (textual analysis, argumentation, marshaling evidence) to interpret, evaluate and understand various cultures' and traditions' engagement with philosophical questions about the nature of ethics and aesthetics (some of the most fundamental and enduring questions about human experience).
Specifically, students will demonstrate the ability to:	
1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.	Students learn to utilize basic formal elements, techniques, concepts and vocabulary of Philosophy in general and Value Theory in particular. For example, Philosophy 102 introduces students to the technical disciplines within Ethics as well as the historical evolution of ideas, theories, and debates within Ethics. Students learn the terminology necessary to clearly distinguish between distinct ethical concerns, principles, and theories. In addition, Philosophy 102 also addresses the terminology, historical evolution, and debates within Aesthetic theory. Students learn how to philosophically evaluate perceptions and judgments of aesthetic objects and concepts beyond mere gut feelings and unreflective intuitions.
2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.	Philosophy 102 helps students to distinguish between different kinds of value based on the sources of value. For example, students are taught to distinguish cultural,

	<p>theological, temporal, and natural reasons for determining value. Students are taught basic critical thinking and argumentation skills to evaluate and advance arguments for a given position about some value. Students are exposed to both primary and secondary sources of literature, and are expected to reflect on both kinds of sources in written assignments of various kinds.</p>
<p>3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.</p>	<p>In Philosophy 102, students discuss how one's social, cultural, and historical context can influence the values one holds in high esteem. Students learn, for example, how the Ancient Greek culture influenced the aesthetic and ethical commitments of Plato and Aristotle. For instance, students consider how Plato's endorsement of a regimented moral education and the censoring of art in <i>Republic</i> books II and X may have been influenced by historical events, such as the treason committed by some of Plato's contemporaries who were also students of Socrates. Socrates was later found guilty of "corrupting the youth" and was sentenced to death by a democratic jury. Another example is how Aristotle places great emphasis on the virtues such as courage and magnificence in book IV of <i>Nicomachean Ethics</i>. Students consider whether the military culture of the day as well as Aristotle's role as instructor to prominent youths such as Alexander the great may have inspired him to say more about courage than other virtues. Magnificence, or the ability to be generous yet tactful in hosting large social events, is an aesthetic virtue discussed as culturally and economically specific. We evaluate the legitimacy of such influences as well as their necessity.</p>
<p>4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.</p>	<p>Students will recognize how human expression through art and the human experience of moral conflicts affect both individuals as well as groups. For example students might discuss political art, such as Picasso's <i>Guernica</i>, or controversial art, such as Duchamp's <i>Fountain</i>. In such instances, the individual aesthetic experience challenges the preconceived notions of value of the observer. In essence, Philosophy 102 examines the recursive influence that individuals and their societies have on one another in propagating, endorsing, and critiquing standards of value.</p>
<p>5. Evaluate enduring and contemporary issues of human experience.</p>	<p>In PHIL 102, students ask questions like: <i>What is good? Are humans inherently good or bad? What is beauty? How are we to compare and negotiate different kinds of value?</i> These questions are enduring and endemic to the human condition. In contemplating these questions, students engage in classroom discussions and assignments where they apply various answers to these questions to contemporary issues. In turn, students are encouraged to extrapolate theories of value based on their evaluation of</p>

	contemporary issues, which range from controversial issues such as abortion, torture, animal rights, and artistic license to particular court cases, objects of media attention, tragedies, and conflicts.
--	--

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.

<b>Learning Outcomes</b>	<b>Syllabus Statement</b>
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 learn the difficult task of reading and interpreting philosophical texts and arguments. Students will also learn to critically evaluate philosophical positions and arguments, both in oral discussion as well as in analytical, academic writing. Students will develop their abilities to read, write, think, and discuss critically, as well as develop and demonstrate their intellectual independence. Students will also learn to interpret the worldviews (ethical and aesthetic) of a variety of cultures and time periods different from contemporary America.
Specifically, students will demonstrate the ability to:	
1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.	1. Utilize basic formal elements, techniques, concepts and vocabulary of philosophy, including the concepts and techniques of argumentation, formal properties, philosophical theories (e.g., phenomenology), and core techniques and concepts of the interpretation of philosophical texts.
2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.	2. Analyze and evaluate philosophical arguments; identify reliable sources; and distinguish between different types of philosophical evidence.
3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.	3. Students discuss how one's social, cultural, and historical context can influence the values one holds in high esteem. We evaluate the legitimacy of such influences as well as their necessity.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.	4. Evaluate the significance of human expression and experience in shaping larger social, cultural and historical contexts, in particular how philosophical theories about ethics and aesthetics have shaped and impacted larger social, cultural, and historical contexts

	and institutions.
5. Evaluate enduring and contemporary issues of human experience.	5. Evaluate enduring and contemporary issues of human experience, including both (i) how changing cultural and social factors influence current philosophical theory about ethics and aesthetics, and (ii) how to engage with current philosophical debates about ethical and aesthetic issues in students' own cultural traditions.

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

- A. The department will use several questions, added to the final assignment, in order to assess how well the course's learning objectives are being met. The questions will require students to
  - a. Utilize basic formal elements, techniques, concepts and vocabulary of philosophy.
  - b. Analyze and evaluate a philosophical argument relating to the material of the course.
  - c. Demonstrate an understanding of how questions of ethics and aesthetics have evolved over time and have been connected to philosophers' historical and cultural circumstances.
  - d. Demonstrate an understanding of how philosophical theories about ethics and aesthetics have shaped and impacted larger social, cultural, and historical contexts and institutions.
  - e. Demonstrate an understanding of how changing cultural and social factors influence current philosophical theory about ethics and aesthetics.
- B. At the end of spring semester the answers of 30% of the students in each section of the course will be selected at random for assessment.
- C. At the beginning of the next semester a faculty member will assess each answer. The names of the students and of the instructors for the sections will be eliminated before the assessment takes place.
- D. Answers will be given one of four designations:
  - a. Excellent: The student has demonstrated proficiency in all outcomes.
  - b. Good: The student has demonstrated proficiency in most outcomes.
  - c. Fair: The student has demonstrated proficiency in some outcomes.
  - d. Poor: The student has demonstrated proficiency in no outcomes.
- E. The results will be tabulated and given to the Department Head.
- F. The Department Head will convene the relevant faculty to review the results and to determine what steps, if any, need to be taken in order to improve the instruction in the course.

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

One section per semester.

6. Please attach sample syllabus for the course.

See attachment.

Please send your proposal to: [robert.dietle@wku.edu](mailto:robert.dietle@wku.edu)

**Philosophy 102 *Enduring Questions: The Good and the Beautiful***  
**Western Kentucky University—May term 2013**  
**Online Course**

Instructor: Dr. Audrey L. Anton

Instructor's Office Phone and Voice Mail: 270-745-5757

Instructor's E-mail: [audrey.anton@wku.edu](mailto:audrey.anton@wku.edu)

**Course Meditation and Description:**

If an evil and all-powerful genie told you that she was about to wipe a major figure in history out of existence, either Martin Luther King Jr. or Pablo Picasso, and you could choose which it would be, who would you pick? Why? Aren't they equally valuable? Aren't they equally good? What would be your justification for your choice? Would you pick Picasso for all of the beauty he has introduced to the world and his impact on Art? Or would you pick MLK since he helped and inspired so many oppressed people and effectively contributed to their social and political liberation? What's more important? Are they even important in the same way? Which do YOU value more, and why?

Value Theory is the part of philosophy that evaluates facts and principles in many spheres of human existence insofar as they contain standards of what is important. The majority of this course will be focused on one branch of value theory, moral philosophy, or *Ethics*. Ethics is the study of morality: its nature, origin, practice, principles, conflicts, justification, validity, and application. While the division is fuzzy and involves much overlap, Ethics is typically divided into three kinds: Applied, Normative, and Meta. Applied Ethics deals with instances of ethical dilemmas and concerns on a case-by-case basis. Normative Ethics searches for general theories that one can use and refer to when deliberating about how to live and act. Metaethics analyzes what we do when we do ethics; it asks questions like *What is goodness?* and *What are we doing when we make more judgments?*

Also part of Value Theory is Aesthetics, or the philosophy of art and beauty. In this course, we shall consider what it means to be beautiful and what it means to be art, whether these two are mutually inclusive, and whether there is a relationship or, perhaps even tension, between aesthetics and ethics. Specific questions might include: Is beauty in the eye of the beholder? Is something art because someone says so? Can there be something that is both art and ugly? Are all good things beautiful? Are all beautiful things good? What does it mean to value something as beautiful or to value it as good? Do we find ourselves choosing between satisfying our desires for beauty and our desires for the good? What is the right choice?

Throughout this course, we will be considering these questions and many more. Upon considering answers, we shall employ valid and sound argumentation techniques to determine which answers are most plausible and compelling. Most importantly, students will be encouraged to determine the plausibility of accounts for themselves as well as consider opposing views objectively and fairly.

**Course Objectives:**

Like PHIL 102's counterparts (PHIL 101 and PHIL 103) this course aims to teach students how to:

1. Utilize basic formal elements, techniques, concepts, and vocabulary of philosophy, including the concepts and techniques of argumentation, philosophical theories, and core techniques and concepts of the interpretation of philosophical texts.



2. Analyze and evaluate philosophical arguments, (including a demonstrated ability to distinguish between valid and fallacious reasoning and to identify common logical fallacies); identify reliable sources; and distinguish between different types of philosophical evidence.
3. Express themselves logically and objectively in both analytic and argumentative writing.

In addition, specific goals of PHIL 102 include developing students' abilities to:

4. Analyze and ponder answers to questions concerning how ethical and aesthetic value have evolved over time and have been fundamentally connected to philosophers' historical and cultural circumstances.
5. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts, in particular how philosophical theories about ethics and aesthetics shape and impact larger social, cultural, and historical contexts and institutions.
6. Evaluate enduring and contemporary issues of human experience, including both (i) how changing cultural and social factors influence *current* philosophical debates about ethics and aesthetics and (ii) how to engage with *current* philosophical debates about ethics and aesthetics in students' own cultural traditions.
7. Effectively express beliefs, commitments, and practices related to ethical and aesthetic themes in speech and writing.
8. Recognize, understand, and appreciate reasoned expression of alternative ethical and aesthetic views (e.g., not the student's own) in speech and writing.

#### **Required Texts:**

--Many short readings provided electronically through the course Blackboard site.

#### **Recommended Texts**

--Articles found on the Internet Encyclopedia of Philosophy ([www.iep.utm.edu](http://www.iep.utm.edu)) or the Stanford encyclopedia of philosophy (<http://plato.stanford.edu/>).

#### **Course Requirements**

Participation and Proper Functioning	(includes discussions and 1 quiz)	20%
Paper 1		20%
Paper 2		20%
First Exam		20%
Final Exam		20%

**Participation:** Philosophy is done best in dialogue and exchanges between people. Some of the concepts and theories are difficult to grasp, and discussion often facilitates the philosophy students learning.

- STUDENTS WILL BE GRADED FOR EACH DISCUSSION PROMPT. STUDENTS ARE EXPECTED TO CONTRIBUTE THOUGHTFULLY FOR EVERY THREAD POSTED BY THE INSTRUCTOR. STUDENTS ARE EXPECTED TO COMMENT AT LEAST ONCE ON EACH OF THE ASSIGNED READINGS WITHIN 3 DAYS OF THE READING BEING ASSIGNED.
- EXEMPLARY PARTICIPATION WILL INVOLVE BOTH ORIGINAL POSTINGS AND FREQUENT ATTENTION TO AND RESPONSE TO THE POSTS OF ONE'S CLASSMATES.

**Proper functioning:** as we shall see when we read Aristotle, many Ancient Greeks believed that the virtue of a thing is a direct result of its fulfilling its function according to its nature and role in the world. Likewise, your virtue shall be assessed similarly. Part of good participation involves being familiar with the course syllabus, assignments, policies, requirements, etc., and doing your very best to live up to these standards. Chronic unintentional failure to meet these standards or acute belligerent disregard for such

standards will result in a deduction of participation points awarded at the end of the semester. Examples of such non-virtuous behavior might include: frequently being unprepared to discuss material in a timely manner, being disruptive or rude in exchanges, having “no clue” of when things are due, ignorance of or disregard for basic parameters of assignments, protesting non-negotiable course policies (e.g., anything in the syllabus), etc. All such examples (and others like them not mentioned) are manifestations of a student’s failure to do his or her job as a student, and such manifestations shall result in grade penalties in the participation portion of the final grade.

**Quiz:** There will be ONE required quiz on the material in the first week, which covers philosophy, ethics, and aesthetic *in general*. Other short quizzes on several of the thinkers and readings as well as some lecture items throughout the semester are available for practice and can be taken as many times as a student likes. They do not count towards the student’s grade.

**Exams:** There will be two exams. These tests will be objective. Each involves T/F sections, fill-in answers, and, perhaps, short objective answers (i.e., not essays requiring the student’s own argument). The purpose of these tests is to assess your comprehension and retention of what will surely prove to be an extensive and quick study of many philosophers and views.

- Students are NOT permitted the use of any resources beyond their own memory and cognitive capacities. No notes, no texts, no help from friends, and definitely no web searches.

**Papers: (2)** The papers will have both: 1) an exegetical component—which is a specific objective question about the material that should be thoroughly explained based solely on the material and 2) a reflective component that involves analysis and defense of the student’s own life experiences and beliefs.

Graded Assignment Advice:

- Know deadlines and be prepared to meet them.
- Abide by rules of academic honesty at all times. Plagiarism is an offense punishable by an F for the entire course.
- Sharing study tips/information before an exam IS PERMITTED AND ENCOURAGED. No reliance on such materials during the exam is allowed.
- Be sure to review the “How to Write a Philosophy Paper” presentation. Grammar counts. Paragraph organization counts. Sentences should relate to surrounding sentences. A thesis is often (though not always) required.
- Discussion Board Posts should be cordial. However, we are engaged in critical dialogue. Practice “pushing the issues” without pushing anyone’s emotional buttons.

Finally...*Enjoy the class!* ☺

## Colonnade Program Course Proposal: Explorations Category

---

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

**PHIL 103: Enduring Questions: The Committed Life**

Subcategory: Arts and Humanities

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.

Learning Outcomes	How the Course Meets Them
<p>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 <u>enduring questions about human experience</u>.</p>	<p>In this introductory course, students will acquire some fundamental concepts, theories, and methodologies of Philosophy by studying an identifiable set of problems found in many cultures throughout history and across the globe. To wit: <i>how are humans connected with their fellows through social and political participation, and through a joint commitment to individual and/or common causes? Are such commitments merely local and parochial, or can they involve larger wholes or collectivities? How do we organize and rank our respective loyalties or obligations to different human associations? What are the most effective or appropriate forms of such organization?</i> In this general process, students will learn to apply the tools and practices of the arts and humanities in general, but especially those of philosophy (see #1), to interpret, understand, and evaluate various cultures' and traditions' ways of thinking about the nature of community, authority, legitimacy, rights, obligations, liberty, loyalty, and belonging (i.e., some of the most fundamental and enduring concerns of human experience).</p>
<p><b>Specifically, students will demonstrate the ability to:</b></p>	
<p>1. Utilize basic <u>formal elements</u>, techniques, <u>concepts</u> and <u>vocabulary</u> of specific disciplines within the Arts and Humanities.</p>	<p>Students will utilize basic elements, methods, concepts, and languages of philosophy (including: problem identification, textual analysis, theory construction, argumentation skills, fallacy detection, marshaling of appropriate evidence, identifying hidden assumptions, using the principle of charity, weighing evidence for and against different interpretations, challenging one's own positions, adjusting theses and arguments to make them more adequate, searching for common ground, etc.). Thereby, they will become more adept at translating and navigating among different philosophical idioms and</p>

	forms of expression, and also at articulating personal concerns for which they may have lacked adequate concepts and terms.
2. Distinguish between various kinds of <u>evidence</u> by identifying reliable <u>sources</u> and valid <u>arguments</u> .	In its focus on philosophical argument about social and political conceptions broadly construed, the course involves a careful study of both texts (historical and contemporary), contexts (including religious ideals and social goals), as well as more abstract conceptual analysis, synthesis of ideas and active philosophical assessment of positions, whether personally held or encountered in others. It not only presents but also performatively demonstrates the comparative use of primary and secondary sources, the historicity of all such materials, and the challenges of interpretation and evaluation that burden those who utilize and rely on them.
3. Demonstrate how social, cultural, and historical contexts <u>influence</u> creative <u>expression</u> in the arts and humanities.	Students will learn that philosophical reflection on questions of social and political life has evolved over time, and how it has been concretely situated within particular philosophers' own historical and cultural circumstances. Thus, the ancient world of polis and empire (itself highly diverse), the medieval synthesis of this heritage (and its Jewish and Islamic adaptations) with Christianity and the Church, the modern, science-based challenges to the different authorities claimed or presumed by these, and the contemporary meta-perspectives on each previous stage, as well as the reflective undertaking as a whole, will make students aware of the ongoing, participatory nature of thought, and of the deep contexts of various social and political perspectives that still structure their daily lives and motivate our collective ideals.
4. Evaluate the significance of human expression and experience in <u>shaping</u> larger social, cultural, and historical contexts.	Students will learn to appreciate particular human expressions and experiences by studying how these have affected specific philosophical theories about social and political life, and how the latter, in turn, have shaped the former : e.g., the distinctive ('Greek') flavor of Aristotle's and Plato's systems, and the latter's reappropriation by the medieval, Christian mind; Montaigne's and Descartes's formative role in the process of intellectual, social, and political 'modernization'; and Hobbes's and Mill's influence on contemporary rights cultures and notions of (world) citizenship.
5. Evaluate <u>enduring</u> and <u>contemporary</u> issues of human experience.	Finally, students will become equipped to evaluate enduring and contemporary issues of human experience by being educated about fundamental theoretical options, the historical evolution of ideas, ideals, and arguments, and about the formative influence of past thinkers on current theory and practice. Moreover, they will begin to see themselves as inheritors, owners, or stakeholders of a tradition of social and political thought,

	as well as active participants with both rights and responsibilities to evaluate, shape, and adapt it.
--	--

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.

Learning Outcomes	Syllabus Statement
<p>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.</p>	<p>In this introductory course, students will acquire some fundamental concepts, theories, and methodologies of Philosophy by studying an identifiable set of problems found in many cultures throughout history and across the globe. To wit: <i>how are humans connected with their fellows through social and political participation, and through a joint commitment to individual and/or common causes? Are such commitments merely local and parochial, or can they involve larger wholes or collectivities? How do we organize and rank our respective loyalties or obligations to different human associations? What are the most effective or appropriate forms of such organization?</i> In this general process, students will learn to apply the tools and practices of the arts and humanities in general, but especially those of philosophy (e.g., textual analysis and reconstruction, argumentation skills, fallacy detection, marshaling of evidence), to interpret, understand, and evaluate various cultures' and traditions' thinking about the nature of community, authority, legitimacy, rights, obligations, liberty, loyalty, and belonging (i.e., some of the most fundamental and enduring concerns of human experience).</p>
<p><b>Specifically, students will demonstrate the ability to:</b></p>	
<p>1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.</p>	<p>Students will utilize basic elements, methods, concepts, and languages of philosophy (including: problem identification, textual analysis, theory construction, argumentation skills, fallacy detection, marshaling of appropriate evidence, identifying hidden assumptions, using the principle of charity, weighing evidence for and against different interpretations, challenging one's own positions, adjusting theses and arguments to make them more adequate, searching for common ground, etc.). Thereby, they will become more adept at translating and navigating among different philosophical idioms and forms of expression, and also at articulating personal concerns for which they may have lacked adequate concepts and terms.</p>
<p>2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.</p>	<p>In its focus on philosophical argument about social and political conceptions broadly construed, the course involves a careful study of both texts (historical and contemporary), contexts (including religious ideals and social goals), as well as more abstract conceptual</p>

	analysis, synthesis of ideas and active philosophical assessment of positions, whether personally held or encountered in others. It not only presents but also performatively demonstrates the comparative use of primary and secondary sources, the historicity of all such materials, and the challenges of interpretation and evaluation that burden those who utilize and rely on them.
3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.	Students will learn that philosophical reflection on questions of social and political life has evolved over time, and how it has been concretely situated within particular philosophers' own historical and cultural circumstances. Thus, the ancient world of polis and empire (itself highly diverse), the medieval synthesis of this heritage (and its Jewish and Islamic adaptations) with Christianity and the Church, the modern, science-based challenges to the different authorities claimed or presumed by these, and the contemporary meta-perspectives on each previous stage, as well as the reflective undertaking as a whole, will make students aware of the ongoing, participatory nature of thought, and of the deep contexts of various social and political perspectives that still structure their daily lives and motivate our collective ideals.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.	Students will learn to appreciate particular human expressions and experiences by studying how these have affected specific philosophical theories about social and political life, and how the latter, in turn, have shaped the former : e.g., the distinctive ('Greek') flavor of Aristotle's and Plato's systems, and the latter's reappropriation by the medieval, Christian mind; Montaigne's and Descartes's formative role in the process of intellectual, social, and political 'modernization'; and Hobbes's and Mill's influence on contemporary rights cultures and notions of (world) citizenship.
5. Evaluate enduring and contemporary issues of human experience.	Finally, students will become equipped to evaluate enduring and contemporary issues of human experience by being educated about fundamental theoretical options, the historical evolution of ideas, ideals, and arguments, and about the formative influence of past thinkers on current theory and practice. Moreover, they will begin to see themselves as inheritors, owners, or stakeholders of a tradition of social and political thought, as well as active participants with both rights and responsibilities to evaluate, shape, and adapt it.

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

- A. The department will add several questions to the final assignment for the course in order to assess how well the course's learning objectives are being met. The questions will require students to
  - a. Utilize basic formal elements, techniques, concepts and vocabulary of philosophy.
  - b. Analyze and evaluate a philosophical argument relating to the material of the course.
  - c. Demonstrate an understanding of how questions of truth, reality and knowledge have evolved over time and have been connected to philosophers' historical and cultural circumstances.
  - d. Demonstrate an understanding of how philosophical theories about truth and reality have shaped and impacted larger social, cultural, and historical contexts and institutions.
  - e. Demonstrate an understanding of how changing cultural and social factors influence current philosophical theory about truth and reality.
- B. At the end of spring semester the answers of 30% of the students in each section of the course will be selected at random for assessment.
- C. At the beginning of the next semester a faculty member will assess each answer. The names of the students and of the instructors for the sections will be eliminated before the assessment takes place.
- D. Answers will be given one of four designations:
  - a. Excellent: The student has demonstrated proficiency in all outcomes.
  - b. Good: The student has demonstrated proficiency in most outcomes.
  - c. Fair: The student has demonstrated proficiency in some outcomes.
  - d. Poor: The student has demonstrated proficiency in no outcomes.
- E. The results will be tabulated and given to the Department Head.
- F. The Department Head will convene the relevant faculty to review the results and to determine what steps, if any, need to be taken in order to improve the instruction in the course.

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

1-2 sections per semester.

6. Please attach sample syllabus for the course.

See attachment.

Please send your proposal to: [robert.dietle@wku.edu](mailto:robert.dietle@wku.edu)

**Philosophy 103**  
***Enduring Questions: The Committed Life***  
Date: Fall 2179

**CONTACT INFORMATION:**

Professor: Dr. M. J. Seidler [et al.] / Office: CH 322  
Phone : 745-5756 / E-mail: [michael.seidler@wku.edu](mailto:michael.seidler@wku.edu)  
Office Hours : xxx, and by arrangement

**OVERVIEW:** The title of the course refers to moral, social, and especially political relations among persons, as they pursue their individual and collective goals in the context of an organized society that grants rights and imposes obligations. Its thematic thus includes applied or practical (vs. theoretical) ethics, social thought, and political philosophy. These areas are covered by examining major political philosophers and texts, basic theoretical approaches or options, and the natural, social, or moral foundations thereof. Our study will involve not only conceptual comparisons but also attention to contemporary practical problems and issues whose solution rests on one or more conceptual stances. That is, Phil 103 not only studies the ideas of classic thinkers but also develops students' ability to articulate, evaluate, and support their own philosophical views, both orally and in writing. It makes students more adept participants in their own social and intellectual cultures.

**PREREQUISITES:** none

**TEXTS:** (1) Andrew Bailey et al., eds., *The Broadview Anthology of Social and Political Thought*, 2 vols. (Peterborough, Ontario: Broadview Press, 2008), pbk. // (2) Jonathan Wolff, *Ethics and Public Policy. A Philosophical Inquiry* (Routledge, 2011), pbk.

**GRADES & ASSIGNMENTS:** There are five class activities for which you will be graded:

1. two short (2 pp.) response papers : 10% each (= 20%)
2. a five-page essay on a philosopher: 25%
3. an individual project: 25%
4. theory application exercise: 20%
5. class participation : 10%

**ATTENDANCE :** Students are allowed four (4) unexcused absences; any additional absences may affect your final grade. Note that class attendance and participation are not the same: the former signifies your physical presence in class, the latter your active involvement (asking and answering questions, bringing up examples, contributing to discussions, responding to prompts, etc.).

**ELECTRONICS RULE:** As a rule (and aside from disability privileges), no laptops, no tablets, no cell phones. Exceptions must be specifically requested and preapproved by the instructor. Policy violators will be asked to leave class and counted absent for that session.

**STUDENT DISABILITY SERVICES**

In compliance with university policy, students who require disability accommodations (academic adjustments, and/or auxiliary aids or services) for this course should first contact the Office for Student Disability Services, in DUC A-200 (ph: 270-745-5004; TTY: 270-745-3030).



**ACADEMIC INTEGRITY**

See the Undergraduate Catalog for the university policy on plagiarism:  
<http://www.wku.edu/undergradcatalog> . For additional information, see:  
<http://www.wku.edu/~michael.seidler/plagiarism-faqs.htm> and/or  
<http://people.wku.edu/jan.garrett/dptengpl.htm>

**USEFUL LINKS:**

- Class Website: <http://people.wku.edu/michael.seidler>
- Blackboard: <http://ecourses.wku.edu>
- Technology Help: [http://people.wku.edu/michael.seidler/Mills\\_technology.docx](http://people.wku.edu/michael.seidler/Mills_technology.docx)
- Taking Essay Exams: <http://www.wku.edu/~michael.seidler/TestAdvice.htm>
- Philosophy Resources (links): <http://www.wku.edu/~michael.seidler/phinfo.htm>
- Publishing Student Work: [http://people.wku.edu/michael.seidler/studpub\\_nku.htm](http://people.wku.edu/michael.seidler/studpub_nku.htm)
- WKU Style Sheet : [http://www.wku.edu/library/dlps/infolit/reference\\_list\\_styles.pdf](http://www.wku.edu/library/dlps/infolit/reference_list_styles.pdf)
- Student Support Services: <http://www.wku.edu/sss/index.php>
- The Learning Center, [www.wku.edu/tlc](http://www.wku.edu/tlc)
- The Writing Center: <https://www.wku.edu/writingcenter/>

**LEARNING OUTCOMES**

In this introductory course, students will acquire some fundamental concepts, theories, and methodologies of Philosophy by studying an identifiable set of problems found in many cultures throughout history and across the globe. To wit: *how are humans connected with their fellows through social and political participation, and through a joint commitment to individual and/or common causes? Are such commitments merely local and parochial, or can they involve larger wholes or collectivities? How do we organize and rank our respective loyalties or obligations to different human associations? What are the most effective or appropriate forms of such organization?* In this general process, students will learn to apply the tools and practices of the arts and humanities in general, but especially those of philosophy (see #1), to interpret, understand, and evaluate various cultures' and traditions' ways of thinking about the nature of community, authority, legitimacy, rights, obligations, liberty, loyalty, and belonging (i.e., some of the most fundamental and enduring concerns of human experience).

1. Students will utilize basic elements, methods, concepts, and languages of philosophy (including: problem identification, textual analysis, theory construction, argumentation skills, fallacy detection, marshalling of appropriate evidence, identifying hidden assumptions, using the principle of charity, weighing evidence for and against different interpretations, challenging one's own positions, adjusting theses and arguments to make them more adequate, searching for common ground, etc.). Thereby, they will become more adept at translating and navigating among different philosophical idioms and forms of expression, and also at articulating personal concerns for which they may have lacked adequate concepts and terms.
2. In its focus on philosophical argument about social and political conceptions broadly construed, the course involves a careful study of both texts (historical and contemporary), contexts (including religious ideals and social goals), as well as more abstract conceptual analysis, synthesis of ideas and active philosophical assessment of positions, whether personally held or encountered in others. It not only presents but also performatively demonstrates the comparative use of primary and secondary sources, the historicity of all such materials, and the challenges of interpretation and evaluation that burden those who utilize and rely on them.

3. Students will learn that philosophical reflection on questions of social and political life has evolved over time, and how it has been concretely situated within particular philosophers' own historical and cultural circumstances. Thus, the ancient world of polis and empire (itself highly diverse), the medieval synthesis of this heritage (and its Jewish and Islamic adaptations) with Christianity and the Church, the modern, science-based challenges to the different authorities claimed or presumed by these, and the contemporary meta-perspectives on each previous stage, as well as the reflective undertaking as a whole, will make students aware of the ongoing, participatory nature of thought, and of the deep contexts of various social and political perspectives that still structure their daily lives and motivate our collective ideals.

4. Students will learn to appreciate particular human expressions and experiences by studying how these have affected specific philosophical theories about social and political life, and how the latter, in turn, have shaped the former : e.g., the distinctive ('Greek') flavor of Aristotle's and Plato's systems, and the latter's reappropriation by the medieval, Christian mind; Montaigne's and Descartes's formative role in the process of intellectual, social, and political 'modernization'; and Hobbes's and Mill's influence on contemporary rights cultures and notions of (world) citizenship.

5. Finally, students will become equipped to evaluate enduring and contemporary issues of human experience by being educated about fundamental theoretical options, the historical evolution of ideas, ideals, and arguments, and about the formative influence of past thinkers on current theory and practice. Moreover, they will begin to see themselves as inheritors, owners, or stakeholders of a tradition of social and political thought, as well as active participants with both rights and responsibilities to evaluate, shape, and adapt it.

## TENTATIVE SCHEDULE

- Week 1: Introduction / Socrates, *Apology* (all)
- Week 2: Plato, *Republic* (I & II)
- Week 3: Aristotle, *Nicomachean Ethics & Politics* (sels)
- Week 4: Machiavelli, *The Prince* (sels)
- Week 5: Machiavelli, *Discourses* (sels)
- Week 6: Hobbes, *Leviathan* (sels)
- Week 7: Rousseau, *Second Discourse* (sels)
- Week 8: Rousseau, *Social Contract* (sels)
- Week 9: Mary Wollstonecraft, *Vindication of the Rights of Women* (all)  
Harriet Taylor (and J.S. Mill), *The Subjection of Women* (all)
- Week 10: J.S. Mill, *Utilitarianism* (sels), *On Liberty* (sels)
- Week 11: Marx (sels)
- Week 12: DuBois, "Souls of Black Folk" (sels), Fanon, *The Wretched of the Earth* (sels)  
M.L. King, Jr., "Letter from Birmingham Jail" (sels)
- Week 13: Rawls, *Theory of Justice* (sels)  
Sandel, "The Procedural Republic and The Unencumbered Self" (all)
- Week 14: Beauvoir, *The Second Sex* (sels), Okin, *Justice, Gender & the Family* (sels),  
Young, *Justice & the Politics of Difference* (sels)

## Colonnade Program Course Proposal: Explorations Category

---

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

PS 110: American National Government

Social and Behavioral Science, Subcategory B

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.

Learning Objective 1: Demonstrate knowledge of at least one area of the social or behavioral sciences.

This course will provide students the opportunity to examine human behavior in the context of American national government. Students will analyze the operation of the American national government and how the choices made in the political system affect both individuals within society and society as a whole. By studying the relationship between the individual and the state, students will be exposed to many of the fundamental principles of both social and behavioral science.

Learning Objective 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.

This course uses theories, concepts and tools of the social and behavioral sciences to examine the relationship between the individual and the state. Students enrolled in the course will analyze theories of political behavior by using research methodology common to the political science discipline to test the applicability of such theories on contemporary political problems. By doing so, students will both enhance their knowledge of political problems facing society and demonstrate an ability to critically assess theoretical development and research methodology.

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

This course will consider many of the most important issues facing the study of politics today. Among these issues are race, gender, religion, political ideology, regionalism, etc. – all of which are fundamentally shaped by society's view of diversity and the role diversity plays in shaping our collective human experience. By investigating these questions through the lens of political discourse, students will be able to demonstrate

how diversity affects how the political system allocates power and resources to different groups and identities.

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

As a discipline, political science is primarily concerned with the study of the individual and his/her relationship with the state. As a result, a course pertaining to American National Government will by definition confront a substantial number of issues related to public importance. These issues include, but are not limited to, the allocation of good and services, national elections, the legal standing of competing groups within a political community, etc.

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

This course introduces students to key terms such as “democracy,” “republic,” “constitutionalism,” “Liberal” and “Conservative.” Students identify and examine the components and meanings of such terms so that they can utilize them in their analysis of American national government and apply them appropriately to policies and processes within the political system.

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.

#### Learning Outcomes

- Students will be able to describe the historical context and development of the American political system and Constitution.
- Students will be able to identify the key institutions of the American political system.
- Students will be able to explain the processes and functions of the American political system.
- Students will be able to describe American political behavior by using knowledge of how people organize and use political information.
- Students will be able to identify the strengths and weaknesses of the American political system.
- Students will be able to critically evaluate the ability of the American political system to serve its citizens.

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

The Department of Political Science will establish an assessment committee to evaluate the effectiveness of PS110 in meeting the stated learning objectives. Each academic year, the committee will collect a random selection of research papers and examinations

with all identifying student information removed. The committee will assess these samples following the course outcomes:

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

The committee's targets are:

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

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

8 to 12

6. Please attach sample syllabus for the course. See below.

**PS 110-003**

**American National Government**

**Spring 2013**

**MWF 9:10 am to 10:05 am, GH 340**

**Professor: Jeffrey Kash**

**Office: GH, Rm. 307**

**Office Hours: Mon 1:35 pm - 2:35 pm, Wed 1:35 pm - 2:35 pm, Friday 1:35 pm - 2:35 pm, and by appointment**

**E-Mail: jeffrey.kash@wku.edu**

**Ph: (270) 745-2745**

**Course Description:**

The goals of this course are threefold. First, it provides students with basic knowledge about the structure of the American political system. Second, it explains the complex nature of political interactions among the formal and the informal institutions that constitute American government. Finally, it supplies students with a set of theoretical categories for critically thinking about politics. To support this final goal, the class will frequently discuss how current political events relate to topics in class. These discussions will include highlighting the relationship between class topics and WKU events such as Constitution week and Debate watch.

**Learning Outcomes:**

- Students will be able to describe the historical context and development of the American political system and Constitution.
- Students will be able to identify the key institutions of the American political system.
- Students will be able to explain the processes and functions of the American political system.
- Students will be able to describe American political behavior by using knowledge of how people organize and use political information.
- Students will be able to identify the strengths and weaknesses of the American political system.
- Students will be able to critically evaluate the ability of the American political system to serve its citizens.

**Textbooks:**

Squire, Peverill, Lindsay, James M., Covington, Cary R., and Smith, Eric R.A.N. 2004 *Dynamics of Democracy* (Third Edition) or more recent editions.

**Grading Policy:**

Students' grades are calculated on the basis of their participation in class and their performance on three examinations. Each component of the grade is weighted as follows:

Participation 25 points

Exam 1 25 points

Exam 2 25 points

Exam 3 25 points

Total 100 points

1 Each student is responsible for all announcements made and material covered in class as well as the material assigned for reading in the text.

**Participation** – Students are expected to participate actively in class. Participation requires that you attend class, read the readings, perform any in-class writing assignments or quizzes, participate in any blackboard discussion boards or assignments, turn in any homework assignments, and get involved in discussion. It also requires that you listen to your classmates. Attendance will be taken throughout the semester and factored into the overall participation grade. If students come in late, it is their responsibility to make sure I know they were in class. If students miss class, it is their responsibility to e-mail me to explain the absence. If you miss a participation assignment because of an unexcused absence you cannot make up the assignment. Please contact me if you have any questions about participation.

**Excused absences:** Acceptable excuses for missing classes, quizzes, or assignments are formal notifications from persons in authority. Examples of such people include: doctors, faculty members, and administrators. If you are missing classes for any other reason please inform me, I like to know why students are missing classes. Please send me an email explaining the absence.

**Exams** – The class will have three exams. The format of the exams is all written. They will consist of short-answer questions as well as short essays based on the readings and class lectures.

**Exam Rules:**

- 1) **No electronic devices (cell phones, MP3 players, Ipods, tablets, laptops, etc...) are allowed to be turned on or accessible during the exams.**
- 2) **Students will not be allowed to leave the room during the exam. I will make exceptions for emergency or special situations.**
- 3) **Please let me know before the exam if special circumstances affect your ability to comply with these rules.**

**\*\*\*\*The due dates for the exams and assignments will be announced in class. If students miss class, it is their responsibility to find out the due dates from myself or a fellow classmate.\*\*\*\***

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

**Academic Dishonesty:** “ Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Student life for disciplinary sanctions. A student who believes that a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.”

"Student work may be checked using plagiarism detection software.”

**Course and Readings Schedule:**

**\*\*\*Note\*\*\* Each topic will take approximately one week**

**Overview of American Government**

*Squire et al*, Chapter 1.

**Constitutional Origins: Political and Philosophical Foundations.**

*Squire et al*, Chapter 2.

**The Individual in Politics: Civil Liberties and Civil Rights**

*Squire et al*, Chapters 4 and 5.

**\*\*\*First Exam\*\*\***

**The Individual in Politics: Forms and Rates of Participation**

*Squire et al*, Chapter 7.

**Political Interest Groups: Organizing and Mobilizing on Issues**

*Squire et al*, Chapter 10.

**Political Parties: Organizing and Mobilizing Across Issues**

*Squire et al*, Chapter 9.

**\*\*\*Second Exam\*\*\***

**Congress: The Legislative Function**

*Squire et al*, Chapter 11.

**The Presidency: The Executive Function**

*Squire et al*, Chapter 12.

**The Courts: The Adjudicative Function**

*Squire et al*, Chapter 14

**\*\*\*Exam 3 - Monday, May 6, 2013 at 8:00 a.m. to 10:00 a.m.\*\*\***



**PS 110 – American National Government fulfills General Education Requirements for Social and Behavioral Sciences section “C.” The course supports the goals of Western’s general education program by developing the following academic skills:**

- 1. The course develops the student’s capacity for critical thinking by providing a theoretical context for analyzing politics.**
- 2. The course provides a historical perspective that identifies connections between past and present through discussions of the US Constitution, US political institutions, and current events.**
- 3. The course provides an understanding of society and human behavior through explanations of how individuals process political information as well as why political issues gain public attention. The course addresses this goal through the exploration of empirical evidence on voter turnout, public opinion, and electoral politics.**

**\*\*\*Although not anticipated, the organization of the course is subject to change based on new circumstances. If there are any such changes, I will let you know about them in a timely manner.\*\*\***

## Colonnade Program Course Proposal: Explorations Category

---

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

PS250: International Politics: Social and Behavioral Science, Subcategory B

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.

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

This course uses theories, concepts and tools of the social and behavioral sciences to examine the relationship between states, international organizations, norms, regimes and individuals in the international system. In PS250, students examine the development and operation of the international political and economic systems. Key processes such as diplomacy, war, terrorism, conflict, trade, foreign investment and environmental regulation are studied through competing theories and different levels of analysis. Students also examine the consequences of these processes, such as levels of economic development, comparative power and influence in the international system, relative security and human rights. Key concepts, such as power, national security, sovereignty and development will be introduced.

Learning Objective 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.

The objectives of this course are to provide students with an understanding of the characteristics of the international system and recent trends and transformations within it. Students will examine key historical and contemporary issues that affect the quality of life for each student in the classroom and each individual in the world. These issues include the causes and consequences of war, the threat of terrorism, the promotion and protection of human rights, the causes and consequences of poverty and underdevelopment, and the impact of globalization on the environment, local culture and standard of living across the globe. Students will evaluate the impact of decisions taken by governments, by private actors and themselves for the promotion of international stability and equality. They will also examine the progress and challenges of forms of international cooperation through institutions, norms and law.

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

PS250 examines the relationship between actors in the international system. It examines concepts such as nationalism and religious, cultural and ethnic diversity on the political, economic and social processes within the system. For example, students will examine the relationship between nationalism and conflict, the challenges of diversity for the establishment of norms to protect human rights and the significance of religion, culture and level of economic development on attitudes toward the distribution of power and influence in the international system.

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

The study of international relations matters. It matters because the issues that dominate world politics, the level of people's security, their place within the international economic system, the extent to which their human rights are protected and the quality of the environment in which they live are important practically, ethically and politically. Students must be made aware of the fact that decisions taken by a particular state are not made in a vacuum as these decisions taken will affect other states in the international system. PS250 requires students to examine the consequences of decisions taken within their own country on the rest of the world and the impact of external decision on their own quality of life.

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

This course introduces students to key concepts such as "power," "the state," "war," "diplomacy," "globalization," "interdependence," and human rights. Students identify and examine the components and meanings of such terms so that they can utilize them in their evaluation of the functioning of the international system and the comparative foreign policy of actors within it.

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.

Students will be able to

- Students will demonstrate knowledge of the dynamics of the international political and economic system and an understanding of the causes of changes and mechanisms to manage change.
- Students will acquire knowledge and methods needed for critical assessment of international processes, conditions, norms and institutions.
- Students will develop an understanding of modern state system and diverse regions, cultures and countries and demonstrate the ability to perceive events from more than one cultural viewpoint.

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

The Department of Political Science will establish an assessment committee to evaluate the effectiveness of pS250 in meeting the stated learning objectives. Each academic year, the committee will collect a random selection of research papers and examinations with all identifying student information removed. The committee will assess these samples following the course outcomes:

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

The committee's targets are:

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

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

2-3

6. Please attach sample syllabus for the course.

Please send your proposal to: [robert.dietle@wku.edu](mailto:robert.dietle@wku.edu)

# **PS: 250 International Politics**

Dr. Timothy S. Rich [timothy.rich@wku.edu](mailto:timothy.rich@wku.edu)

Office: GH 311

Sec 003: 10:20-11:15 MWF

Classroom: GH 339

## **Required Text:**

Goldstein, Joshua S. and Jon Pevehouse. *International Relations*. 10th ed. Longman, 2012-2013 Update. ISBN-10: 0-205-05957-0 (Hereafter *IR*). While other editions may work for you, I strongly encourage the newer edition. Other articles and materials will be posted on Blackboard and/or available elsewhere online.

The companion web site is at [http://wps.pearsonlongman.com/long\\_goldstein\\_ir\\_10\\_cw/](http://wps.pearsonlongman.com/long_goldstein_ir_10_cw/) This site will help you by providing typical test questions and background data sources.

## **Grading Breakdown (out of 1000 points for the class):**

Exams (3 total, 200 points each): 600 points

Quizzes (8 total, 10 points each): 80 points

Scenario Exercises (4 total, 25 points each): 100 points

Paper (1): 200 points

Participation: 20 points

All assignments are due prior to the start of class. All late assignments will be deducted 10% for each 24-hour period (including weekends) from the time due.

While extra credit may be offered periodically during the semester at the professor's discretion (and will be announced in class or via email), a student is only eligible for extra credit if he or she has no missing assignments. In other words, extra credit will not take the place of a missing assignment.

## **Grading Scale:**

A = 900 or higher; B = 800 to 899; C = 700 to 799; D = 600 to 699; F = 599 and lower

All assignments are due prior to the start of class. All late assignments will be deducted 10% for each 24-hour period (including weekends) from the time due.

Exams: Exams comprise **60%** of your grade (**600 points**) will be a combination of multiple choice and short answer questions from both the readings and lecture.

Quizzes: Quizzes comprise of **8%** of your grade (**80 points**). Quizzes may come in two formats, as pop quizzes in class and as timed online quizzes administered through Blackboard. Quizzes will cover material both from the readings and lecture.

Scenarios: Scenarios comprise **10%** of your grade (**100 points**). Four times during the semester, we will spend the class period informally debating a particular scenario tied to the previous lectures and readings. For these days there will be no assigned readings, but students are expected to prepare a 1-2 page (double-spaced) response to the scenario questions posted on Blackboard. These short papers require no citations and will be considered participation on these days. As these papers and participation on the scenario days are linked, an unexcused absence on scenario days will result in zero credit for the scenario exercise, including the paper.

Paper assignment: The paper assignment comprises **20%** of your grade (**200 points**). For your paper, you will focus on one issue related to US foreign policy (or, for those not from the US, their own country's foreign policy) that you would like to see changed. You must be specific in what this issue is, whether dealing with a specific country or region or a thematic issue (e.g. terrorism, nuclear proliferation). As such, you must within the first page make the case for why this issue is important and why policy change is necessary. In making your case, you must identify how your proposal fits within the broad theories of international relations (e.g. is it in line with realist, liberalist, or constructivist theories?). Secondly, you must identify the potential ramifications of enacting your proposal. In other words, how will other countries or international actors respond? Who would likely support your policy and who would likely oppose it? Your proposed change need not be a complete overhaul of a current policy, but you must argue for changing the status quo (e.g. no arguing of "staying the course"). The final paper will be 5-6 pages, double-spaced and must include at minimum six credible scholarly or news sources. If directing policy change regarding a particular country, at least one source must come from that country (e.g. English language news websites). To aid in this paper, it is highly recommended that you have your paper topic approved by Week 10. The paper is due Week 13 on Monday April 15<sup>th</sup>, not at the end of the semester.

Class participation: Finally, **class participation** accounts for **2%** of your final grade (**20 points**). This course requires your participation and interaction. Class attendance is critical for success, both for participation but also since we often discuss materials beyond the readings. That said, I do not take attendance as a graded component, but in accordance to WKU reporting requirements. Students are adults and as such must realize actions have ramifications and prioritize accordingly. All students are expected come to class prepared to discuss the required readings. Students should participate actively in discussions, and may be called on at any time to answer questions or raise questions. If you must miss a class, it is your responsibility to contact me for any class handouts or assignments you may have missed. You are also responsible for getting any missed notes from another student. If you wish to discuss the material you missed, you are welcome to come to my office hours or set up an appointment.

### **Deadlines:**

You are expected to have completed the readings before each class period. Deadlines for all assignments are listed on your syllabus. Please have your work ready to turn in at the beginning of class the day it is due or it will be considered late. All late assignments will be docked 10%

per day. If you run into a problem, please talk to me in advance and I may grant an extension at my discretion. Please bring all readings to class on the assigned day as this facilitates discussion

### **Disability Services:**

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

### **Academic Honesty and Integrity:**

I expect all students to abide by the rules and regulations set forth in the Western Kentucky University Student Handbook with regards to all forms of academic misconduct (cheating, plagiarism, etc.). I take academic integrity seriously and violating these standards will result in an “F” in this course without exceptions. That means if you cheat, plagiarize, engage in any sort of academic dishonesty including failure to cite sources appropriately on any portion of the course and are caught—you will automatically receive an “F” for that assignment and I reserve the right to assign a 0 for the entire course. If you have any questions about what does and does not constitute academic misconduct, please speak with me.

Student work may be checked by plagiarism detection software.

If you have any doubts as to when you should cite, click on the links below. You can also go to the Writing Center for guidance.

Similarly I do not accept materials from online dictionaries or encyclopedias such as Wikipedia as a source for citation.

### **How to Communicate with your Professor:**

Communication should be done first and foremost before or after class or during office hours. If it is a general question, it should be asked in class so that others can benefit from the information as well. Do not hesitate to ask questions. Questions can also be posted in the Discussions forums on Blackboard, thus others can respond if they know the answer as well. If you do email me, follow these standards:

1. Include the class title (e.g. PS250) and a substantive heading (e.g. question about nuclear weapons). Emails without a subject title or which do not follow this format (e.g. a title of “Hey”) will not be answered.
2. Use a salutation such as “Dr. Rich”. Again, using “hey” or other informal variations will likely lead to me ignoring your email.
3. I expect emails to be coherently written, which means punctuation, capitalization, and a signature. Signing your email is especially important if you are not using your WKU email account. For example, I will not spend time trying to guess which student is [partyallnight@gmail.com](mailto:partyallnight@gmail.com) nor am I likely to respond if no signature is included.
4. If your email is about a question that is clearly answered in the syllabus (e.g. “What are the readings for the next class?”), I am unlikely to respond.

5. I generally respond within 24 hours, but I seldom respond after 10pm. Thus if emailing about an assignment, test, etc. due the next day, I strongly recommend that you plan ahead accordingly.

## **Schedule of Classes and Readings**

You are expected to have completed the readings before each class period.

### **Week 1**

Jan. 23 Class Introduction  
No Readings

Jan. 25 Levels of Analysis  
*IR* Chapter 1: pp. 3-26

### **Week 2**

Jan. 28 The Evolving International System  
*IR* Chapter 1: pp. 26-38  
China Daily. June 5, 2006. "Genghis Khan Started Globalization."  
[http://english.peopledaily.com.cn/200606/05/eng20060605\\_271105.html](http://english.peopledaily.com.cn/200606/05/eng20060605_271105.html)

Jan. 30 Realism  
*IR* Chapter 2: pp. 43-63

Feb. 1 Alliances and Divisions in Realism  
*IR* Chapter 2: pp. 63-79

### **Week 3**

Feb. 4 Liberalism  
*IR* Chapter 3: pp. 85-96  
Andrew Moravcsik. 2008. "The New Liberalism". In Christian Reus-Smit and Duncan Snidal. *The Oxford Handbook of International Relations* 234-251 (read 234-240, skim 240-246).

Feb. 6 Constructivism  
*IR* Chapter 3: pp. 96-102  
Gary Olson. 2005. "Scapegoating Human Nature." ZNet.  
<http://www.zcommunications.org/scapegoating-human-nature-by-gary-olson>  
Brian R. Sala, John T. Scott and James F. Spriggs. 2007. "The Cold War on Ice: Constructivism and the Politics of Olympic Figure Skating Judging." *Perspectives on Politics* 5(1): 17-29 (focus on the introduction, and the sections labeled "Predictions", "Results" and "Discussion")

Feb. 8 Other IR Theoretical Approaches  
*IR* Chapter 3: pp. 103-122



## **Week 4**

Feb. 11 Democratic Peace Theory

Immanuel Kant. 1795. "Perpetual Peace: A Philosophical Sketch".

<http://www.constitution.org/kant/perpeace.htm>

Zeev Maoz and Bruce Russett. 1993. "Normative and Structural Causes of Democratic Peace, 1946-1986." *American Political Science Review* 87(3): 624-638 (skim 628-636, focus on the intro and conclusion)

Thomas Schwartz and Kiron K. Skinner. 1999. "The Myth of Democratic Pacifism." *Hoover Digest* 2. <http://www.hoover.org/publications/hoover-digest/article/7214>

Feb. 13 States and Diplomatic Recognition

Larry Luxner. 2011. "Push for Diplomatic Recognition Creates Tricky Precedents, Strange Bedfellows." *The Washington Diplomat*.

[http://www.washdiplomat.com/index.php?option=com\\_content&view=article&id=6921:push-for-diplomatic-recognition-creates-tricky-precedents-strange-bedfellows&catid=1065:february-2011&Itemid=468](http://www.washdiplomat.com/index.php?option=com_content&view=article&id=6921:push-for-diplomatic-recognition-creates-tricky-precedents-strange-bedfellows&catid=1065:february-2011&Itemid=468)

Stephen D. Krasner 2009. "Who Gets a State and Why?" *Foreign Affairs*. Reprinted at Defining Ideas. <http://www.hoover.org/publications/defining-ideas/article/5551>

US Department of State-Office of the Historian. "Preventing Diplomatic Recognition of the Confederacy, 1861-1865." <http://history.state.gov/milestones/1861-1865/Confederacy>

Marc Herman. 2012. "10 Steps to a Breakaway State: A Secessionist's Guide." *Pacific Standard*. <http://www.psmag.com/politics/a-secessionists-guide-10-tips-for-making-a-breakaway-state-49983/>

Feb. 15 Foreign Policy Making and Influences

*IR* Chapter 4: pp. 127-147

## **Week 5**

Feb. 18 Scenario # 1

No Assigned Readings

Feb. 20 The Cuban Missile Crisis

Michael Dobbs. 2008. "Why We Should Still Study the Cuban Missile Crisis." US Institute of Peace Special Report.

Feb. 22 **TEST #1**

## **Week 6**

Feb. 25 US-China Relations

John J. Mearsheimer. 2010. "The Gathering Storm: China's Challenge to US Power in Asia." *The Chinese Journal of International Politics* 3:381-396 (read 381-387, 389-393).

<http://mearsheimer.uchicago.edu/pdfs/A0056.pdf>

David Axe. October 23, 2012. "A Giant Leap Forward." *Pacific Standard*.

<http://www.psmag.com/culture/a-giant-leap-forward-48493/>

Feb. 27 Types of Wars

*IR* Chapter 5: pp. 153-160

Scott Sigmund Gartner and Marissa Edson Myers. 1995. "Body Counts and 'Success' in the Vietnam and Korean Wars." *Journal of Interdisciplinary History* 25(3): 377-395 (focus on 377-388; 394-395)

March 1 Conflict of Ideas vs. Conflict of Interests

*IR* Chapter 5: pp. 160-188

### **Week 7**

March 4 Conventional Warfare

*IR* Chapter 6: pp. 193-204; 222-226

March 6 Terrorism

*IR* Chapter 6: pp. 204-209

Jessica Stern. 2003. "The Protean Enemy" *Foreign Affairs* 82(4): 27-40.

March 8 WMDs

*IR* Chapter 6: pp. 209-222

Mary H. Cooper. April 2004. "Nuclear Proliferation and Terrorism: Can "Rogue" States Acquire Nuclear Weapons? *CQ Researcher* 14(13): pp. 302, 305, and "Fall of a Nuclear Black Marketer" section on pp. 308-309 [https://iaea.org/NewsCenter/Focus/cqr\\_proliferation.pdf](https://iaea.org/NewsCenter/Focus/cqr_proliferation.pdf)

### **Week 8**

**March 11-15 SPRING BREAK**

### **Week 9**

March 18 Scenario # 2

No Assigned Readings

March 20 International Organizations

*IR* Chapter 7: pp. 233-254

March 23 International Law

*IR* Chapter 7: pp. 254-264

Chris Moraitis. 2004. "Sources of International Law –The Place of Treaties." Australian Government. Department of Foreign Affairs and Trade.

[http://www.dfat.gov.au/treaties/workshops/treaties\\_global/moraitis.html](http://www.dfat.gov.au/treaties/workshops/treaties_global/moraitis.html)

## **Week 10**

March 25 Human Rights

*IR* Chapter 7: pp. 264-276

United Declaration of Human Rights.

[http://www.un.org/events/humanrights/2007/hrphotos/declaration%20\\_eng.pdf](http://www.un.org/events/humanrights/2007/hrphotos/declaration%20_eng.pdf)

Samantha Power. 2001. "Bystanders to Genocide." *The Atlantic*. Available at:

<https://www.mtholyoke.edu/acad/intrel/power.htm>

March 27 International Political Economy

Helen V. Milner. 1998. "International Political Economy: Beyond Hegemonic Stability."

*Foreign Policy* 110: 112-124.

March 29 Trade

*IR* Chapter 8

## **Week 11**

April 1 **TEST # 2**

April 3 Scenario #3

No Assigned Readings

April 5 Currency and International Finance

*IR* Chapter 9

## **Week 12**

April 8 International Integration

*IR* Chapter 10: pp. 355-370

April 10 **MPSA CONFERENCE –NO CLASS**

April 12 **MPSA CONFERENCE –NO CLASS**

## **Week 13**

April 15 International Integration

*IR* Chapter 10: pp. 370-381

Rawi Abdelal and Adam Segal. 2007. "Has Globalization Passed Its Peak?" *Foreign Affairs*

Megan Neff. June 29, 2009. "New Technologies Strengthening Africa's Economy." US

Department of State, Bureau of International Information Programs.

<http://iipdigital.usembassy.gov/st/english/article/2009/06/20090629133115emffen0.5730249.htm>

[l#axzz2910gWfXr](#)

**Paper is Due**

April 17 East Asian Integration

Scott L Kastner. 2011. "Does Economic Integration Augur Peace in East Asia?" *Current History* 223-228.

Avery Goldstein and Edward D. Mansfield. 2011. "Peace & Prosperity in East Asia: When Fighting Ends." *Global Asia* 6(2): 9-15.

April 19 The Environment and Natural Resources

*IR* Chapter 11: pp. 387-409

Michael Klare. June 26, 2011. "The New Thirty Years' War: Winners and Losers in the Great Global Energy Struggle to Come." The Huffington Post.

[http://www.huffingtonpost.com/michael-t-klare/the-new-thirty-years-war\\_b\\_885036.html](http://www.huffingtonpost.com/michael-t-klare/the-new-thirty-years-war_b_885036.html)

#### **Week 14**

April 22 Population Issues

*IR* Chapter 11: pp. 409-418

Macer Hall. September 1, 2010. "Colonel Gaddafi's £4bn Migrant Demand." *The Express*.

<http://www.express.co.uk/posts/view/196801/Colonel-Gaddafi-s-4bn-migrant-demand->

Isobel Coleman. 2010. "The Global Glass Ceiling." *Foreign Affairs* 89(3).

April 24 Scenario # 4

No Assigned Readings

April 26 Global South and Imperialism

*IR* Chapter 12

#### **Week 15**

April 29 Methods of Development

*IR* Chapter 13: pp. 461-483

May 1 Foreign Aid vs. Investment

*IR* Chapter 13: pp. 483-493

May 3 The Future of International Relations

*IR* Chapter 14

#### **Final:**

10:30am-12:30pm Tuesday May 7

## Colonnade Program Course Proposal: Explorations Category

---

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

PS260: Comparative Politics: Social and Behavioral Science, Subcategory B

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.

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

This course uses theories, concepts and tools of the social and behavioral sciences to examine the relationship between the individual, society and the state. In PS260, students examine the development and operation of different forms of political systems and analyze the consequences of these systems for citizens in terms of human rights, equality, political participation and economic development. This course requires students to compare elements of democratic and authoritarian rule, and introduces students to key concepts such as state building, power and authority, nationalism, political violence and underdevelopment.

Learning Objective 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.

PS260 introduces students to a range of theories within the discipline that relate to democratization, human rights, state building, nation building, revolution and political violence, economic development and policymaking. Students examine key historical and contemporary issues and explore in-depth case studies in order to compare and contrast political systems around the globe and to develop standards with which to evaluate and measure their performance.

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

This course considers some of the major issues that concern the study of politics including the significance of nationalism, gender, religion, political culture and imperialism on the development and operation of political systems. Students will study the role played by institutions, interest groups and political parties in determining civil rights, civil liberties and social policy.

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

This course utilizes different theories, ideologies and comparative tools to address key issues of democracy, political violence and development. PS260 requires students to examine why some regimes are successful in the provision of rights, services, security and economic growth and why others are not. The analysis of the outputs and performance of different regimes provides the comparative tools with which to assess and evaluate the performance of one's own political system. "He who knows England," goes an old saying, "knows England not." Why? Surely, if we immerse ourselves in the history, politics, culture and economy of England, we will come to know it. However, without comparative study it would be impossible to know what factors were unique to England. Furthermore, how can we evaluate our own state without knowledge of alternatives?

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

This course introduces students to key concepts such as "power," "revolution," "Liberal," "Conservative," "socialist," "legitimacy" and "democracy." Students identify and examine the components and meanings of such terms so that they can utilize them in their comparison of various regimes and apply them appropriately to policies and processes within and between political systems.

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.

Students will be able to

- Describe the field of comparative politics and comparative political analysis.
- Define key institutions and processes and make comparisons across different types of political systems.
- Design basic comparative research, identifying independent and dependent variables as related to comparative politics theory and concepts.

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

The Department of Political Science will establish an assessment committee to evaluate the effectiveness of PS260 in meeting the stated learning objectives. Each academic year, the committee will collect a random selection of research papers and examinations with all identifying student information removed. The committee will assess these samples following the course outcomes:

4 = outstanding (far exceeds expectations)

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

The committee's targets are:

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

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

2-3

6. Please attach sample syllabus for the course. See below.

Political Science 260 – Introduction to Comparative Politics

Dr. Roger Murphy

Western Kentucky University

Spring 2013 Office: 308 Grise Hall

T, R 9:35-10:55, Grise Hall 3439 Phone: 745-2890

E-mail: roger.murphy@wku.edu

Office Hours: T, R 12:30-2 or by appointment

PS 260 Introduction to Comparative Politics fulfills General Education requirements for Social and Behavioral Sciences, category “C.” (an understanding of society and human behavior).

**General Education Goal(s) Met by the Course:**

- The capacity for critical and logical thinking;
- An appreciation of the complexity and variety in the world’s cultures;
- An understanding of connections between past and present;
- An understanding of society and human behavior.

This course emphasizes critical analysis of different forms of political systems, their development and their operation. Students will examine democratic and authoritarian regimes and the relationship between the individual and the state. Students will also study the role played by institutions, interest groups and political parties within various states and forms of economic operation. Students will examine the strengths and weaknesses of particular forms of democracy and analyze transitions to democracy, state building and economic development.

Overview

How and why do they do that? This course provides an introduction to the politics of selected countries around the world, from advanced industrial democracies to developing countries and authoritarian regimes. We will examine the similarities and differences between political and economic systems (for example, institutions, elections, participation and civil rights) which will provide greater insight into the world around us as well as our system of government.

Students will learn the strengths and weaknesses of democratic and non-democratic systems, of the challenges of development and of the impact of systems (for example parliamentary and presidential) on political outcomes.

Students will be able to

- Describe the field of comparative politics and comparative political analysis.
- Define key institutions and processes and make comparisons across different types of political systems.
- Design basic comparative research, identifying independent and dependent variables as related to comparative politics theory and concepts.

Students will be expected to come to class prepared to discuss each assigned topic.

Required Readings

Patrick O’Neil, *Essentials of Comparative Politics*, 4th Edition, Norton 2013



Patrick O'Neil, et al, *Cases in Comparative Politics*, 4th Edition, Norton 2013  
*The Economist*. Students should go to [www.economistacademic.com](http://www.economistacademic.com) and purchase an individual subscription for \$19.95. My faculty ID number is 1175.

### Course Requirements

Students will attend class, read assigned readings and participate in class discussion. Students will complete two midterm examinations (short essay and identification questions), a final examination and write a short comparison paper. For the paper each student will apply a current issue (of a state not talked about in class) from *The Economist* to one of the five themes of the textbook.

Students will also complete several short quizzes.

First Examination 20%

Second Examination 20%

Quizzes 20%

Paper 10%

Final Examination 30%

Grading Scale: A = 90% or higher; B = 80 to 89%; C = 70 to 79%; D = 60 to 69%; F = 59% and Lower Although not a formal part of the grade, class participation is strongly encouraged as it is an essential element of the course and attendance and participation will benefit those students with a borderline grade.

Make-up examinations will only be given with the prior approval of the instructor and late papers

(without prior approval) will be penalized. Any form of academic dishonesty, such as cheating or plagiarism, will not be tolerated. Students found guilty of such actions will receive a zero for the work in question and also be subject to university disciplinary procedures.

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

### Course Outline

March 11-15 Spring Break

**First Examination February 28**

**Second Examination March 28**

**Paper Due April 18**

**Final Examination May 7, 1:00-3:00pm**

Week 1 Introduction, the state (O'Neil 1-3)

Week 2 Democracy (O'Neil 5-6,8)

Week 3 continued

Week 4 United Kingdom (Cases 2) and parliamentary systems  
Week 5 France and presidential systems (Cases 4)  
Week 6 Germany and federalism – legacy of history (Cases 5)  
Week 7 Japan and corporatism (Cases 6)  
Week 8 Transitions to democracy and capitalism (O’Neil 9) – Central and Eastern Europe  
Week 9 Russia (Cases 7); Revolution and Protest (O’Neil 7)  
Week 10 China (Cases 8), Economic reform without political reform?  
Week 11 Development and dependency (O’Neil 10) – Nigeria (Cases 14)  
Week 12 Political Economy (O’Neill 4)  
Week 13 Iran (Cases 10)  
Week 14 India (Cases 9) – poverty, populism and religion  
Week 15 Mexico (Cases 10) – political culture

## Colonnade Program Course Proposal: Explorations Category

---

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

The Department of Psychology proposes offering PSY 100 (Introduction to Psychology; 3 hours) as an Explorations course in the Social and Behavioral Sciences subcategory.

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

**Students 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.**

Introduction to Psychology will survey major theories examined in the sub-disciplines of the field of psychology. Psychology is the scientific study of the mind and behavior. It investigates how people sense, perceive, and respond to stimuli in their environment from physiological, cognitive, social, and psychopathological perspectives. Psychology is an integrative discipline in that each perspective contributes useful knowledge to the investigation of the other perspectives. As a result, students taking this course develop an appreciation for considering the impact that personal and environmental factors have on both normative individual and group behavior. Moreover, students who take this course are exposed to the dominant theories which explain how individual variation in normative behavior can sometimes lead to psychopathology or group social deviance. Introduction to Psychology offers students the opportunity to analyze how neuroscientific, cognitive, social, and developmental principles contribute to our understanding of human thought and behavior.

**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.**

Consistent with Psychology's tradition as a social science, students who enroll in Introduction to Psychology will learn the basics of research design and the scientific method as it pertains to collecting data to answer research questions within the sub-disciplines of the field. Students learn about (a) experimental and observational research techniques, (b) the typical designs of studies seeking to examine human and animal behavior, (c) the importance of considering empirical evidence when evaluating support for and the criticism of dominant theories in the field, (d) the process by which psychologists use their findings to inform real-world application of psychological principles, and (e) the necessity to design studies to follow ethical guidelines when working with humans or animals.

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

Students who enroll in Introduction to Psychology will consider diversity as it relates to variation in human thought and behavior. Variation in the following contribute to the emergence of diversity when exploring psychological phenomena: (a) individual differences in genetic and environmental factors (a.k.a. nature versus nurture), (b) the age of the populations discussed, (c) normative sociocultural trends, (d) physiological variation at the cellular and body systems level, and (e) abnormal levels of deviance from normative behavior.

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

Within Introduction to Psychology, students are actively engaged in examining psychological concepts that impact their academic, social, and professional lives. Students (a) consider the factors that influence human development, (b) explore human cognition as it relates to learning, intelligence, and problem solving, (c) examine the impact of neuropsychology on various psychological processes, and (d) consider the influence that environmental pressures have on social behavior. Students are asked to consider how these topics apply to their own lives. For instance, students learn about models of learning and memory that they can apply directly to their own study habits. Additionally, societal implications of social and abnormal psychology are discussed given the bearing that these psychological factors have on interpersonal relationships, group social behavior, and choices that we make in our lives as individuals.

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

Students in Introduction to Psychology are expected to master the key constructs and terminology used by psychologists working in the disciplines that are common to the field. Student mastery is assessed via examinations and other assignments that require students (a) to clearly distinguish between concepts presented in the course, (b) to integrate concepts across domains within the field of psychology, and (c) to apply the knowledge that they learn throughout the course to solve research-oriented and practical or clinical-oriented problems.

**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.**

Psychology is a multifaceted field that examines human thought and behavior. We will survey major theories and concepts from a number of fields within the discipline. Theory-driven, empirical findings will be emphasized as well as techniques that have been developed to apply theory to everyday life and to examine and manipulate human behavior for the benefit of society. Because this is a survey course, we will cover a large number of topics briefly. As students complete this course, they will acquire knowledge about the terminology and major principles of the field. More specifically, students will:

1. Recognize that the scientific method impacts the conclusions that we can draw from research about human thought and behavior;

2. Appreciate the importance of engaging in ethical research practices within the discipline;
3. Examine how our thoughts and behavior are linked to our senses and to the physiology of our brain and body;
4. Understand the roles that learning, memory, language, and other cognitive processes play in our everyday thought and behavior;
5. Consider how motivation, emotion, and other social factors drive our behavior and define our personal experiences;
6. Understand the impact that situational forces and group pressures have on personal and social behavior;
7. Recognize how psychological assessments are used to examine intelligence and personality as well as the role that nature and nurture play in defining these constructs;
8. Understand how human thought and behavior evolve as a result of social, cognitive, and physical development from childhood through adulthood; and
9. Consider the impact that psychopathology has on human thought and behavior.

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

In order to assess the learning objectives for the course, all students enrolled in Introduction to Psychology (PSY 100) will complete a standardized assessment which includes 10 items drawn by course instructors from a possible pool of 30 items. These 30 items will be constructed such that six items are available for each of the five learning objectives, and course instructors will choose two items to represent each learning objective. The assessment items will be drawn from the course material (as outlined in the course learning outcomes) that is covered during lecture and in the course readings, discussion, and activities. A PSY 100 course director will randomly sample 100 students who are enrolled in PSY 100 per calendar year to examine student performance on the 10 items. The following criteria will be used to assess the students' mastery of the learning objectives in the course.

- Excellent = at least 70% of the students answered 9 out of the 10 assessment items correctly
- Satisfactory = at least 70% of the students answered 7 out of the 10 assessment items correctly
- Unsatisfactory = under 70% of the students answered 7 out of the 10 assessment items correctly

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

The Department of Psychology will offer 15 sections of PSY 100 per semester. These sections generally vary enrollment capacity from 20 students to 210 students. In recent history, approximately 2,000 students enroll in PSY 100 per year.

#### **6. Please attach sample syllabus for the course.**

A sample syllabus can be found on the pages that follow.

## PSY 100 – Introduction to Psychology (3 credit hours)

**Class times, class location, course website information, and instructor information:** [Removed from example syllabus]

**Course Prerequisites:** None

**Catalog Description:** An introductory course dealing with principles of behavior, scientific methods of psychology, measurement, learning, perception, motivation, development, personality, abnormal behavior, social behavior, intelligence, and other topics.

**General Education Objectives Met by the Course:** This course satisfies the Explorations B. Social and Behavioral Sciences Colonnade Program general education requirement. For this requirement, students explore the human experience using theories and tools of the social and behavioral sciences. This course requires students to analyze problems and conceptualize the ways in which these theories and tools inform our understanding of the individual and society. Within this course, 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.

**Required Text for Course:**

Hockenbury, D. H., & Hockenbury, S. E. (2012). *Psychology*. New York: Worth Publishers. ISBN: 1-4641-2070-6 (Note that this is a possible text but that faculty are free to choose a suitable text that addresses the content specified in the learning outcomes)

**Course Goals:** Psychology is a multifaceted field that examines human thought and behavior. We will survey major theories and concepts from a number of fields within the discipline. Theory-driven, empirical findings will be emphasized as well as techniques that have been developed to apply theory to everyday life and to examine and manipulate human behavior for the benefit of society. Because this is a survey course, we will cover a large number of topics briefly.

**Learning Outcomes:** As students complete this course, they will acquire knowledge about the terminology and major principles of the field. More specifically, students will:

1. Recognize that the scientific method impacts the conclusions that we can draw from research about human thought and behavior;
2. Appreciate the importance of engaging in ethical research practices within the discipline;
3. Examine how our thoughts and behavior are linked to our senses and to the physiology of our brain and body;
4. Understand the roles that learning, memory, language, and other cognitive processes play in our everyday thought and behavior;
5. Consider how motivation, emotion, and other social factors drive our behavior and define our personal experiences;
6. Understand the impact that situational forces and group pressures play on personal and social behavior;

7. Recognize how psychological assessments are used to examine intelligence and personality as well as the role that nature and nurture play in defining these constructs;
8. Understand how human thought and behavior evolve as a result of social, cognitive, and physical development from childhood through adulthood; and
9. Consider the impact that psychopathology has on human thought and behavior.

**Components of the Course:**

**A. Exams:** There will be # exams during the term. The dates for the exams are listed on the course calendar in this syllabus. Exams are worth the # of points. Each exam will include # multiple choice questions, and each multiple choice question is worth # points. Each exam will cover the material discussed during the corresponding exam period. However, similarities between some of the topics may create some redundancy. (Note: Some courses use comprehensive exams throughout the term.)

**B. Student Engagement:** Engagement refers to how actively involved you are as a student in reading and studying for class as well as participating in class. You can earn # points toward your grade in the course by completing quizzes, classroom activities, and writing exercises. Engagement activities are also included in the course calendar found in this syllabus. (Note: The activities, assignments, and assessments vary by the section of PSY 100 based on the preferences of the instructor and the pedagogical limitations of the enrollment capacity of the section)

**C. Research Participation/Observation:** [Removed from example syllabus but is defined by department policy and involves students taking part or observing research in the Department of Psychology]

**Grading Policy:** Grades are assigned based on the number of points earned throughout the course of the term on the assignments, activities, quizzes and exams.

<u>Grade Tally</u>	
Exams	# points
Quizzes	# points
Assignments	# points
Classroom activities	# points
Total	# points

<u>Grading Scheme</u>			
# points to # points	=	A	(4.0)
# points to # points	=	B	(3.0)
# points to # points	=	C	(2.0)
# points to # points	=	D	(1.0)
< # points	=	F	(0.0)

(Note: The total number of points and weighting of points by course components vary between sections).

**Other Course Policies:** [Removed from example syllabus]

**Course Calendar:** [Removed from example syllabus]

## Colonnade Program Course Proposal: Explorations Category

---

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

*The psychology department proposes to offer Psychology 199, Life Span Developmental Psychology in the Social and Behavioral Sciences subcategory of Explorations.*

2. How will this course meet the specific learning objectives of the appropriate subcategory. Please address **all** of the learning outcomes listed for the appropriate subcategory.
  - a. *Learning Objective 1: "Demonstrate knowledge of at least one area of the social and behavioral sciences."*
    - i. *Life Span Developmental Psychology is the scientific study of normal growth and change over the human life span (from birth to old age). Briefly, any topic in psychology can be studied developmentally. In this class students develop an appreciation for the complex ways in which humans grow and change over the life span. Students learn about a number of influences on human development including genetics, learning, and a variety of social forces including gender, race, social class, culture and subculture, and historical context (times in which one grows up). Students learn about the development of a) the body and nervous system, including health-related issues; b) cognition and language; c) personality; d) emotions; and e) social behaviors*
  - b. *Learning Objective 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."*
    - i. *Consistent with the goals of developmental psychology as a field, the learning objectives of this course are: a) an understanding of major themes and theories in human development; b) an appreciation of the developmental tasks and challenges that a person must master at different points in the life span, with a focus on application; c) an introduction to how research is formulated and carried out in human development, including both methodological and ethical decisions; and d) the application of knowledge gained to real world situations.*
  - c. *Learning Objective 3: "Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience."*



- i. *Life span developmental psychology focuses on a number of contributors to diversity from genetic variation to the influence of family, race/ethnicity, socioeconomic status, subculture/culture, and the historical context of development. Students develop an appreciation of the complex ways that these forces interact and influence the form and content of development.*
      - d. *Learning Objective 4: "Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance."*
        - i. *Given the subject matter of life span developmental psychology, students appreciate the personal relevance of course topics for their own development as well as for the development of their future or current children, their parents and their grandparents. Students are actively encouraged to apply course concepts of everyday situations. Course content can also be readily applied to a variety of careers (e.g., nursing and other health care professions, social work, education, and the law). In addition, the course addresses the impact of larger social forces on human development. For example, childbirth leave policies of different countries are examined in relation to national differences in breastfeeding of infants, and scientific knowledge on language development is related to bilingual education and timing of courses in other languages.*
      - e. *Learning Objective 5: "Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences."*
        - i. *Students in life span developmental psychology are expected to master the key constructs and terminology used in the field. Their mastery is assessed in examinations with objective and essay questions and/or with papers requiring application of course content.*
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.

*Provides an understanding of society and human behavior that*

- describes research methods and related ethical issues for the scientific study of societal institutions and human behavior*
- examines patterns of interaction pertaining to race, gender, ethnic identity, class, community, and other forms of social grouping*
- evaluates the impact of heredity and environment on human development and individual behavior*
- Applies theories and research on human development to issues of personal concern and public interest*

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

*In order to assess the learning objectives for the course, all students enrolled in Psychology 199 will complete a standardized assessment which includes 10 items drawn by course instructors from a possible pool of 30 items. These 30 items will be constructed such that six items are available for each of the five learning objectives, and course instructors will choose two items to represent each learning objective. The assessment items will be drawn from the course material (as outlined in the course learning outcomes) that is covered during lecture and in the course readings, discussion, and activities. A PSY 199 course director will randomly sample 100 students who are enrolled in PSY 199 per calendar year to examine student performance on the 10 items. The following criteria will be used to assess the students' mastery of the learning objectives in the course.*

- *Excellent = at least 70% of the students answered 9 out of the 10 assessment items correctly*
- *Satisfactory = at least 70% of the students answered 7 out of the 10 assessment items correctly*
- *Unsatisfactory = under 70% of the students answered 7 out of the 10 assessment items correctly*

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

*The Department of Psychology will offer 15 sections of PSY 199 per semester. These sections generally vary enrollment capacity from 20 students to 49 students. In recent history, approximately 1,000 students enroll in PSY 199 per year.*

**6. Please attach sample syllabus for the course.**

*Sample syllabus follows next page.*

**Please send your proposal to: [robert.dietle@wku.edu](mailto:robert.dietle@wku.edu)**

## PSY 199: Introduction to Developmental Psychology

**Class times, class location, course website information, and instructor information:** [Removed from example syllabus]

**Course Prerequisites:** None

**Textbook:** Development through the lifespan, Laura E Berk, 5<sup>th</sup> edition

**This course fulfills a portion of WKU's general education program and addresses the following general education goals:**

*Provides an understanding of society and human behavior that*

- describes research methods and related ethical issues for the scientific study of societal institutions and human behavior*
- examines patterns of interaction pertaining to race, gender, ethnic identity, class, community, and other forms of social grouping*
- evaluates the impact of heredity and environment on human development and individual behavior*
- Applies theories and research on human development to issues of personal concern and public interest*

**The general education goals will be assessed with extra credit multiple choice questions on the final exam.**

**Course Overview:** Developmental psychology is the study of normal growth and change over the life span (from birth to old age). This course should give you an appreciation for the complex ways in which human beings grow and change over the life span. The goals that will be emphasized are:

- 1) an understanding of major theories and themes in human development
- 2) an appreciation of the developmental tasks and challenges a person must master at different times across the life span
- 3) an introduction to how research is formulated and carried out, including ethical decision making
- 4) an appreciation of the diverse influences (from genetics to culture) on human development
- 5) the application of knowledge gained to real world situations.

### Reading List and Schedule

<b>Date</b>	<b>Topic</b>
1/23, 25, 28, 30	Ch. 1 Introduction, Theory, & research strategies
2/1, 4, 6	Ch. 3 Prenatal development, birth, & new born baby
2/8, 11, 13, 15	Ch. 4 Physical development in infancy & toddlerhood
2/18	Midterm Exam 1 (Chapters 1, 3 & 4)
2/20, 22	Ch. 5 Cognitive development in infancy & toddlerhood
2/25, 27 toddlerhood	Ch. 6 Emotional and social development in infancy &

3/1, 4 childhood	Ch. 7	Physical & cognitive development in early
3/6, 8	Ch. 8	Emotional & social development in early childhood
3/20	Midterm Exam 2 (Chapters 5 - 8)	
3/18, 22, 25 childhood	Ch. 9	Physical & cognitive development in middle
3/25, 27 childhood	Ch. 10	Emotional & social development in middle
3/29, 4/1	Ch. 11	Physical & cognitive development in adolescence
4/3, 5	Ch. 12	Emotional & social development in adolescence
4/8, 10 adulthood	Ch. 13	Physical & cognitive development in early
4/12	Midterm Exam 3 (Chapters 9 - 13)	
4/15	Ch. 14	Emotional & social development in early adulthood
4/17, 19, 22 adulthood	Ch. 15	Physical & cognitive development in middle
4/22, 24 adulthood	Ch. 16	Emotional & social development in middle
4/26, 29, 5/1	Ch. 17	Physical & cognitive development in late adulthood
5/1, 3	Ch. 18	Emotional & social development in late adulthood

**Final Exam** (chapters 14 – 18):

#### **Miscellaneous Information**

- The instructor reserves the right to make changes in the course as is deemed necessary.
- Attendance Policy: Due to a policy adopted by the university, all introductory level classes (i.e., 100 level courses) must check attendance. Therefore, I will check attendance every class day. Attendance *per se*, however, will not affect your grade in this course.

**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** (OFSDS), Room A200, DUC (745 5004). Please do not request accommodations directly from the instructor without a letter of accommodation from the OFSDS.

**Colonnade Program Course Proposal: Explorations Category**  
**Rec 200 – Introduction to Recreation**

---

**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)**

Course: REC 200 – Introduction to Recreation

Exploration Subcategory: Social and Behavioral Sciences

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

Explorations – Social and Behavioral Sciences Learning Objectives	REC 200 – Introduction to Recreation Course Objectives. Upon completion of the course, students will be able to:
1. Demonstrate knowledge of at least one area of the social and behavioral sciences	<ul style="list-style-type: none"> <li>• Discuss the significance of recreation, leisure and play in contemporary society.</li> <li>• Explore and discuss the complexity of recreation and leisure in society and the economic, social and political implications.</li> <li>• Understand the conceptual foundations of leisure and recreation.</li> <li>• Discuss and examine in detail the motives for participation in leisure and the functions of recreation in a community.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Explore and analyze the sociocultural factors affecting leisure.</li> <li>• Conceptualize and examine the interrelationships between leisure behavior and the natural environment.</li> <li>• Expose and discuss a broad range of theories that help explain the influence, role, and importance leisure and recreation have on human experience (e.g. Csikszentmihalyi, Nash, Iso Ahola, Deci &amp; Ryan).</li> <li>• Apply an historical understanding of leisure and recreation to contemporary challenges facing the modern era (e.g. work, movements).</li> <li>• Develop a sound philosophy of leisure and recreation.</li> <li>• Identify and discuss various physical, social psychological and emotional motivators for</li> </ul>

	leisure and recreation.
3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience	<ul style="list-style-type: none"> <li>• Examine the influence of age, gender, sexual orientation, racial and ethnic identity, and socioeconomic status on leisure and recreation (personal impact and program services).</li> <li>• Discuss and differentiate age factors that influence leisure and recreation (e.g. children, adolescents, adults, seniors).</li> </ul>
4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance	<ul style="list-style-type: none"> <li>• Provide examples of and discuss contemporary views of leisure and recreation.</li> <li>• Discuss trends and the changing relationships between various delivery leisure and recreation delivery systems (e.g. public, not-for-profit, commercial).</li> <li>• Define, examine and explore the role of taboo recreation in contemporary society.</li> <li>• Link and articulate the role and importance of leisure and recreation for overall quality of life and the changing nature of time.</li> <li>• Explore and discuss contributions of leisure and recreation to economic vitality of a community (e.g. travel and tourism).</li> <li>• Examine the variety of leisure service providers for leisure and recreation at the local, state, and federal level.</li> </ul>
5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences	<ul style="list-style-type: none"> <li>• Recall and articulate the multidisciplinary nature of leisure and recreation through a thorough understanding of concepts and characteristics of the discipline.</li> </ul>

**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.**

This course fulfills a requirement for the Colonnade Program Explorations Subcategory B: Social and Behavioral Sciences. Introduction to Recreation will help you better understand the concepts and relationships between leisure, recreation, play, and work from a historical, sociocultural, and individual perspective. The course will provide you with opportunities to explore personal and societal values associated with leisure and recreation; the impact of work and economics on recreation and leisure in contemporary society; the relationship between leisure behavior and the natural environment; leisure and equity; ethical questions associated with the use of leisure as a social good; and the similarities and differences of how society views leisure, recreation, and play from a regional, national, and international perspective. This course is designed to encourage students to think critically, understand contexts, reflect and take action.

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

The faculty of the Recreation Administration program will regularly assess the efficacy of the course through a variety of means: examining the learning objectives outcomes through a variety of means:

- Assessment of course leaning objectives
  - A pool of questions representing critical concepts for the course will be used to assess student learning and verify Colonnade Program Explorations Subcategory B: Social and Behavioral Sciences objectives are being addressed.
  - The pooled questions will be delivered through quizzes and examinations.
- Development of a personal philosophy of leisure
  - Synthesize concepts of leisure, recreation, play and work; highlight sociocultural influences on leisure
- Accreditation
  - The Recreation Administration program is accredited through the Council on Accreditation of Parks, Recreation, and Tourism by the National Recreation and Park Association. The Recreation Administration program reviews course content and outcomes, student and faculty success to ensure compliance with accreditation standards.

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

The Department of Kinesiology, Recreation and Sport will offer 3-6 sections of Rec 200 each semester. The course may be augmented and offered as a web-based course in the future. Based on faculty teaching load, the number of sections offered each semester is expected to increase. Summer sessions will be available based on faculty interest.

#### **6. Please attach sample syllabus for the course.**

See attached.

Please send your proposal to: robert.dietle@wku.edu

Western Kentucky University Department of  
Kinesiology, Recreation, and Sport Semester  
20XX

I. Course Information

**Course Number:** REC 200 (3 Credits) Introduction to Recreation

**Class meets:** X:XX – XX:XX;

**Room:** XXX

**Professor:** Dr. XXX XXXXX

**Office:** XXX

**Office Hours:** XXXX

**Phone:** XXX

\*Appointments outside of office hours are available; please call/email to set a time.

**E-mail:** XXX.XXXXXX@wku.edu

**Required text:** McLean, D., & Hurd, A. R. (2012). Recreation and leisure in modern society (9<sup>th</sup> ed).  
Burlington, MA: Jones & Bartlett.

\*\*e-version of text available from publisher.

Additional readings may be presented on BlackBoard.

II. Catalog Description:

Rec 200 introduces the student to recreation, parks and leisure history, philosophical concepts, and trends with attention to recreation sectors and employment opportunities.

III. General Education and Course Goals:

This course fulfills a requirement for the Colonnade Program Explorations Subcategory B: Social and Behavioral Sciences. Introduction to Recreation will help you better understand the concepts and relationships between leisure, recreation, play, and work from a historical, sociocultural, and individual perspective. The course will provide you with opportunities to explore personal and societal values associated with leisure and recreation; the impact of work and economics on leisure and recreation in contemporary society; the relationship between leisure behavior and the natural environment; leisure and equity; ethical questions associated with the use of leisure as a social good; and the similarities and differences of how society views leisure, recreation, and play from a regional, national, and international perspective. This course is designed to encourage students to think critically, understand contexts, reflect and take action.

IV. Course Objectives:

Upon completion of this course each student should be able to demonstrate the following Primary NRPA Council on Accreditation Competencies (8.01, 8.02, 8.04, 8.05, 8.06:01, 8.06:02, 8.09, and 8.10):

1. Demonstrate an understanding of the concepts of leisure, recreation, and play from an individual and societal perspective;
2. Articulate a personal philosophy of leisure;
3. Articulate the psychological, sociological and physiological significance of play, leisure and recreation from a contemporary and historical perspective;
4. Understand social and psychological issues that impact leisure and recreation for individuals and society;
5. Demonstrate an understanding of the impact of work and economics on leisure and recreation in contemporary society;
6. Explore and discuss the complexity of recreation and leisure in society and the social and political implications;
7. Understand the concept of a profession and professional organizations as related to leisure and recreation services;
8. Recognize and discuss salient issues and values associated with leisure and recreation;
9. Articulate the purpose, the scope of services, the objectives of programming, the sources of funding, and the population groups served by the varied agencies and organizations;
10. Identify the interrelationship between leisure behavior and the natural environment;
11. Develop the abilities to promote, advocate, interpret, and articulate the concerns and opportunities for leisure and recreation service systems with diverse populations and groups;
12. Examine ethical questions relating to the use of leisure for social good, leisure and economics, and leisure and equity.



IV. Course Schedule:

Please make sure the material is read **prior** to the assigned date as it will not be covered in lectures per se, but will serve as a basis for class discussions and allow opportunity for questions.

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment Due</b>
<b>Week 1</b>	Jan 23, 25	Overview and expectations; Varied views of Leisure; Power, promise, and potential	Chapter 1	
<b>Week 2</b>	Jan 28, 30, Feb 1	Basic concepts, descriptions, and definitions; Psychological analysis of play; Six views of leisure;	Chapter 2	EE1
<b>Week 3</b>	Feb 4, 6, 8	Contemporary views of recreation; Philosophy of leisure; Motivation	Chapter 5	
<b>Week 4</b>	Feb 11, 13, 15	Motivation – physical, social, psychological, emotional, taboo recreation; Happiness and well-being	Chapter 5	EE2
<b>Week 5</b>	Feb 18, 20, 22	Sociocultural factors of leisure & recreation – age, gender, sexual orientation, race and ethnicity, socioeconomic status.	Chapter 6	Personal Phil of Leisure
<b>Week 6</b>	Feb 25, 27, Mar 1	Social functions of Community Recreation; EXAM 1	Chapter 7	Exam 1
<b>Week 7</b>	Mar 4, 6, 8	Community recreation - Enriching QOL, personal development, positive youth development, intergroup and intergenerational relations, neighborhood and community relations, economic health, special populations.	Chapter 7	EE3 Site 1 - Public
<b>Week 8</b>	Mar 11, 13, 15	Spring Break – No classes		
<b>Week 9</b>	Mar 18, 20, 22	Historical perspectives of Leisure and Recreation; Early societies and ancient civilization through the Industrial Revolution; Recreation movement	Chapter 3	Site 2 - Not-for-profit
<b>Week 10</b>	Mar 25, 27, 29	Contemporary leisure and recreation; Challenges and trends; Post World War II; equality by disadvantaged groups; austerity;	Chapter 4	EE4
<b>Week 11</b>	Apr 1, 3, 5	EXAM 2 Recreation delivery systems overview; Public Park, Recreation and Leisure Services; Municipal, county providers	Chapter 8	Exam 2
<b>Week 12</b>	Apr 8, 10, 12	State providers; federal providers – Department of Interior, BLM, NPS, USFWS, Department of Agriculture, USFS; preservation and conservation;	Chapter 8	
<b>Week 13</b>	Apr 15, 17, 19	Rec delivery systems – Not-for-profit; commercial recreation and leisure services; Therapeutic recreation; faith-based recreation;	Chapter 9	Site 3 - Private
<b>Week 14</b>	Apr 22, 24, 26	Rec delivery systems – travel & tourism Specialized and unique providers/services	Chapter 10	
<b>Week 15</b>	Apr 29, May 1, 3	The profession; future perspectives Wrap up!	Chapter 12	
<b>Finals</b>	May 6	FINAL – MONDAY 8:00-10:00 a.m.		

V. Assignments:

The following provides an overview of assignments. It is expected that all assignments will be completed. Submissions should be well crafted and error free; please pay particular attention to proper grammar and spelling. While assignment details will be discussed on the first day of class, additional information will be provided well before an assignment is due.

- **EXPERIENTIAL PAPERS/PROJECTS.** Papers and projects will assist students in understanding and applying concepts discussed in class and presented in the text. Projects and papers will be conducted outside of the classroom and may be submitted via Blackboard or by hard copy in class. To receive full credit, all elements of the assignment must be completed. Assignments will address personal and societal values associated with leisure and recreation; issues around preservation and conservation of resources; funding sources and ethical decision making, to name a few.
- **IN-CLASS EXERCISES.** In-class exercises must be completed in class and turned in during the specific class period they are assigned. No in-class exercises will be accepted late. The in-class exercises are designed to enhance reflection and foster class discussions. Class participation is very important therefore, students will be expected to actively contribute to class discussions. Your in-class exercise grade will reflect your level of input into the discussion and any written in-class exercises that may be assigned. Final points for in-class exercises will depend on how many are conducted over the semester; the assignments will be weighted based on number of assignments given and total points available.
- **QUIZZES.** Periodically, students will complete a quiz upon completion of a text chapter or lecture. Quizzes will evaluate your understanding of the readings and concepts discussed in class. The quizzes may be conducted in class or via Blackboard.
- **SITE VISIT.** The leisure and recreation service agencies are generally be categorized into one of three areas: public, private or not-for-profit sectors. During the semester, each student will visit/research an agency that represents each type of service system. Upon completion of the visit, student will be required to answer a series of questions and submit a write-up for the agency. Students will also discuss their findings in class (e.g. trends, challenges, issues). All submissions are to be submitted via Blackboard. Directed questions for the assignment may found on Blackboard. There will be three different due dates for the site visit assignment – see course calendar for specifics.
- **LEISURE PHILOSOPHY.** Each student will reflect upon what they value in leisure and provide a personal statement differentiating leisure, recreation and play. More information to follow in class.
- **PARTICIPATION.** Participation means being actively involved in class to include being well read, asking insightful questions, being prepared, and willing to try new things. If you are not in class, you can not participate in what we do.

VI. Course Policies and Grading:

				Performance Scale	
EE Assignments	80 points	15%			
In-class assignments*	100 points	19%	Exceptional	468 - 520	A range 90%
Exams (2@50 pts)	100 points	19%	Above average	416 - 468	B range 80%
Final examination	50 points	10%	Average	364 - 415	C range 70%
Site visit reports	60 points	12%	Below Average	328 - 363	D range 63%
Participation	50 points	10%	Needs remediation	327	E
Leisure Philosophy	20 points	4%			
Quizzes	60 points	12%			
<u>Total</u>	<u>520</u>	<u>100%</u>			

- Note – Points for in-class assignments will be distributed evenly among work requested (e.g. two assignments = 50 points; 5 assignments = 20 points)

## VII. University Policies

Students with Disabilities – In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 270.745.5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

## VIII. Course Policies

Papers/Assignments. All outside of class reports, papers, and assignments must be neatly typed (title pages are not necessary). Grades will be adjusted for poor quality, organization, composition, grammar, and/or spelling. Assignments will be evaluated for accuracy of information, completeness of response, justification/rationale of thoughts, evidence of critical thinking, and flow/grammar/syntax of the responses. Assignments (i.e. paper, questions, or projects) turned in after the due date (start of class) will be considered late. These late assignments will be docked points equal to one grade (10%) per day. **Late assignments will not** be accepted after **three calendar days** unless arrangements were made **before** the assignment was due. All work must be original (your own) unless cited by reference.

References and Citations for Papers. Quotes and concepts taken from other people's work must be cited and referenced, using a standard and consistent format (6<sup>th</sup> edition APA). Examples of appropriate format are available in the APA Manual.

Attendance. The University expects regular attendance at all class meetings. Students are responsible for satisfying the entire range of academic objectives and requirements as defined by the professor. Students who are absent due to officially sanctioned University activities, religious obligations, family emergencies, and health emergencies shall make arrangements **prior** to the absence unless the absence was unforeseen. Official documentation of the absence is required.

Examinations. **No late exams will be administered** unless you are too ill or have a personal/family emergency, which prevents you from taking the exam. In this case, you must contact the professor **prior** to the exam time to make arrangements. Missing an exam due to illness will require official documentation from a medical doctor.

Course Readings. Courses will be conducted each day under the assumption that students have read the assigned material for that day. Students who keep up to date in their readings are more prepared to follow the instructor's presentation, contribute to class discussions, and earn higher grades. Instructors may give pop quizzes and award participation credit at any time during the semester.

Plagiarism and Academic dishonesty: Plagiarism is a serious offense and is considered an act of **Academic Dishonesty**. The academic work of a student must be his/her own. Students who commit any act of academic dishonesty may receive from the instructor a failing grade for the assignment and/or the course. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanction. Please note that student work may be checked using plagiarism detection software.

Class Civility: A positive learning experience necessitates that students conduct themselves in a civil manner and respect the class environment, the instructor, guest speakers, and other students. Please be mindful of talking while others are speaking and general disruptive behavior; please make sure cell phones are off; out of courtesy for everyone, **please do not text during class**. If your behavior is disruptive, you may be asked to leave the classroom.

Please take responsibility for your learning and let's have some fun!

## Colonnade Program Course Proposal: Explorations Category

---

### 1. Proposal for Explorations: Arts and Humanities

RELS 101: Old Testament/Hebrew Scriptures

### 2. Learning Objectives for RELS 101: Old Testament/Hebrew Scriptures

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

- Lectures and readings will introduce students to the basic formal elements, techniques, concepts, and vocabulary of literary critical methods and the historical critical approach in biblical studies.
- Discussions and assignments will provide opportunities for students to utilize the basic formal elements, techniques, concepts, and vocabulary of literary critical methods and the historical critical approach in biblical studies.

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

- All course elements will develop student ability to identify genres, literary styles, themes, historical information, and cultural information about the variety of literatures in the Old Testament.
- Discussions and assignments will cultivate student ability to distinguish among the above-mentioned types of evidence and use them to mount arguments/interpretations.

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

- All course elements will engage the social, cultural, and historical contexts in which Hebrew biblical literature was produced. Students will examine the way in which ancient societies and cultures both shaped and are inscribed in the literature.

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

- Several lectures and assignments engage the concept of foundational religious literature and assess the dynamics of 'reception history' with respect to the major religious traditions of Judaism, Christianity, and Islam.

e. Evaluate enduring and contemporary issues of human experience.

- All course elements explore enduring questions of human experience such as the problem of evil, peace and conflict, law and society, notions about the supernatural, the role of metaphor and narrative in religious identity, etc.

### 3. Syllabus statement of learning outcomes for RELS 101: Old Testament/Hebrew Scriptures

General Education Learning Outcomes in **bold**:

1. **Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.** Students in this course will use the vocabulary and skills of literary and historical-critical analysis to interpret biblical texts.

2. **Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.** Students in this course will identify and produce arguments with appropriate supporting data.
3. **Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.** Students in this course will identify how religious literature is produced in specific cultural and historical contexts.
4. **Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.** Students in this course will evaluate how social location and life experience shape interpretation of religious literature and impact the development of major religious movements.
5. **Evaluate enduring and contemporary issues of human experience.** Students in this course will engage in the comparative study of religion and culture through examination of enduring human issues in ancient Near Eastern religious literature.

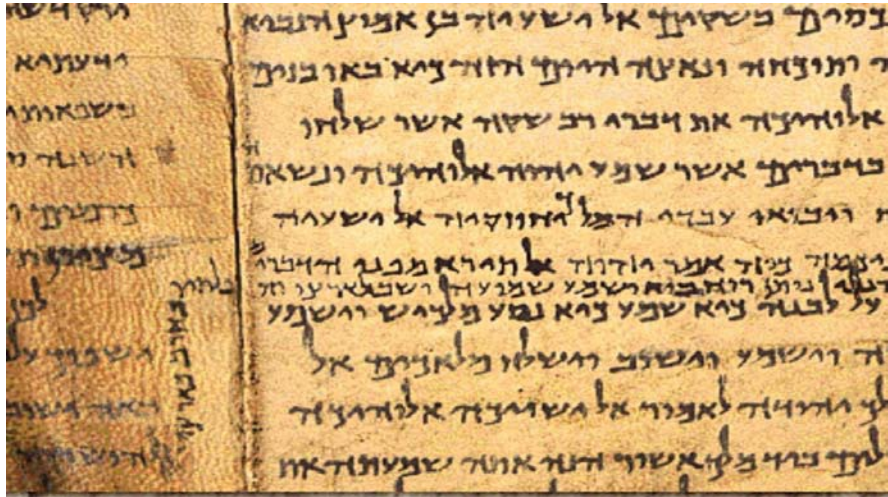
#### 4. Departmental Assessment of RELS 101: Old Testament/Hebrew Scriptures

- A. An essay question will be added to the final exam in the course. The question will require students to
  1. Demonstrate familiarity with the basic formal elements, techniques, concepts, and vocabulary of the discipline of Old Testament Studies.
  2. Demonstrate familiarity with at least one ancient literary genre and/or subgenre that is found among the books of the Old Testament, and with at least one strategy for reading this genre in its historical setting, and to be able to use this knowledge to distinguish between various kinds of evidence by identifying reliable sources and valid arguments.
  3. Demonstrate how social, cultural, and historical contexts of at least one portion of the Old Testament have influenced it.
  4. Demonstrate, through the notion of a “canon” of Scripture, how at least one portion of the Old Testament has served as an important factor in shaping larger social, cultural, and historical contexts.
  5. Demonstrate how at least one portion of the Old Testament has served as an important factor in contributing to the understanding at least one enduring and contemporary issue of human experience.
- B. At the end of the semester to be assessed, the answers of 30% of the students in each section of the course will be selected at random for assessment.
- C. At least two faculty members will assess each answer. The names of the students and of the instructors for the sections will be eliminated before the assessment takes place.
- D. Answers will be given one of four designations.
  1. Excellent – The student has demonstrated proficiency in all outcomes.
  2. Good – The student has demonstrated proficiency in most outcomes.
  3. Fair – The students has demonstrated proficiency in some outcomes.
  4. Poor – The students has demonstrated proficiency in no outcomes.
- E. The results will be tabulated and given to the Department Head.
- F. The Department Head will convene the relevant faculty to review the results and to determine what steps, if any, need to be taken in order to improve the instruction in course.

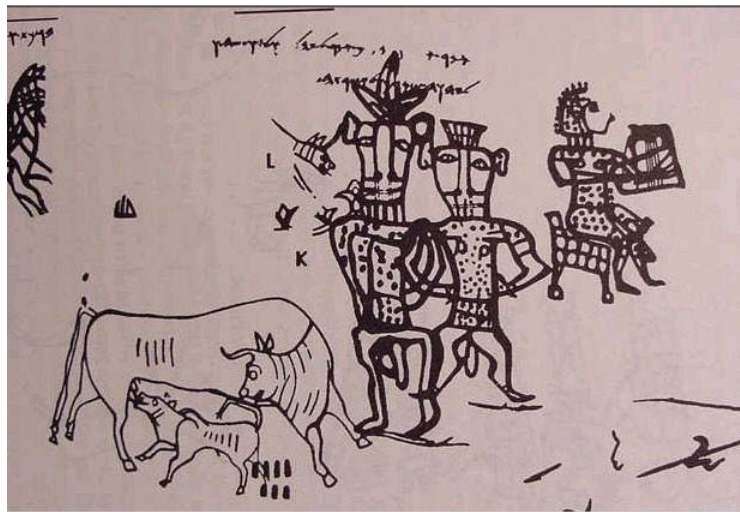
5. Number of sections each semester: 1-2 sections.

6. Sample syllabus enclosed.

# RELS 101: Old Testament / Hebrew Scriptures



*The Isaiah Scroll (1QIsa<sup>a</sup>) found in Cave 1 of Qumran*



*"YHWH and his Asherah" – drawing & paleo-Hebrew inscription  
~ Kuntillet Ajrud, Israel*

Dr. Lilly

E-mail: [ingrid.lilly@wku.edu](mailto:ingrid.lilly@wku.edu)

Office: Cherry Hall 319B

Office Hours: Wed 9-10 and 1:40-3:00; or appointments by request

Graduate Assistant: Kayla Baldwin, [kayla.baldwin954@topper.wku.edu](mailto:kayla.baldwin954@topper.wku.edu)

## **Course Description:**

Catalogue Description: “An introduction to the historical, literary, and cultural approaches to the Hebrew Bible (Old Testament) with a view toward understanding and interpretation.”

The “Old Testament” / “Hebrew Scriptures” refers to a collection of texts that were shaped by Hebrew people and written by Hebrew scribes over a long period of time during the first millennium B.C.E. Over 400 years later, beginning in the 1<sup>st</sup> century C.E., Jewish and Christian groups chose specific texts to serve as sacred canons for their religions. We will use this canon (called the Protestant “Old Testament” or the Jewish “Tanakh”) as our source text, although the canon is tremendously diverse, covers a huge span of history, stems from different geographical locations, and represents on-going reform and religious questioning. While this is a tall task, the course will attempt to introduce this dynamic body of Old Testament literature.

This course is an introduction to the Old Testament/Hebrew Scriptures. The learning goals are two-fold: 1) to understand the world of Israel and the Ancient Near East in which the texts were produced. Such understanding is gained through study of the culture, religion, politics, and history of Israel and its neighbors. This is referred to as an historical-critical approach to the Old Testament; and 2) to develop skills in literary analysis. For the historical-critical approach, this means exploring theories of the literature’s formation, historical contexts, the role of myth and oral story-telling, the emergence of religious traditions, and many more types of observations about Israel’s religious literature. Hence, we will attempt to understand the Old Testament from an historical/literary perspective.

In all things, the course works within a critical-thinking framework where all presuppositions and assumptions are subject to investigation and critique. A classroom in which critical-thinking sets the tone and ethos for learning will not always feel comfortable. Indeed, students are encouraged to engage ideas in the classroom during appropriate moments in my lectures and of course in Discussion section. But one can hardly imagine how to penetrate this 3,000 year old corpus of religious literature without the art and skill of critical thinking.

## **Outline of Course:**

- I. Ancient Near Eastern Literary Context – the Bible in its World
- II. Pentateuch – Diversity of Authorship in the “Torah of Moses”
- III. Deuteronomistic History – Social Rise of Kingship and Narrative Analysis
- IV. Prophets – Religious Protest Poetry within Israel’s Historical, Political, and Social Context



## **Course Materials**

John J. Collins, *A Short Introduction to the Hebrew Bible* (Minneapolis: Fortress, 2007)

*The New Oxford Annotated Bible with Apocrypha*,  
New Revised Standard Version, College Edition

Select readings on Blackboard under “Course Documents” – indicated on the “Schedule” with the symbol (**BB**). Including several selections from Bill Arnold and Bryan Beyer, *Readings from the Ancient Near East* (Grand Rapids, Mich.: Baker, 2002) [optional to purchase].

## **Learning Outcomes:**

After taking this course, the student will be able to:

- a. Identify how religious literature is produced in specific cultural and historical contexts.
- b. Use skills of literary and historical-critical analysis to interpret biblical texts.
- c. Engage in the comparative study of religion and culture through examination of enduring human issues in ancient Near Eastern religious literature.
- d. Identify and produce arguments with appropriate supporting data.
- e. Evaluate how social location and life experience shape interpretation of religious literature and impact the development of major religious movements.

## **Course Requirements:**

1. Reading, Preparation, and Attendance
2. Friday Discussion and Analysis Papers
3. Exam #1 – Ancient Near Eastern Literature about Creation and Flood
4. Exam #2 – Pentateuch
5. Exam #3 – Deuteronomistic History
6. Exam #4 – Prophets

### **1) Regular Class Reading, Preparation, and Attendance**

Students should be prepared to contribute to class discussion by reading all assigned material for that day. It is true that students will enjoy more success, get more out of the material, and be better prepared for the exams and discussions when they do the daily readings and attend all lectures. Hence, attendance may be taken at any time to help encourage students to stay on top of these regular elements. The student’s notes from class-lectures comprise an extremely important framework for success on the exams (as do the the assigned readings.)

The professor will not provide lecture notes for missed classes; it is the student’s responsibility to borrow notes from a colleague in the course for any days missed. The professor, at her discretion, may lower student’s grade for a poor record of attendance (more than two lectures missed).

## **2) Friday Discussion Sections and Analysis Papers**

The discussion sections allow students to enjoy a a discussion-oriented setting in which to engage the course material in a more reflective, critical, creative, and focused setting. Discussion sections are mandatory for successful completion of the course. Attendance and assignments are mandatory, and will be marked, weekly.

For each discussion meeting, students are to complete the assignment and prepare a 2-3 page, typed analysis paper. Each paper is different, so be attentive to each specific assignment. Each paper will be assigned in class during the week, so stay tuned for weekly instructions. Failing to turn in a paper results in a zero for that paper. Papers *will not be accepted* outside of that day's discussion section, with no exceptions. Only excused absences, according to University policy, will be considered for accommodations. In such a situation, the student has one week from the missed session to turn in the paper; after that date, the paper receives a zero.

## **3) Four Exams**

**#1 – Ancient Near Eastern Literary Context**

**#2 – Pentateuch**

**#3 – Deuteronomistic History**

**#4 – Prophets**

The course is divided into four sections: “Ancient Near Eastern Literary Context,” “Pentateuch,” “Deuteronomistic History,” and “Prophets.” The examinations will come at the end of these major sections of the course. A review sheet will be distributed for the exam within the week prior.

Each exam will consist of two sections: terms and quotes. The terms are a list of the most important concepts used in the lectures and reading. The quotes are taken straight from the Old Testament (or other primary course text, like an Ancient Near Eastern myth). The quote sections will require students to discuss the quote in its literary context as well as its significance to the larger issues raised by the course.

Students with a University approved excuse for missing the exam must contact the professor immediately to make prior arrangements. The student has one week from the original exam date to write the exam. In all other cases, missing an exam results in a zero.

**Schedule:** (BB) on Blackboard site under “Course Documents”

<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b>
<p><b>AUGUST 27</b> Introduction to the Course What is the Bible and how do you study it academically?</p>	<p><b>AUGUST 29</b> Story, Truth, and the Bible: Exodus Exercise</p> <p><u>Due:</u> Exodus 7-20</p>	<p><b>AUGUST 31</b> Historical-Critical Approach</p> <p><u>Due:</u> Collins, “Introduction,” 1-14.</p>
<p><b>SEPTEMBER 3</b></p> <p>~ No Class: Labor Day ~</p>	<p><b>SEPTEMBER 5</b> Ancient Near Eastern Literary Context</p> <p><u>Due:</u> (BB) Dornbusch, “Beer: The Midwife of Civilization” Collins, “The Near Eastern Context,” 15-27 (chap 1)</p>	<p><b>SEPTEMBER 7</b> Discussion Section</p> <p><u>Due:</u> (BB) Arnold &amp; Beyer, “Enuma Elish,” pp. 31-44 (stop at the gap in the text on p. 44) Discussion Paper</p>
<p><b>SEPTEMBER 10</b> Multiple Authorship of the Pentateuch</p> <p><u>Due:</u> Collins, “The Nature of Pentateuchal Narrative,” 28-35 (chap 2)</p>	<p><b>SEPTEMBER 12</b> Two Genesis Creation Stories</p> <p><u>Due:</u> Collins, “Primeval History,” 36-43 (chap 3) Genesis 1-3</p>	<p><b>SEPTEMBER 14</b> Discussion Section Genesis 1 &amp; 2</p> <p><u>Due:</u> Discussion Paper</p>
<p><b>SEPTEMBER 17</b> Two Flood Stories</p> <p><u>Due:</u> Genesis 6-9</p>	<p><b>SEPTEMBER 19</b> Ancient Near Eastern Floods</p> <p><u>Due:</u> (BB) Arnold &amp; Beyer, “Epic of Atra-khasis,” 21-31</p>	<p><b>SEPTEMBER 21</b></p> <p>~ EXAM #1 ~</p>
<p><b>SEPTEMBER 24</b> What are Ancestral Narratives? The Significance of the Jacob-stories</p> <p><u>Due:</u> Collins, “The Patriarchs,” 44-54 (chap 4) Genesis 25:19 – 33:20</p>	<p><b>SEPTEMBER 26</b> Women’s Stories and Abraham</p> <p><u>Due:</u> (BB) Niditch, “The Mothers and Fathers of Israel,” 18-29 Genesis 12-22</p>	<p><b>SEPTEMBER 28</b> Discussion Section Narratives about ancestors</p> <p><u>Due:</u> Discussion Paper</p>

<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b>
<p><b>OCTOBER 1</b> Moses and the Birth of a New Community</p> <p><u>Due:</u> <b>(BB)</b> Arnold &amp; Beyer, "Autobiography of Sargon," 75-76 Collins, "The Exodus from Egypt," 55-63 (chap 5) Exodus 1-15</p>	<p><b>OCTOBER 3</b> Covenants</p> <p><u>Due:</u> TBA</p>	<p><b>OCTOBER 5</b></p> <p style="text-align: center;">~ No Class: Fall Break ~</p>
<p><b>OCTOBER 8</b> The Revelation at Sinai</p> <p><u>Due:</u> Collins, "The Revelation at Sinai," 64-73 (ch 6) Exodus 19-24</p>	<p><b>OCTOBER 10</b> Deuteronomy and Israel's Covenant Model for Yahwism</p> <p><u>Due:</u> Collins, "Deuteronomy," 84-93 (chap 8) Deuteronomy</p>	<p><b>OCTOBER 12</b> Discussion Section Examples of the Growth of Legal Material in Exodus to Deuteronomy</p> <p><u>Due:</u> Discussion Paper</p>
<p><b>OCTOBER 15</b></p> <p style="text-align: center;">~ Exam # 2 ~</p>	<p><b>OCTOBER 17</b> Introduction to the Deuteronomistic History</p> <p><u>Due:</u> No assignment – refresh after exam study</p>	<p><b>OCTOBER 19</b> Discussion Section Making David a Hero: Bathsheba and Uriah</p> <p><u>Due:</u> Discussion Paper</p>
<p><b>OCTOBER 22</b> Kingship and Charisma in Israel: Saul</p> <p><u>Due:</u> Collins, excerpt on Saul, 116-120 1 Samuel 8-15</p>	<p><b>OCTOBER 24</b> Kingship Charisma in Israel: Rise of David</p> <p><u>Due:</u> Collins, excerpts on David, 120-122 Collins, "Ch. 12 Second Samuel" 123-130 1 Samuel 16 – end of 2 Samuel</p>	<p><b>OCTOBER 26</b> Discussion Section Saul's Facebook Page</p> <p><u>Due:</u> Discussion Paper</p>
<p><b>OCTOBER 29</b> Transitions: David to Solomon</p> <p><u>Due:</u> I Kings 1-2</p>	<p><b>OCTOBER 31</b> Kingship and Nation-Building: Solomon's State</p> <p><u>Due:</u> Collins, "Ch. 13: First Kings 1-16," 131-140 I Kings 1-16</p>	<p><b>NOVEMBER 2</b> Discussion Section David's Facebook Page</p> <p><u>Due:</u> Discussion Paper</p>

<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b>
<b>NOVEMBER 5</b>  ~ Exam #3 ~	<b>NOVEMBER 7</b> Two Doctors and a Hip Hop “Teacher”  <u>Due:</u> No assignment – refresh after exam study	<b>NOVEMBER 9</b>  ~ No Class: Conference ~
<b>NOVEMBER 12</b> Israel’s History as Backdrop to Prophecy  <u>Due:</u> (ⒷⒷ) Gravett et. al. - Opposition to Monarchy and the Dissolution of the State	<b>NOVEMBER 14</b> Amos  <u>Due:</u> Collins, “Ch. 15: Amos and Hosea,” 153-163 Amos 1-9	<b>NOVEMBER 16</b> Discussion Section Amos: history and concepts  <u>Due:</u> Discussion Paper
<b>NOVEMBER 19</b>	<b>NOVEMBER 21</b>	<b>NOVEMBER 23</b>
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> ~ No Class: Conference and Thanksgiving ~ </div>		
<b>NOVEMBER 26</b> Hosea  <u>Due:</u> (ⒷⒷ) Gale Yee, “Hosea” Hosea 1-14	<b>NOVEMBER 28</b> Isaiah of Jerusalem  <u>Due:</u> Collins, “Ch. 16: Isaiah,” 164- 173 Isaiah 1-39	<b>NOVEMBER 30</b> Discussion Section  <u>Due:</u> Discussion Paper
<b>DECEMBER 3</b> Jeremiah at the Dawn of Exile  <u>Due:</u> Collins, “Ch. 17: The Babylonian Era: Jeremiah and Lamentations,” 174-184. Jeremiah, esp. chs. 15, 21, 37-43	<b>DECEMBER 5</b> Ezekiel’s Visions from Babylon  <u>Due:</u> Collins, “Ch. 18: Ezekiel,” 185- 196 Ezekiel chs. 1-39	<b>DECEMBER 7</b> EXILE: Identity, Recovery, and Hope  <u>Due:</u> TBA
<b>FINAL EXAM WEEK</b> <b>December 10-15</b>  ~ Exam #4: TBA ~		

**Colonnade Program Course Proposal: Exploration Category  
SWRK 101 Proposal**

- 1. The Department of Social Work plans to offer SWRK 101- Foundations of Human Services to meet the Social and Behavioral Sciences requirement under the Exploratory Category.**
- 2. SWRK 101 will meet the specific learning objectives of Social and Behavioral Sciences by meeting each of the following objectives**

**Social and Behavioral Sciences (3 hours)**

**LEARNING OBJECTIVE 1:** Demonstrate knowledge of at least one area of the social and behavioral sciences.

Students in SWRK 101 will be introduced to the fields of social welfare, social work and human services and will be able to define these terms and understand their relationship to such other disciplines as sociology, psychology, and economics. Students will acquire knowledge of the historical development of social welfare, social work and various social services. Students leave the class with the knowledge and understanding of current programs and policies on poverty, substance abuse, mental health, aging, criminal and juvenile justice, family service, domestic violence, health, and disabilities. The goal of developing an understanding of society and human behavior as it relates to these social issues is accomplished through a review of the broad and diverse array of social services. Attention is given to major social institutions and the distribution of resources to public and private service delivery systems.

Student interest in social welfare, human services and social work is promoted by completion of service learning in the field of social welfare and social work. By completing 15 hours of service learning at an approved social service agency students gain an understanding of the social service process and how it helps people increase their personal, interpersonal, socioeconomic and political strength by improving their circumstances. The experiential component of the course also helps students understand how the process of empowerment applies to work with individuals, families, organizations, and communities.

**LEARNING OBJECTIVE 2:** Apply knowledge, theory and research, ethics to analyze social problems.

Theory and practice in the fields of Social Work and Human Services form the core content of the course. Students will integrate professional knowledge and values; they will learn to engage in critical evaluation processes used by human services disciplines/professions in understanding social problems, intervention and service delivery, and areas of practice across different setting and client systems. Students will understand theories of poverty and the effects of poverty on society;

they will also develop an understanding of the strengths and empowerment perspectives of social work and apply them to situations of poverty. They will identify, compare and contrast key societal and social work values and ethics and identify the importance of those values in the practice of social service delivery. They will be able to identify and understand theories related to other social problems such as domestic violence, substance abuse, aging, criminal and juvenile justice and mental health.

Students will demonstrate a beginning understanding of the impact of individual and societal values on individual citizens, social policies, and program development. Students will recognize how oppression and discrimination affect individuals, communities and the social welfare system as a whole, while also understanding how societal values, economic forces and political influences positively impact social welfare policy development.

Students will understand the value base of the profession and its ethical standards and principles and develop an understanding of the ways in which values affect professional practice, in both individual and societal settings. Students will examine their own value system and develop an understanding of the implications of their value system on professional practice. Students will identify and analyze ethical dilemmas.

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

Students will demonstrate knowledge of the importance of professional practice with respect to client's color, culture, ethnicity, family structure, gender, race, national origin, religion, and sexual orientation. Students will recognize and understand the disparity in social services resulting from discrimination and oppression and demonstrate an understanding of the impact of discrimination and oppression of minority groups as related to the configuration of social problems and delivery of services. Students, through their service learning, will observe how their agency delivers service to diverse client populations. Through a written assignment and class discussion they will reflect, discuss, and analyze what they have observed. Students will discuss and become aware of how their values and the values of ethnic sensitive practice are important to delivery of service and competent professional practice. Students will begin to articulate an understanding of the importance of the selection and application of appropriate service across diverse settings.

Students will acquire (a) an international perspective of social problems and (b) recognition of social services on a global basis by exploring national and international issues of equal rights and social welfare. They will be able to articulate the impact of racism and discrimination and how it severely damages the promotion of human rights worldwide.

Students will identify strategies to combat discrimination, oppression and economic deprivation while demonstrating a beginning respect for diversity and a

beginning understanding of the importance of ethnic sensitive practice and cultural competency for professionals, who work with diverse, multi-generational populations and client systems of various sizes. Upon completion of the course students' knowledge and self-awareness, toward all aspects of diversity, will have increased, particularly as it relates to social policy development, intervention, and delivery of services

**LEARNING OBJECTIVE 4:** Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal and public importance.

Students will examine major social institutions for the purpose of recognizing the inequalities in the distribution of resources and also the importance of efforts to promote social justice on a national and international level. They will identify key historical events that have had an impact on the development of social welfare programs.

Through the completion of their service learning students will explore and identify diverse populations served. Upon completion of their service learning project, they will display beginning development of a professional commitment to the common good. Students will recognize strategies for advancing social and economic justice including mass media appeals; increased interaction among races; civil rights legislation; organized activities on the part of citizens, such as marches and protests; and affirmative action programs. Students will identify gaps in service and strategies for advancing social and economic justice.

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

Students will effectively communicate, both in writing and through structured classroom discussion, an understanding of the topics and issues addressed in the course. Specific to their service learning, each student will describe events and insights gained in his or her service learning experience, and relate this to concepts and principles acquired in class. This assignment is a written assignment in the form of a major paper. Included in the assignment are such topics as identification and description of the services offered by the agency, the agency mission, and personal reflection on service delivery that demonstrates an understanding of funding and also the related social problems. Written assignments will follow APA format and include a literature review of the identified social problem addressed by the agency.

Students will participate in several in-class activities requiring them to demonstrate their oral skills in order to effectively communicate with other students to achieve the specific outcomes related to the particular class assignment. Students reflect on chapter learning through classroom discussions but also participate in, and further reflect on group activities such as the privilege walk, health and ethics committee simulation and budgeting worksheet. Reflection and



guided discussion also occur after presentations by guest speakers and the viewing of videos.

### **3. Syllabus statement of learning outcomes for SWRK 101.**

SWRK 101: Foundations of Human Services (3 hours) meets the five learning objectives included in the Social and Behavioral Sciences Exploratory section of the Colonnade Plan. Students explore the human experience using theories of the social and behavioral sciences with an emphasis on values and ethics that form the foundation for the social work profession. This course requires students to analyze various social problems and conceptualize the ways in which individual and societal values, economic forces, and political influences impact social welfare policy development and service delivery. Through classroom interaction and service learning, students increase knowledge and self-awareness related to many aspects of diversity as it relates to social policy development, intervention and delivery of services.

### **4. Assessment of learning objectives.**

For SWRK 101, the assessment of course objectives will occur through three assessment means.

#### **A. Class attendance including individual and group work exercises and discussion.**

Class attendance is integrated into the assessment process. As many teaching tools include not only lectures, but also classroom discussion and experiential activities attendance is considered an essential component of learning. Lack of attendance results in students missing this content.

At the end of each year, instructors will report attendance results. It will be expected that 50% of the students will miss no more than 2 classes on a two day a week class schedule or 3 on a three day class schedule. Throughout the year 80% will miss no more than 4 for a two-day a week schedule or 5 for a three-day schedule. If attendance records are higher after a year's review, faculty will discuss and develop a plan to amend this assessment tool. If a student does not regularly attend class their content knowledge will be affected.

#### **B. Service Learning**

Students will, through their 15 hours of service learning, be exposed to a social service agency and be able to develop an understanding of the social problem addressed through the service learning agency and understand the impact of the structure of social service organizations and social problems addressed through the mission of the agency. Completion of the full 15 hour at an approved agency will be

an ungraded element of the assessment process. No partial credit is given. It is expected that 95% of the class will complete their service learning hours.

Once a year the faculty that teach SWRK 101 will submit to the lead faculty the percentage of students completing the service learning hours and if there is less than 95% completion the faculty will meet to discuss the trends for service learning and strategize methods for getting students to complete their service learning hours.

### **C. Service Learning paper**

With service learning exposure, students will articulate their understanding and learning through a written paper, which requires a literature review and integration of their research and critical reflections. Students, in written form, identify appropriate, relevant, and current information that reflects learning from service work making reference to activities, external readings, and related social problem topics. Students also articulate their observations on how their agency delivers service to diverse client populations. Students will be assessed on APA format, grammar and syntax, content, and learning outcomes.

At the end of the year scores from all papers will reflect 95% of students will complete the service learning requirement and of those students 80% of students will receive a satisfactory assessment.

**5. The Department of Social Work plans to offer three sections of SWRK 101 each semester with one course offered during each Winter and Summer session.**

**6. Sample syllabus attached.**

**WESTERN KENTUCKY UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK**  
**SWRK 101**

---

Instructor: Office:	Term: Class/Hour:
Phone:	Class Location:
Fax: Office Hours: E-mail:	

---

**Course Description:**

SWRK 101: Foundations of Human Services (3 hours) meets the five learning objectives included in the Social and Behavioral Sciences Exploratory section of the Colonnade Plan. Students explore the human experience using theories of the social and behavioral sciences with an emphasis on values and ethics that form the foundation for the social work profession. This course requires students to analyze various social problems and conceptualize the ways in which individual and societal values, economic forces, and political influences impact social welfare policy development and service delivery. Through classroom interaction and service learning, students increase knowledge and self-awareness related to many aspects of diversity as it relates to social policy development, intervention and delivery of services.

**Required Text:**

**Foundations of Human Services: Social Work & Social Welfare**

Sub Title: Custom Edition for Western Kentucky University

Zastrow, C. (2010). Introduction to social work and social welfare: Empowering people.

California: Brooks/Cole-Thomson Learning

**Additional readings:**

Van Wormer, K. (2006). Introduction to social welfare and social work: The U.S. in global perspective. California: Brooks/Cole-Thomson Learning. p.171-205

Kemp, A. (1998). Abuse in the Family: An introduction. California: Brooks/Cole-Thomson Learning. p.221-267

**These additional readings will be posted on blackboard.**

**Mission Statement of Western's BSW Program**

The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who can work with diverse, multi-generational populations and client systems of various sizes. The program promotes a commitment to social justice and lifelong learning in order for students to work successfully in a global society.

**Goals:**

Program Goal 1: To prepare generalist social workers who are culturally competent and adept at integrating professional knowledge, values, and skills for practice with diverse populations and multigenerational client systems of various sizes.

Program Goal 2: To foster a respect for diversity and a commitment to the common good through the advancement of social justice.

**Program Objectives:**

Program Objective 1 Apply critical thinking skills within the context of professional social work practice.

Program Objective 2 Understand the value base of the profession and its ethical standards and principles, and practice accordingly

Program Objective 3 Practice without discrimination and with respect, knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, racial status, national origin, race, religion, sex, and sexual orientation.

**Course Objectives:**

Course Objective 1 Students will be introduced to and acquire knowledge of the historical development in the fields of social welfare, social work and human services and will be able to define these terms and understand their relationship to such other disciplines as sociology, psychology, and economics. They will develop an understanding of society and social issues.

Course Objective 2 While integrating professional knowledge and values; students will demonstrate competency in the critical evaluation of current programs, service delivery and policies on poverty, substance abuse, mental health, aging, criminal and juvenile justice, family service, domestic violence, health, and disabilities. They will be able to identify and understand theories related to social problems while demonstrating a beginning understanding of the impact of individual and societal values on individual citizens, social policies, and program development.

**Course Objective 3:** Students will demonstrate beginning competency in selecting and applying appropriate services across diverse settings and client systems while developing an understanding of the impact of individual and societal values on individuals, communities, and the social welfare system. Students will develop a beginning cultural competence and respect for diversity.

**Course Objective 4:** Students will recognize the inequalities in the distribution of resources and the importance of efforts to promote social justice on a national and international level. Students will identify gaps in service and strategies for advancing social and economic justice and recognize strategies for advancing social and economic justice while exploring their values and the importance to ethnic sensitive practice and competent professional practice.

**Course Objective 5:** Students will effectively communicate, both in writing and through structured classroom discussion, an understanding of the topics and issues addressed in the course.

## **UNITS OF STUDY**

Unit I Introduction, Historical Development and Understanding of Social Welfare and Poverty (Course Objectives 1, 2, 3, 4, 5)

### Assigned Text Readings

Zastrow, C. (2010). Chapter 1 – Social welfare: Its business, history and future. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

Zastrow, C. (2010). Chapter 2 – Poverty and public welfare. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

Zastrow, C. (2010). Chapter 3: Racism, ethnocentrism and strategies for advancing social and economic justice. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

## **Exam 1 over Unit I**

Unit II Services to Families and Children (Course Objective 1, 2, 3, 4, 5)

### Assigned Text Readings

Zastrow, C. (2010). Chapter 4– Family problems and services to families. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

Zastrow, C. (2010). Chapter 5– Problems in education and school social work. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

Additional Assigned Reading:

Kemp, A. (1998). Abuse in the Family: An introduction. California: Brooks/Cole: Thomson Learning. p. 221-267.

**Exam 2 will be over Unit II**

Unit III Health and Disability (Course Objectives 1, 2, 3, 4, 5)

Assigned Text Reading

Zastrow, C. (2010). Chapter 6 – Emotional/behavioral problems and counseling. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

Zastrow, C. (2010). Chapter 7- Health problems and medical social services. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

Zastrow, C. (2010). Chapter 8 - Physical and mental disabilities and rehabilitation. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

Zastrow, C. (2010). Chapter 9 - Drug abuse and drug treatment. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

**Exam 3 over Units III**

Units IV Criminal and Juvenile Justice and Aging (Course Objectives 1,2,3,4,5)

Assigned Text Readings

Zastrow, C. (2010). Chapter 10- Crime, juvenile delinquency, and correctional services. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

Zastrow, C. (2010). Chapter 11 - Aging and gerontological services. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

Assigned additional reading:

Van Wormer, K. (2006). Introduction to social welfare and social work: The U.S. in global perspective. California: Brooks/Cole-Thomson Learning. p. 171- 205.

## Final Exam over Units IV

### Grading Scale:

A final course grade will be based upon the total number of points accumulated by a student on the above evaluations.

A =	180 - 200	D =	120 - 139
B =	160 - 179	F =	119 or less
C =	140 - 159		

### Paper Point Values

A=27-30  
 B=26-24  
 C=23-21  
 D=20-18  
 F=18 or less

### Description of Course Assignments:

**Examinations - 4** (25 points each, 15% of grade for each exam, 60% of final grade)

Four examinations will be given during the course. The exams may contain multiple choice, matching, and true/false. You will be given several days to complete these exams. They will be posted on blackboard. No make-up exams unless a written excuse approved by the instructor is provided. See calendar for dates. It is your responsibility to follow the calendar and complete the tests on the due dates.

**Service Learning** - (20 points-10% of final grade) Ungraded. All hours must be completed, no partial credit. The agency will be contacted to verify completion of hours in addition to submission of verification form. You must receive approval in the selection of your agency before you begin your hours. Day Care Centers are not approved unless it is a Head Start program.

Completion of 15 hours of service learning at an **approved** social welfare service agency. **Hours must be completed during the course. Credit will not be given if service-learning hours are completed at a site that is not approved by your instructor.** Students will identify an ability to understand the social problem, client group and intervention approaches related to this agency through written assignment. Hours are due when paper is submitted. Verification of service learning by a family member or friend will not be accepted. You cannot do your service learning at a place of employment without special approval by your instructor.

**Paper- Service Learning** (30 points – 15% of the final grade)

Students will complete a reflective paper on their service learning experience. The paper will integrate the learning concepts, terms and understanding of the social problem and impact of Social Services on client systems. Specifically, the student will process their activities and observations, be able to identify and discuss the service and client component of the agency structure and identify intervention approaches. Research and discussion of specific social problem will be included in this paper, 5 page paper required. Further information on the specifics of this assignment will be posted on blackboard. No papers will be accepted after the last day of class, 1 point per day penalty for papers submitted late. You will not get credit for your paper if service learning is unable to be verified.

**Chat room/bulletin board participation** - (30 points, 15% of final grade)

Course learning methods will stress student discussion. Students are expected to respond to discussion questions related to each chapter. Each discussion question is worth 10 points. A rubric for discussion is posted on blackboard. You are to answer the questions posed and respond to at least two other student postings. **Late work will not be accepted without a written excuse approved by instructor.**



**On-line experiential activities – 2 (10 points each – 20 pts - 10% of final grade)**

Components of the class will also consist of on line activities in addition to on-line discussions. **PLEASE DO NOT SUBMIT ANY WORK IN WORD PERFECT.** You will be given several days to complete these assignments. Late work will not be accepted without written excuse approved by instructor.

**Course Requirements, Policies, & Expectations:**

Please note the following general guidelines concerning shared responsibilities of the instructor and students in this course:

- 1) **LATE WORK** -Students should submit paper assignments by e-mail, mailbox, or blackboard by midnight on the due date. You can also submit by fax, mail or you can drop and put in my mailbox at AC 211. You may submit assignments early. **NO PARTIAL CREDIT** given for the completion of the Service learning assignment. One (1) point deduction from the student's final grade for each day the paper is late, **including weekends**. No assignment will be accepted after the last day of class. No make- up opportunities for late tests unless excused. Make-up exams may be essay and required to be taken on campus. Discussion board assignments and activities are due on the due date and will not be accepted late without an approved excuse by the instructor. No work to be submitted in work perfect.
- 2) The instructor reserves the right to make announced changes in course requirements and assignments due to extenuating circumstances. The course schedule may be revised according to the time structure of the class.
- 3) Students will assume responsibility for their own learning by being prepared for discussions, activities and exams. You are expected to complete all readings and assignments on time. You are responsible to referring to the time-line that will be provided to you at the beginning of class.
- 4) Students are expected to take exams when offered and to be sure their computer is compatible with WKU blackboard. Instructions are posted on Blackboard.
- 5) You should have a back up computer available to you in case you are having computer difficulties that contributes to incomplete assignments. Please follow instructions posted on blackboard to be sure your computer is compatible for

tests. This is your responsibility to be sure this is done.

Rescheduling exams will be considered on an individual basis and only allowed if instructor is notified prior to exam **date and provided with a written excuse**. Make-up exams may be essay exams and required to be completed on campus. The exams will be open on the Blackboard course during a set time. You will need to allow enough time to take the exam during the period offered. You are urged not to wait until the last minute to complete assignments. Unexpected computer problems may interfere with completing your assignment in a timely manner.

- 6) Falsifying volunteer experiences in any way will result in an "F" for your final grade.
- 7) You are expected to participate in all online discussion activities. These are graded activities. A rubric is provided.
- 8) You are expected to post your own work and constructively critique postings of two other students for each chapter. Criteria for grading will be provided in a supplement to the syllabus and posted on blackboard.
- 9) All assignments and postings are due by 11:59 pm on the day specified. DO NOT USE WORD PERFECT.
- 10) You will be expected to spell check all written assignments.
- 11) No incompletes will be given in this class except for extreme circumstances and the instructor has given prior approval.
- 12) All e-mail should be sent with "101" in the subject heading.
- 13) All written material assignments should be posted via blackboard unless instructed otherwise.
- 14) Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty (please see the WKU Student Handbook). This type of behavior will result in a zero for the assignment/exam and/or failure for the course. Falsifying your service learning is considered cheating.

## Technology Management

### PLEASE READ

You are responsible for managing the technology needed for this class. It is your responsibility to be sure you have the software that is compatible to the University. Standard e-mail and knowledge of how to use blackboard technology is necessary. WKU offers tutorials for all necessary tasks and it will be your responsibility to access these if you are not familiar with the basic technology needs for the class. It is your responsibility to have your computer and related equipment working properly. Not submitting an assignment or completing an exam due to equipment problems on your end is not an excuse for late or incomplete work. You should always have access and means to use another computer in case you have difficulty. Online classes require more dedication, self-motivation, organization, and planning than most traditional classes.

A supplement will accompany this syllabus. This supplement will outline important, tentative dates and assignment descriptions.

### STUDENT DISABILITY SERVICES

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 270.745.5004.

Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

### LEARNING ASSISTANCE AT WKU

The Learning Center (TLC) is located on the main campus in the Academic Advising and Retention Center, DUC-A330. Should you require academic assistance with this course, or any other General Education Course, there are several places that can provide you with help. TLC tutors in most major undergraduate subjects and course levels throughout the week--they can also direct you to one of many tutoring and assistance Centers across campus. To make an appointment, or to request a tutor for a specific class, call 745-6254 or stop by DUC A330. Log on to TLC's website at [www.wku.edu/tlc](http://www.wku.edu/tlc) to find out more.

The Glasgow campus also has a Resource Center. Contact Glasgow campus for details.

Students are also encouraged to make use of the **Writing Center** located at three locations on campus:

- **Cherry Hall**
- **Helm Library**

- The Learning Center  
Call 745-5710 for hours of operation.

Subject to change under extenuating circumstances.

## THEA 151 Proposal

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)

Course: THEA 151: Theatre Appreciation

Subcategory: Arts and Humanities

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.

**Learning Objective 1: Students will demonstrate the ability to utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.** Students will use appropriate vocabulary for the description and critical analysis of dramatic and theatrical works. They will also explore the major elements, approaches and terminology used in contemporary theatrical practice.

**Learning Objective 2: Students will demonstrate the ability to distinguish between various kinds of evidence by identifying reliable sources and valid arguments.** Students will demonstrate the ability to analyze dramatic literature on the page and/or in performance for theme, genre, and dramatic structure, as well as to evaluate the appropriateness and artistic validity of production choices made by theatre artists in various cultural, political, aesthetic and social contexts.

**Learning Objective 3: Students will demonstrate the ability to demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.** Students will analyze how social, cultural and historical contexts have influenced theatrical literature, practices and performance in various cultures and time periods.

**Learning Objective 4: Students will demonstrate the ability to evaluate the significance of human expression and experience in shaping larger social, cultural and historical contexts.** Students will explore how theatre and theatre artists have challenged, supported or shaped social values, political systems and aesthetic practices in various cultures and time periods.

**Learning Objective 5: Students will demonstrate the ability to evaluate enduring and contemporary issues of human experience.** Students will identify common themes, ideas and artistic approaches in theatre from a range of periods and cultures, and will examine how these issues as well as newer concerns are currently being addressed by attending and analyzing live theatrical performances.

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.

- 1) Students will use appropriate vocabulary for the description and critical analysis of dramatic and theatrical works. They will also be able to identify the major elements, approaches and terminology used in contemporary theatrical practice.
- 2) Students will demonstrate the ability to analyze dramatic literature on the page and/or in performance for theme, genre, and dramatic structure, as well as to evaluate the appropriateness and artistic validity of production choices made by theatre artists in various cultural, political, aesthetic and social contexts.
- 3) Students will analyze how social, cultural and historical contexts have influenced theatrical literature, practices and performance in various cultures and time periods.
- 4) Students will explore how theatre and theatre artists have challenged, supported or shaped social values, political systems and aesthetic practices in various cultures and time periods.
- 5) Students will identify common themes, ideas and artistic approaches in theatre from a range of periods and cultures, and will examine how these issues as well as newer concerns are currently being addressed by attending and analyzing live theatrical performances.

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

The department will develop a pool of multiple choice questions addressing each of the five learning objectives. Professors will select a question for each outcome to include on their exams. We will randomly select exam answers from each section and compile statistics on the number of correct answers in each category to give to the department head. Based on these statistics, we will make any necessary adjustments to course content and teaching approaches.

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

We plan to offer 13-15 sections of Theatre Appreciation each semester, along with an additional 1-3 sections during Winter/Summer terms.

**6. Please attach sample syllabus for the course.**

Please send your proposal to: [robert.dietle@wku.edu](mailto:robert.dietle@wku.edu)

## THEA 151: Theatre Appreciation Sample Syllabus

THEA 151 – MWF 9:10-10:05

Professor Carol Jordan

[carol.jordan@wku.edu](mailto:carol.jordan@wku.edu)

Office: GWH 309

Office Hours: M – 2:00-3:00

T – 10:00-12:00

### Course Objectives:

- 1) Students will use appropriate vocabulary for the description and critical analysis of dramatic and theatrical works. They will also be able to identify the major elements, approaches and terminology used in contemporary theatrical practice.
- 2) Students will demonstrate the ability to analyze dramatic literature on the page and/or in performance for theme, genre, and dramatic structure, as well as to evaluate the appropriateness and artistic validity of production choices made by theatre artists in various cultural, political, aesthetic and social contexts.
- 3) Students will analyze how social, cultural and historical contexts have influenced theatrical literature, practices and performance in various cultures and time periods.
- 4) Students will explore how theatre and theatre artists have challenged, supported or shaped social values, political systems and aesthetic practices in various cultures and time periods.
- 5) Students will identify common themes, ideas and artistic approaches in theatre from a range of periods and cultures, and will examine how these issues as well as newer concerns are currently being addressed by attending and analyzing live theatrical performances.

**Course Materials and Play Attendance:** You will be required to read the following plays as part of this course: *Oedipus the King (Oedipus Rex)* by Sophocles, *The Little Clay Cart (The Toy Cart)* by King Shudraka, *A Midsummer Night's Dream* by Shakespeare, *A Doll's House* by Henrik Ibsen, *The Bald Soprano* by Eugene Ionesco, and *M. Butterfly* by David Henry Hwang. These are available in the bookstore and all but the final two are also available free on-line. There will also be some shorter readings posted on Blackboard. You will also be required to attend WKU's fall productions of *Les Liasons Dangereuses* (Sept. 27-Oct. 2) and *Urinetown* (Nov. 8-13).

**Grading:** For this class, there will be multiple quizzes, a mid-term, and a final. You will also be required to write detailed production reviews of *Les Liasons Dangereuses* and *Urinetown*, as well as an acting, directing, or design analysis of one of the plays that you'll be reading this semester. The *Liasons* review will count as half of your mid-term and the acting/directing/design analysis will count as half of your final. I will drop the lowest quiz grade from your final average. The grading breakdown is as follows:

Mid-Term:	30%
Final:	35%
<i>Urinetown</i> Review:	10%
Quizzes:	25%

**Missed Assignments and Absences:** You are expected to be in class on time on the days that quizzes or exams are given. **Make-ups will only be given in cases of serious emergencies (with a note).** If you arrive late to class after a quiz has been given you will not be allowed to make it up. The production review for *Liasons* is due Mon., Oct. 8, the day of your mid-term, the *Urinetown* review is due Fri., Nov. 16, and the acting/directing/design analysis is due Thurs., Dec. 13, the day of your final exam. **I will not accept any of the writing assignments late.** If you are absent from class, it will be your responsibility to get the notes and information you missed from someone else in the class. **There is no textbook for the class and power-point presentations will not be posted on Blackboard.**

**Extra Credit:** You may receive extra credit on your mid-term and final by attending additional theatrical productions. You will receive 5 extra credit points for each show attended (up to ten points total on each exam). To get the extra credit, you must bring the ticket stub(s) from the show(s) with you on the day of the exam. Shows you may attend to receive extra credit include any of the WKU Children's Theatre Series Shows, Winterdance (Nov. 30-Dec. 2) or local productions produced by The Public Theatre of Kentucky, Kentucky Repertory Theatre, Fountain Square Players and SKyPAC. Box office information and links to each theatre's website can be found on Blackboard.

**Academic Integrity:** Copying or using the words or ideas of others without proper citation is plagiarism. This includes copying from your fellow students or paraphrasing information that you find on-line. Any assignment found to be plagiarized in whole or in part will receive a grade of zero. If you use plagiarized material in more than one assignment, you will fail the course.

**Office Hours:** My office is 309 Gordon Wilson Hall and my official office hours will be Mondays from 2:00-3:00 and Tuesdays from 10:00-12:00. If these times are not convenient, please contact me to work out an alternative. Also, please feel free to e-mail me at any time if you have questions or concerns about the class.

**Special Accommodations:** Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Student Success Center, DUC A200. The OFSDS telephone number is (270)745-5004; TTY is 745-3030. 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.

**Syllabus (be aware that I reserve the right to adjust the syllabus during the semester if needed):**

Mon., Aug. 27 – Introduction/The Production Team  
Wed., Aug. 29 – Theatre Terminology and Theatre Spaces  
Fri., Aug. 31 – The Playwright and Play Construction

Wed., Sept. 5 – Dramatic Structure



Fri., Sept. 7 – The Role of the Director

Mon., Sept. 10 – **Quiz #1**, Developing a Directing Concept

Wed., Sept. 12 – The Role of Actors

Fri., Sept. 14 – Analyzing a Character

Mon., Sept. 17 – Staging a Scene

Wed., Sept. 19 – Designers and the Design Process

Fri., Sept. 21 – Set Design

Mon., Sept. 24 – Costume and Make-Up Design

Wed., Sept. 26 – **Quiz #2**, Lighting and Sound Design, Homework: Read *Hamlet* Act 3, Sc. 1 (on Blackboard)

Fri., Sept. 28 – Different Approaches to a Scene

Mon., Oct. 1 – Critiquing a Dramatic Performance

Wed., Oct. 3 – Mid-Term Review

Mon., Oct 8 – **Mid-Term, *Les Liasons Dangereuses* play reviews due**

Wed., Oct. 10 – Discussion of *Les Liasons Dangereuses*

Fri., Oct. 12 – Introduction to Ancient Greek Theatre

Mon., Oct. 15 – Ancient Greek Staging, Homework: Read *Oedipus the King*

Wed., Oct. 17 – **Quiz #3**, *Oedipus the King*

Fri., Oct. 19 – Introduction to Sanskrit Theatre

Mon., Oct. 22 – Sanskrit Staging, Homework: Read *The Little Clay Cart*

Wed., Oct. 24 – **Quiz #4**, *The Little Clay Cart*

Fri., Oct. 26 – Introduction to Improvisational Theatre and Commedia dell'Arte

Mon., Oct. 29 – Commedia Staging, Homework: Read *The Dentist* (on Blackboard)

Wed., Oct. 31 – **Quiz #5**, *The Dentist*

Fri., Nov. 2 – Introduction to Elizabethan Theatre

Mon., Nov. 5 – Elizabethan Staging, Homework: Read *A Midsummer Night's Dream*

Wed., Nov. 7 – **Quiz #6**, *A Midsummer Night's Dream*

Fri., Nov. 9 – Introduction to Realism & Naturalism

Mon., Nov. 12 – Realistic Staging and Acting, Homework: Read *A Doll's House*

Wed., Nov. 14 – **Quiz #7**, *A Doll's House*

Fri., Nov. 16 – ***Urinetown* Reviews Due**, *Urinetown* Discussion

Mon., Nov. 19 – Reactions against Realism

Mon., Nov. 26 – Modernism and Theatre of the Absurd, Homework: Read *The Bald Soprano*

Wed., Nov. 28 – **Quiz #8**, *The Bald Soprano*  
Fri., Nov. 30 – American Theatre

Mon., Dec. 3 – Post-Modernism and Contemporary Theatre, Homework: Read *M. Butterfly*

Wed., Dec. 5 – **Quiz #9**, *M. Butterfly*  
Fri., Dec. 7 – Review for Final

Thurs., Dec. 13 – **Final from 1:00-3:00 pm, Acting/Directing/Design Analysis Due**