

SENATE: November 21, 2019

Senate Recommendation 2019-11-01 Colonnade General Education  
Report 10.15.19 REVISED.

*Julia Shadoan, Faculty Senate Chair*

**Colonnade General Education Committee Report**  
**University Senate**  
**Oct. 15, 2019**

**Action Items**

***Course Proposals and syllabi attached***

Approval of:

1. HIST 447 History of American Popular Culture (Connections: Social and Cultural)  
Implementation: Spring 2020
2. PS 373 Minority Politics (Connections: Social and Cultural) Implementation: Spring 2020
3. AMS 180 Introduction to Architecture (Explorations: Arts and Humanities) Implementation:  
Winter 2020
4. ANTH 342/ FLK 342 Peoples and Cultures of the Caribbean (Connections: Systems) Spring  
2020
5. PS457 Theories of War and Peace in International Relations History (Connections: Social and  
Cultural) Implementation: Spring 2020

***Revised application form attached***

Approval of:

Colonnade Explorations Course Proposal form

***Information***

1. The following Connection application forms were selected to be posted on the Colonnade web-site as example applications. They are replacing older examples that were made on now outdated forms.
  - a. ASTR 305 Astrobiology -Systems (approved Sept. 20, 2019)
  - b. HIST 329 Black Intellectual History- Social / Cultural (approved Apr. 9, 2019)
  - c. REC 338 Parks, Recreation, and Quality of Life- Local to Global (approved Feb. 12, 2019)
2. The Assurance of Student Learning Committee has been formed. It is tasked, in part, with coordinating the assessment of Colonnade General Education courses. Representatives are from each of the colleges, as well and the QEP and Colonnade Committees. Jen Hanley will represent the Colonnade Committee.
3. The form for proposing a course to fulfill the International Experience sub-category of Colonnade Connections is now available at the following website.  
<https://www.wku.edu/studyabroad/colonnade/colonnade.php>

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

Proposal Contact Name, E-mail, and Phone: Anthony Harkins, [Anthony.harkins@wku.edu](mailto:Anthony.harkins@wku.edu); 5-3841

College and Department: PCAL, History

Proposal Date: Sept 11, 2019

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

- 1.1 Course prefix (subject area), number and title: **HIST 447, History of American Popular Culture**
- 1.2 Credit hours: **3**
- 1.3 Prerequisites<sup>1</sup>: **HIST 101 or 102**
- 1.4 Crosslisted and/or equivalent courses (prefix and number): **n/a**
- 1.5 Expected number of sections offered each semester/year: **every 3<sup>rd</sup> semester**
- 1.6 Is this an existing course or a new course? **Existing**
- 1.7 Proposed implementation term? **S2020**
- 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) **Bowling Green and/or online**

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

This course is an introduction to the central role popular culture has played in American history and consciousness from the late nineteenth through the early twenty-first century. Through readings, class discussions, lectures, and a wide variety of supplemental materials we will examine the relationship between American popular culture and the transformation of America from a Victorian to a modern to a post-modern society as well as the historical debates over the definition and nature of modern popular culture and its effect on audiences and society.

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

The course provides an opportunity for students to see the transitions of American history and culture through a medium they know well and that surrounds them on a daily basis – popular culture. Through the course lectures, discussions, and writing and viewing assignments, students explore the origins and evolution of various popular culture mass media (film, television, radio, popular music, advertising, the internet) as well as its connections to and diversions from older forms of culture such as architecture, art, classical music and theater. In the process, students come to recognize just how liminal are the boundaries between various forms of culture (where does folk culture end and popular culture begin? Is Shakespeare part of popular or high culture?) and just how widely popular culture shapes the history and present conditions of the US and, indeed, the globe (from politics to economics to social relations). They come to appreciate that popular culture is both a product and a process and that it is defined differently by competing but also overlapping creators, promoters, and consumers. They therefore also quickly come to see that the evolution of culture, especially popular culture, is always characterized by power struggles over issues of race, class, gender and gender identity, religion, and region. Therefore, the course is inherently interdisciplinary and of potential interest to students across the University. Students in the Humanities, Economics and Business, Education, Science and Technology, and just those fascinated with popular culture will find it to be an meaningful capstone Colonnade course. It is designed to ensure students engage directly and

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

regularly with central social and cultural questions and traditions, and consider multiple disciplinary approaches to significant issues facing them as individuals and global citizens. Through regular class discussions, discussion board posts, critical reviews of scholarship, exams, and a sustained research project on a topic of their choice, students engage with a mix of secondary scholarship and readings of primary sources (including essays, advertisements, cartoons, music and film and even internet memes). In the process students further develop writing and critical reading and thinking skills they developed in earlier Colonnade courses.

**4. List the *course goals* (see *Glossary of Terms*), and explain how are they aligned with the **Connections student learning outcomes**.** In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Social and Cultural subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

<b>Connections Student Learning Outcomes</b>	<b>How does the course meet these learning outcomes? (Align course goals to Connections SLOs)</b>
1. Analyze the development of self in relation to others and society.	The course requires students to consider the ways popular culture has been and remains a seemingly apolitical site for in fact highly charged debates over the meaning of individual and national identity and the socially constructed categories of race, gender, ethnicity, and class. By reading and discussing how individuals have created popular culture and have defined themselves both in terms of and against popular culture representations, students develop a greater appreciation of their own role and capacity in this process.
2. Examine diverse values that form civically engaged and informed members of society.	The course concentrates on the shift from a Victorian cultural outset firmly grounded in absolute boundaries of class, gender, sexuality, race and ethnicity to an ever more diverse and fluid conception of all such divisions in the modern era. In studying these processes, students will come to a fuller understanding of the diversity of perspectives and experiences (both within the nation and internationally) and how popular culture has served as both a form of social division and a promoter of societal cohesion and pluralism.
3. Evaluate solutions to real-world social and cultural problems.	Because popular culture is primarily created by and consumed by non-elites, it has addressed all manner of real world social and cultural problems from racism, to gender inequity, to the dehumanization of modern industrial society, to questions of economic and land inequity. Studying its evolution over a century and a half, and in a particular historical moment of cultural conflict in their research paper, students will better understand the significance of the intertwining between cultural and social issues, and between fantasy and “the real world”.

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

By the end of the course, students will be able to:

- understand central themes in American society and their historical, political, and contemporary dimensions

- effectively communicate ideas in written and oral formats
- write analytical essays applying historical knowledge, theory and research methods

**6a. Explain how the department plans to assess each of the Connections student learning outcomes beyond course grades.** Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

<b><i>Connections Student Learning Outcomes</i></b>	<b><i>Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome beyond course grades. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.</i></b>	<b><i>Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a separate evaluative rating for each Connections SLO.</i></b>
<b>1. Analyze the development of self in relation to others and society.</b>	<p>The 10 page research paper is the artifact for assessment for all 3 SLOs. The topics are broad enough to allow effective evaluation of all 3 outcomes. See attached syllabus for details of the final paper assignment and rubric for assessment.</p> <p>For SLO #1, students will consider the role of individuals in the creation or consumption of a popular culture form and how their specific identity in terms of race, class, gender or region shaped that experience. For example, students might write about competing interpretations by race and class of Jackie Robinson’s integration of major league baseball; or the gendered nature of early movie fan magazines.</p>	<p>A 33% sample will be randomly selected from all students who complete the course in a single academic year. Two faculty members—one who regularly teaches the course and one who does not—will individually evaluate the final paper using the proposed Connections rubric below. The initial goal will be that 60% of students are rated as “Excellent” or “Good” and 85% are rated above “Needs Work”. Assessment goals will be revisited after an initial three-year cycle.</p>
<b>2. Examine diverse values that form civically engaged and informed members of society.</b>	<p>For SLO #2, students will need to analyze how contrasting views of popular culture and its audiences formed and transformed historical and contemporary ideas about popular culture and its role in society. For instance, students might analyze the reactions of cultural “gatekeepers” (newspaper columnists, industry leaders, media critics) and how their reactions to a particular popular culture development either advanced or hindered the expansion of diverse values.</p>	<p>A 33% sample will be randomly selected from all students who complete the course in a single academic year. Two faculty members—one who regularly teaches the course and one who does not—will individually evaluate the final paper using the proposed Connections rubric below. The initial goal will be that 60% of students are rated as “Excellent” or “Good” and 85% are rated above “Needs Work”. Assessment goals will be revisited after an initial three-year cycle.</p>

<p><b>3. Evaluate solutions to real-world social and cultural problems.</b></p>	<p>For SLO#3, students will assess their topic to consider both what it reveals about real-world social and cultural problems (and possible solutions) of its time and what aspects of their findings are relevant for contemporary society. For instance in what ways did African American female blues singers of the 1920s expose issues of racism and misogyny to a broader audience and what lessons does this offer for today?</p>	<p>A 33% sample will be randomly selected from all students who complete the course in a single academic year. Two faculty members—one who regularly teaches the course and one who does not—will individually evaluate the final paper using the proposed Connections rubric below. The initial goal will be that 60% of students are rated as “Excellent” or “Good” and 85% are rated above “Needs Work”. Assessment goals will be revisited after an initial three-year cycle.</p>
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**6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment).** Also, for each of the SLOs briefly note what benchmarks you will use to determine whether the course successfully met its goals for each of the rubrics.

**Attached Below**

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

The 10 page research paper will serve as the Evidence & Argument Artifact. The paper requires students to interpret specific primary evidence and secondary scholarship to argue what can be concluded about a historical moment in American History through the prism of a specific form of popular culture at a certain moment of time and the public reaction to that cultural form. It therefore well reveals the student’s level of mastery of the use of evidence and argumentation.

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

**Attached below**

**HISTORY 447**  
**POPULAR CULTURE AND THE MAKING OF MODERN AMERICA**  
**(From the Gilded Age to the Present)**

Western Kentucky University  
Spring 2018, MW 1:50-3:10 PM, 215 Cherry Hall

**Instructor:** Dr. Anthony Harkins  
**Office/Phone:** 218 Cherry Hall/745-3841

**E-mail:** [anthony.harkins@wku.edu](mailto:anthony.harkins@wku.edu)  
**Office Hours:** TTh 2:30-3:30, W 11-12

### **COURSE DESCRIPTION**

This course is an introduction to the central role popular culture has played in late nineteenth and twentieth century American history and consciousness. Through readings, class discussions, lectures, and a wide variety of supplemental materials we will examine the relationship between American popular culture and the transformation of America from a Victorian to a modern to a post-modern society as well as the historical debates over the definition and nature of modern popular culture and its effect on audiences and society.

### **Course Readings**

The following books are available for purchase at the WKU Store or online retail sites:

- LeRoy Ashby, *With Amusement for All: A History of American Popular Culture since 1830* (Univ. of Kentucky Press, 2012) [ISBN: 9780813141077]
- Susan Douglas, *Where the Girls Are- Growing Up Female with the Mass Media* (Three Rivers Press, 1995) [ISBN: 9780812925302]

All other in-class required readings will be provided through the course Blackboard site (<https://blackboard.wku.edu>).

### **Learning Outcomes**

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

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

In addition, by the end of this course, students will be able to:

- understand central themes in American society and their historical, political, and contemporary dimensions
- effectively communicate ideas in written and oral formats
- write analytical essays effectively applying historical knowledge, theory and research methods

### **Course Requirements**

*Attendance*

You are expected to attend all required class sessions and film showings. More than two class absences over the course of the semester can affect your participation grade. Any student who misses **6 or more** scheduled classes will receive an “**F**” grade for the entire course, regardless of the quality of their other work for the class.

#### *Participation/Discussion*

Beyond merely showing up, you are expected to participate fully in class discussions including sharing your ideas, listening intently and preparing discussion questions. These sessions will give you an opportunity to discuss the issues raised by the readings and to better understand the connections between the readings and the lecture material.

For each discussion day (usually Wednesday) you will need to submit thoughtful discussion questions/comments through on Blackboard site (<http://ecourses.wku.edu>) and reply to another student’s comment. You should also read through everyone’s questions before coming to class. These questions guide our discussion and give you the chance to raise issues of interest to you. I will grade them check, check plus, check minus based on care, specificity and originality.

#### *Film Showings:*

Because films are a crucial medium for revealing cultural themes and issues through history, we will be viewing four films outside of class during the semester. These required viewings will be at times to be determined and we will discuss the films in class. You will write brief (1-2 pg.) reflections on at least 3 of these films highlighting key themes in or insights about each film and how they connect to the broader history we are studying.

#### *Written Assignments:*

In addition to the film reflections, there are three other types of graded writing assignments: critical reviews (3 pgs.) of the course non-text readings, a research paper (10 pgs.) (including preparatory assignments), and exams (an in-class midterm and a take home final essay).

In the critical reviews on the course texts you will briefly review the author’s central arguments and then discuss the strengths and weaknesses of the analysis and what you find most compelling about the work. You will write at least two reviews in total, one per five-week period of readings for the class (weeks 1-5, 6-10, 11-15). These will be due the week after we discuss the readings in class. I will provide a handout on writing critical reviews shortly.

For the 10 page research paper, you will examine several historical reviews of a popular culture event or genre between 1870 and 1990 and then analyze the cultural product and the reviews historically, discussing the degree to which the cultural form and the reviewers' interpretation of this form and its significance reflects the era in which it was written. To ensure the best outcome, you will turn in several shorter assignments (topic selection, bibliography, 1-2 paragraph abstract) by the dates listed in the schedule below. We will discuss this assignment in much more detail as the semester progresses.

The in-class midterm will cover key individuals and terms we’ve covered to date; the final exam will be a take-home essay on some aspect of the history of popular culture over our time period. We will discuss the exact format later in the semester.

### **Grading Policies**

**ALL papers and exams must be completed in order to pass the course.**

Your final grade will be calculated on the following basis:

Participation (including Attendance and Disc. Questions)	100 pts.
Film Reviews (3)	75 (25 pts. each)



Critical Reviews (2)	200 (100 pts. each)
Research Paper Assignments:	
Topic Proposal	25 pts.
Annotated Bibliography	75 pts.
Abstract	25 pts.
Research Paper	300 pts.
Midterm Exam	50 pts.
<u>Final Take-home Exam</u>	<u>100 pts.</u>
	950 PTS

### *Late Work and Make-Up Exams*

All papers and exams must be turned in on time both in class and electronically. I will mark down written work that is turned in late 1 full grade (from a B to a C for example) for each day it is late. I allow late work to be turned in without penalty only in the case of prior consultation for legitimate reasons (contact me in person or by email or phone prior to missing the due date for a paper or an exam), or in the case of serious emergency with documentation.

### *Plagiarism*

Plagiarism consists of turning in work that is not your own. This includes anything from quoting material in a paper and not crediting the original author in a footnote, to copying from a book, to pasting in the text from web pages or some Internet paper mill. The consequences for plagiarism in this course are simple: If you are caught plagiarizing, you will receive an “F” for the course. No exceptions. In addition, a letter reporting your conduct will be sent to the Office of Judicial Affairs recommending appropriate disciplinary action, regardless of the quality of the student’s prior work in the course. Student work may also be checked using plagiarism detection software.

As a student at Western Kentucky University, you are expected to demonstrate academic integrity, as outlined in the University’s [“Student Life Policies on Student Rights and Responsibilities”](#) in the WKU Student Handbook

([https://www.wku.edu/undergraduatecatalog/documents/15\\_16\\_ugrad\\_catalog/judicial\\_affairs.pdf](https://www.wku.edu/undergraduatecatalog/documents/15_16_ugrad_catalog/judicial_affairs.pdf)).

Violations of the academic code include, but are not limited to, cheating (giving or receiving unauthorized information before or during an exam or assignment), dishonesty (including misrepresentation and/or lying), copying (submitting work completed for another class) and plagiarism (turning in work that is not your own—including, but not limited to, copying from a book/article, pasting text from webpages, using an internet source to obtain all or part of a paper and quoting material in a paper and not crediting the original author with proper citation). Citation format must conform to Chicago Manual of Style (see [History Department’s Style Sheet for Citations](#) at <http://www.wku.edu/history/documents/wku-history-citation-guide.pdf>).

The [potential sanctions for academic dishonesty](#) are outlined in the WKU Student Handbook at <https://www.wku.edu/handbook/academic-dishonesty.php>.

**If you don’t understand what plagiarism is, it is your responsibility to ask me for clarification.**

### *Behavior Policies*

Simply put, show respect for your classmates and me. Arrive on time; turn off your cell phones, and don’t disrupt the class.

- Students who are more than 5 minutes late will be considered absent every time after the first couple of warnings. If you will be consistently late or must leave early, please inform me before class as to the reason.
- If you are consistently talking to another student or getting phone calls in class during a lecture, I will consider you absent for that day.

### **Other Comments:**

I am happy to accommodate students with disabilities. Students who qualify for special accommodations should contact the Office for Student Disability Services, in DSU, Room 1074. (745-5004). The OFSDS will work with you and with me to arrange the appropriate services. Please meet with me at the start of the semester to help make the necessary arrangements.

#### TITLE IX SEXUAL DISCRIMINATION/HARASSMENT POLICIES

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Title IX Sexual Misconduct/Assault Policy](https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf) (#0.2070) (<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf>) and [Discrimination and Harassment Policy](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf) (#0.2040) at ([https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf)).

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

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

#### OVERALL TIPS FOR SUCCESS

- devote sufficient time to studying and keep up with reading and writing assignments
- come to class and take notes in class (including on discussion days) and as you read
- seek help and suggestions from me during office hours or via email
- carefully read the syllabus and make sure you understand the assignments and their sequence
- make sure you get started early on your research paper
- Enjoy reading and thinking about our living past. I hope you learn a lot and have fun!

## H447 Schedule of Lectures and Readings

Readings should be completed by the day they are to be discussed (usually the Wednesday of the week). Readings outside of the assigned books will be posted to Blackboard.

### **I. THE END OF AN ERA: THE LATE VICTORIAN WORLD 1865-1900**

Week 1 (Jan. 22-26) Introduction and Interpretations of Popular Culture

**Reading:** Ashby, preface, ch. 2 (ch. 1 opt.); [Bb] MacDonald; Fiske, Idea Channel video

M 1/22 Introduction to the Course

W 1/24 DISCUSSION: What is Popular Culture?

Week 2 (Jan. 29-Feb. 2)

**Reading:** Levine, “William Shakespeare and the American People”

M 1/29 19<sup>th</sup> Century Victorian Thought and Culture

W 1/31 DISCUSSION: 19th C. Entertainment and Cultural Hierarchy

Week 3 (Feb. 5-9)

**Reading:** Ashby, ch. 3; Oriard, *Reading Football* (selections)

M 2/5 Middle Class Magazines, Yellow Journalism and the rise of Mass readership

W 2/7 DISCUSSION: Sports and Leisure, Gender, and Class

[Paper Topic Due](#)

### **II. THE SHOCK OF THE NEW: MODERNISM’S INITIAL SALVO, 1900-1929**

Week 4 (Feb. 12-16)

**Reading:** Ashby, ch. 4; Kasson, *Amusing the Million* (excerpts)

M 2/12 Transformation of the American City

W 2/14 DISCUSSION: The New Mass Entertainment

Week 5 (Feb. 19-23)

**Reading:** Ashby, ch. 5; Czitrom, “American Motion Pictures and the New Popular Culture”; May, “The Revolt against Victorianism”

M 2/19 Birth of American Cinema, 1890-1918

W 2/21 Research Day/meet at Library – room TBA

Week 6 (Feb. 26-Mar. 2)

**Reading:** Ashby, ch. 6 (176-210); Zeitz, *Flapper* (excerpts)

M 2/26 The Roaring Twenties?

W 2/28 Review/ DISCUSSION: Women and birth of Modern America

[Film 1: It](#)

[Last Day for Crit. Review 1](#)

Week 7 (Mar. 5-9)

**Reading:** Ashby, ch. 6 (210-end); Douglas, “Tuning into Jazz”

M 3/5 “Keep it close to the Ground, Boys”: Radio and the birth of Country Music

W 3/7 DISCUSSION: 1920s Pop. Music// **Midterm Exam**

[RP Annotated Bibliography Due](#)

Week 8 (Mar. 12-16)

SPRING BREAK

### III. CULTURE OF CRISIS: GREAT DEPRESSION AND WORLD WAR II, 1929-1945

Week 9 (Mar. 19-23)

Film 2: *Modern Times*

**Reading:** Ashby, ch. 7; Harkins, “Luke, Snuffy and Abner”

M 3/19 Shock of the Depression/The Celebration of the Folk

W 3/21 DISCUSSION: 1930s Culture

Week 10 (Mar. 26-30)

**Reading:** Ashby, ch. 8 (263-79); May, “Explosive Issues”; Boyer, *By the Bomb’s Early Light*

M 3/26 World War II and its impact on Culture

W 3/28 DISCUSSION: The Red Scare and the Bomb

### IV. COLD WAR CULTURE: THE PERILS OF THE AFFLUENT SOCIETY, 1945-1970

Week 11 (Apr. 2-6)

Film 3: *Rebel Without a Cause*

**Reading:** Ashby, ch. 8 (279-301); ch. 9, (334-47); Douglas, *Where the Girls Are*, Intro, chs. 1-2, 4; Bertrand, ““Could Fifty Million Record-Buyers have been Irrelevant?””

M 4/2 The Affluent Society and its Discontents

W 4/4 DISCUSSION: The Birth of Rock ‘n’ Roll

Week 12 (Apr. 9-13)

**Reading:** Ashby, ch. 10 (-372); Ebony Magazine 1965 (link on Bb)

M 4/9 “Say it Loud - I’m Black and I’m Proud” - Civil Rights Movement and Culture

W 4/11 DISCUSSION: African Americans and Postwar Popular Culture

Last Day for Crit. Review 2  
Res. Paper Abstract Due

Week 13 (Apr. 16-20)

**Reading:** Ashby, ch. 10 (372-393); Wolfe, “Las Vegas (What!)...,” AND Remsbergs, “Come Alive, America,” AND Calloway, “An Introduction to Soul,” AND Brackman, “My Generation”

M 4/16 The Counterculture and its Legacy

W 4/18 DISCUSSION: 1960s Cultural Changes

### V. THE EMERGENCE OF POSTMODERN CULTURE, 1970-

Week 14 (Apr. 23-27)

Film 4: *Dog Day Afternoon*

**Reading:** Ashby, ch. 11; Douglas, *Where the Girls Are*, Chs. 6-9, 11-12, Epilogue

M 4/23 *All in the Family* as 1970s Microcosm

W 4/25 DISCUSSION: *Where the Girls Are* and media portrayals of gender norms and roles

Week 15 (Apr. 30-May 4)

**Reading:** Ashby, ch. 11 (-410), ch. 12; Other TBA

M 4/30 Culture in Reagan’s America

W 5/2 DISCUSSION: The Past and Future of Popular Culture

Research Paper Due  
Last Day for Crit. Review 3 (optional)

Week 16 **FINAL TAKE HOME EXAM DUE (by time scheduled for exam by University)**

## Research Paper – Assignment and Possible Topics

This 10 page paper will be a historical analysis of some popular culture event or form in the United States between 1870 and 1990. All told, this is a four part assignment --as outlined on the syllabus, you will need to turn in a topic proposal, an annotated bibliography, a 2 paragraph abstract, and of course the paper itself (due dates are on the syllabus).

The first step will be to choose some topic or event from the following list, OR a different topic of particular interest to you (just be sure to clear it first with me). So that we don't have wrestling matches over sources, I would strongly prefer if no more than two students choose the same topic.

Once you have chosen your topic you will need to look at three types of sources: 1) 2-3 writings on the event itself written by current day historians; 2) 4-6 reviews of the event or cultural form written at the time of the event (these most likely would be from popular magazines and newspapers but could also be from scholarly journals, trade publications, etc.) and 3) 2-3 general overviews of the cultural atmosphere of the time you are examining written by contemporary scholars (see attached list) You can use Ashby to *supplement* these writings but not as a *substitute* for them. Using all of these sources, your job will be to **analyze the cultural product and the reviews historically, arguing in what ways and to what degree both the cultural event or form and the reviewers' interpretation of its significance reflects their historical era. You should also consider what significance your findings hold for contemporary society.**

Your topic paragraph is due by **Wednesday, Feb. 7**. In your paragraph, state your subject and your reason for choosing it, what possible questions or issues you think you might investigate (what is intriguing about it for you), and what possible sources you might draw on. List a minimum of four. You don't need to have done extensive research at this point but at least look at what's available in TopCat and/or major Electronic Databases (JSTOR, America History and Life, Project Muse).

I have scheduled **Wednesday, Feb. 21** as a library day to help you learn about finding sources and to help you begin your research on your topic. I can also respond to specific topic ideas.

I want to stress that the Topics List below is designed to show you the type of topics you may consider -- **you are welcome** to pick the same genre (for ex. boxing, movies, advertising) in another era or **to pick a different topic all together**. You may get some ideas from Ashby as well. I am happy to talk to you about topic ideas during office hours or via email (anthony.harkins@wku.edu).

### A Sampling of Possible Topics for Cultural Event Research Paper

#### 1870-1890

- Fisk Jubilee Singers pioneer tour of border/Northern states (1871)
- creation of National League in baseball (1876)
- reaction to Mark Twain's *Adventures of Huckleberry Finn* (1884)
- Buffalo Bill Cody's Wild West Shows (1883)
- invention of Kodak camera (1888)
- P.T. Barnum creates "The Greatest Show on Earth" Circus transported by Train (1872)
- Dime novels of the late 19th century
- American Burlesque theater
- reaction to the telephone (or other new technologies) at the Philadelphia Centennial Exposition (1876)
- reactions to minstrel shows or main minstrel performers

## 1890-1900

- World Heavyweight Championship- John L. Sullivan v. "Gentleman Jim" Corbett (1892)
- Bicycling "Craze" of 1890s
- aspects of Chicago Columbia Exposition (World's Fair) of 1893
- Black protest at Chicago Exposition of 1893 --Frederick Douglas and Ida Wells
- Scott Joplin and the Birth of Ragtime (1899)
- first comic cartoon "The Yellow Kid" in NY World (1895)
- Ziegfield's Follies (1890s)
- reaction to Theodore Dreiser's *Sister Carrie* (1900)
- first Rose Bowl (1902) or first continuous Rose Bowl (1916)

## 1900-1920

- reaction to first manned airplane flight by Wright Brothers (1903)
- Jack Johnson World Heavyweight Champion and search for "Great White Hope"(1909)
- reaction to the Model T and the effect of the automobile (1908-1920)
- rise of nickelodeons to popularity (1905-1910)
- St. Louis World's Fair (1904)
- vaudeville and the Ziegfield Follies
- Photoplay*, first movie fan magazine, appears (1911)
- Irene and Vernon Castle and the Dance Craze of 1910s
- reaction to New York Armory Show of contemporary art (1913)
- reaction to *The Birth of a Nation* (1915) or *Intolerance* (1916)
- Jim Thorpe saga -- Olympian 1912/stripped of medals 1913

## 1920-1930

- Aimee Semple McPherson and radio evangelical fundamentalism
- reaction to *The Jazz Singer* (1927- first sound motion picture)
- creation of Miss America pageant (1921)
- reaction to Jazz
- Mary Pickford, "America's Sweetheart" in Film
- death of Rudolph Valentino (1926)
- Women's Air Derby Race (1929) -- first all female air race - w/ Amelia Earhart
- recording of Jimmie Rogers and the Carter Family at Bristol, TN (1927)
- debut/early years of radio show "Amos n' Andy" (1928)

## 1930-1945

- reaction to *Gone with the Wind* (1939) or *The Wizard of Oz* (1939)
- reaction to Richard Wright's *Native Son* (1940)
- Mae West in *She Done Him Wrong* and *I'm No Angel* (1933)
- dance marathons of the 1930s
- Orson Welles radio presentation of "War of the Worlds" (1938)
- the rise of Swing -- Benny Goodman at the Palomar Ballroom (1935)
- Chicago's World's Fair (1933)
- Diego Rivera's controversial mural in Rockefeller Center (1933/4)
- Boxing's Joe Louis v. Primo Carnera (1935) or v. Max Schmeling (1938)
- black opera singer Marian Anderson sings at Lincoln Memorial (1939)
- popularity of Paul Robeson's "Ballad for Americans" (1939)
- "Zoot Suit Riot" in Los Angeles sparked by Zoot-suited Latinos (1943)

## 1945-1960

- first live national broadcast of *Grand Ole Opry* (1945)
- Frank Sinatra attracts adoration of “bobby soxers” (1946)
- Fallout Shelter craze (1951)
- reaction to start of *Playboy* (1953)
- establishment of the Comic Books Code (1954)
- first televised coverage of the Presidential nominating conventions (1952)
- Hot Rod culture in S. Calif. (1940s/50s)
- reaction to *West Side Story* (1957)
- reaction to teen-oriented films *Rebel Without a Cause* (1955) or *The Blackboard Jungle* (1955)
- Elvis Presley on *Ed Sullivan* (1956)
- reaction to Jackson Pollack (1948/9)
- response to television (1945-1950)
- American jazz performers as Goodwill Ambassadors
- Jonas Salk and the scientist as popular culture icon (1954)
- opening of Disneyland Theme Park (1955)

### **1960-1975**

- initial reaction to birth control pill in popular media (1960)
- response to Helen Gurley Brown’s book *Sex and the Single Girl* (1962)
- reaction to film *Dr. Strangelove* (1963)
- The Beatles arrive in New York and play on *Ed Sullivan Show* (1964)
- Muhammed Ali refusing to be drafted for Vietnam War as conscientious objector (1967)
- Bob Dylan plays electrified folk-rock at Newport Jazz Festival (1965)
- first Superbowl (1967)
- protest at Miss America pageant, Atlantic City (1968)
- Tommy Smith and John Carlos and Black Power protests at Olympics (1968)
- reaction to Merle Haggard anti-couterculture anthem “Okie from Muskogee” (1969)
- Woodstock Festival (1969) or Rolling Stones and murders at Altamont (1969)
- political satire variety shows – *Laugh-In* or *The Smothers Brothers Comedy Hour* (1967-70)
- Billie Jean King v. Bobby Riggs in the “Battle of the Sexes” Tennis Match (1973)
- Controversial Broadway musicals like: *Hair* (1967) ; *Jesus Christ Superstar* (1970)

### **1975-1990**

- first season(s) of *Saturday Night Live* (1975)
- American Bicentennial as celebrated in culture/ads (1976)
- film *Saturday Night Fever* (1977)
- growing reaction to Rap music (early 1980s)
- reaction to *Star Wars* (1977)
- Ronald Reagan as popular culture icon (1980)
- opening of EPCOT (1981)
- reaction to Robert Mappelthorpe exhibit (1990)
- birth of MTV (1981)
- controversy over music lyrics and the PMRC (1985-)
- the emergence of 700 Club in popular culture
- the emergence of the Apple home computer (1977)

	<b>1. EXCELLENT</b>	<b>2. GOOD</b>	<b>3. NEEDS WORK</b>	<b>4. POOR</b>
1. Analyze the development of self in relation to others and society	Provides detailed, complete, and nuanced analysis on the role of individuals in the creation or consumption of a popular culture form and how their specific identity in terms of race, class, gender or region shaped that experience.	Thoughtfully but incompletely explains the role of individuals in the creation or consumption of a popular culture form and how their specific identity in terms of race, class, gender or region shaped that experience.	Demonstrates only partial understanding of the role of individuals in the creation or consumption of a popular culture form and how their specific identity in terms of race, class, gender or region shaped that experience.	Shows little understanding of the role of individuals in the creation or consumption of a popular culture form and how their specific identity in terms of race, class, gender or region shaped that experience.
2. Examine diverse values that form civically engaged and informed members of society	Provides a nuanced and complete analysis of how contrasting views of popular culture and its audiences formed and transformed historical and contemporary ideas about popular culture and its role in society.	Provides a mostly well reasoned but incomplete analysis of how contrasting views of popular culture and its audiences formed and transformed historical and contemporary ideas about popular culture and its role in society.	Gives mostly a descriptive record of how contrasting views of popular culture and its audiences formed and transformed historical and contemporary ideas about popular culture and its role in society.	Gives an incomplete, descriptive, and/or erroneous record of how contrasting views of popular culture and its audiences formed and transformed historical and contemporary ideas about popular culture and its role in society.
3. Evaluate solutions to real-world social and cultural problems	Identifies and analytically evaluates real-world social and cultural problems (and possible solutions) as revealed through popular culture. Compelling assesses aspects of their findings that are relevant for contemporary society.	Identifies real-world social and cultural problems (and possible solutions) as revealed through popular culture but analysis is limited and under-nuanced. Discussion of what aspects of findings are relevant for contemporary society is limited.	Describes real-world social and cultural problems (and possible solutions) as revealed through popular culture but has difficulty identifying its significance either historically or for contemporary society.	Mentions real-world social and cultural problems (and possible solutions) as revealed through popular culture in only a vague way if at all. Demonstrates a lack of understanding of historical or contemporary significance.



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

Proposal Contact Name, E-mail, and Phone: Sandra Curry Ardrey, Sandra.ardrey@wku.edu  
745-6106

College and Department: PCAL, Department of Political Science Proposal Date: September 19, 2019

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

- 1.1 Course prefix (subject area), number and title: PS 373 Minority Politics
- 1.2 Credit hours: 3
- 1.3 Prerequisites: n/a
- 1.4 Cross-listed and/or equivalent courses (prefix and number): n/a
- 1.5 Expected number of sections offered each semester/year: one per calendar year
- 1.6 Is this an existing course or a new course? Existing course
- 1.7 Proposed implementation term? Spring 2020
- 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Bowling Green Main Campus

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

Minority Politics, examines the contemporary efforts made by minorities to organize for effective political action. The course focuses on the tactics and strategies African Americans, Hispanics, LBGTQ+ and other minority groups use to develop power to affect the distribution of resources in the United States. The course discusses the political, social and economic constraints on the development of that power.

PS 373 includes three components: increasing political knowledge and understanding of processes and issues, both historically and contemporary; equipping students with political skills to impact policy decisions; and encouraging student's "voice" by encouraging political participation. Minority Politics can be used as an elective in the Women's Studies minor, the African American Studies minor and Diversity and Community Studies major.

This course will comply with the Colonnade Connections category Understanding Individual and Social Responsibility. Social and Cultural (3 hours): Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. Courses will consider the ethical questions and shared cultural values that shape societal norms and behaviors, the independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs.

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

Minority Politics primarily focuses on the African American, Hispanic and LBGTQ+ experience in the public sphere as examples of the uniqueness of minority politics. The course is interdisciplinary and examines how various disciplines such as political science, history, public policy, economics, social justice, and sociology intersect to frame an understanding of minority political participation.

By examining, minorities as participants in the public sphere, social movements, representation of views in policy decisions on topics such as education, demographic data, employment opportunities and statistics, economic opportunity, etc. the student is able to utilize the WKU Colonnade Program components of knowledge of human culture focusing on a historical perspective and understanding of connections between past and present. Students gain intellectual and practical skills focusing on the capacity for critical and logical thinking; personal and social responsibility focusing on an understanding of society and human behavior; and integrative learning. Students will draw upon other Colonnade courses which have prepared them to evaluate and analyze issues and policies.

The assignments in PS 373 ensure that students who successfully complete this course have the skills to understand, evaluate and critique the efforts of disenfranchised groups to gain political recognition and power. Students are required to engage and discuss assigned texts, as well as articles from academic journals and current political news sources. Assigned readings and tasks prepare students to evaluate and analyze different worldviews. Students will also be exposed to guest speakers in the course, which will allow them to gain a better understanding of the challenges and opportunities for minorities participating in politics. Additionally, students are required to demonstrate their ability to critically analyze the course material via exams, written assignments, the reflective essay, and the final comprehensive exam.

This course can provide a capstone learning experience for Colonnade courses in English, Sociology, Gender and Women’s Studies, Social Justice, African American Studies, Leadership, Political Science, and History. In evaluating how selected policy areas have been impacted by the role that various groups have and have not been able to or allowed to play in politics—at the global, national, state and local levels—students are better prepared to become civically engaged and socially responsible citizens and leaders both now and in the future.

**4. List the *course goals* (see *Glossary of Terms*), and explain how are they aligned with the *Connections student learning outcomes*.** In the table below, describe in the right-hand column explicitly how the course meets each *Connections SLO* for the Social and Cultural subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

<b>Connections Student Learning Outcomes</b>	<b>How does the course meet these learning outcomes? (Align course goals to Connections SLOs)</b>
1. Analyze the development of self in relation to others and society.	<p>Students will consider their own experiences and discuss in relation to the role of the disenfranchised in politics and in the struggle for social and economic equality. A variety of topics will be covered including an understanding of basic concepts (race and racism, identity, privilege, etc.); demographic and population politics; politics of the powerless; quest for political power in eight key areas of power; contemporary political actors; policy and policymaking and intersectional identity.</p> <p>Students will critically analyze these topics through assigned readings, interaction with guest speakers, class discussions/activities and written assignments and the reflective essay.</p>
2. Examine diverse values that form civically engaged and informed members of society.	<p>Students will analyze and interpret the history of inequality in US and the role that various political actors have and have not played in the struggle for equality. Through course readings, information presented by guest speakers, and class discussions, students will further develop informed viewpoints on important equality struggles, and obstacles to participating in the political process facing many segments of American society today. Students will examine their own values and evaluate how social and cultural</p>

	values and socialization have evolved over time and will analyze via course activities and assignments how these values led us to where we are today with regard to equality and political participation, and where we need to go in the future as a society to ensure that no one is left out of the process.
3. Evaluate solutions to real-world social and cultural problems.	Students will evaluate solutions to barriers facing minorities in the pursuit of political participation and in running for and serving in an elected position. Students will develop, evaluate and analyze solutions to public policy issues such as equal education, equal employment, immigration reform and gay and lesbian reform – just to highlight a few issues. The course will help students develop value systems and critical thinking skills that will equip them to face real-world social and cultural problems.

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

The learning objectives of this course are to:

- 1) understand the basic concepts and issues of minority politics;
- 2) distinguish and compare the salient features of minority group politics with those of American politics generally;
- 3) examine the political, economic and social position of marginalized groups in American politics;
- 4) familiarize students with political strategies used by these groups, their leaders and organizations;
- 5) understand the contemporary and historical theories that are integral to race and ethnic politics;
- 6) develop student’s ability to critically assess and discuss issues of race in politics;
- 7) understand the effect that race, racism and discrimination has had on shaping not only political behavior and institutions but personal and individual behavior and relationships.

**6a. Explain how the department plans to assess each of the Connections student learning outcomes beyond course grades.** Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

<b>Connections Student Learning Outcomes</b>	<b>Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome beyond course grades. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.</b>	<b>Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a separate evaluative rating for each Connections SLO.</b>
1. Analyze the development of self in relation to others and society.	The reflective essay is the artifact for assessment – outside of written assignments and exam grades. See attached for details of the essay.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a

	Students will complete the required analysis via the readings, interactions with guest speakers, and by participating in classroom discussions and exercises. In addition to the essay assignment, students will have several quizzes and written assignments, midterm and a comprehensive exam.	2, and at least 30% will receive a 3.
2. Examine diverse values that form civically engaged and informed members of society.	Students will examine diverse values through the required reading assignments, interactions with guest speakers, and by participating in classroom discussions and exercises. Short written exercises are intended to gauge the student's ability to analyze and synthesize the material. These promote each student's ability to examine topics learned in the course and to become informed about issues and their relevance to minority politics.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.
3. Evaluate solutions to real-world social and cultural problems.	Students will develop and evaluate solutions that may exist to alleviate and circumvent the barriers collectively faced by the disenfranchised in the political arena. Students will develop, utilize and mobilize these solutions to help in their individual choices of political participation. Students will develop and analyze selected public policy problems in relation to minorities. Students will take a position on a policy area to demonstrate critical awareness and understanding of the policy; students present reasoned argument/support for their position. (Comprehensive essay on the final exam.)	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.

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

The Department of Political Science has established an assessment committee to evaluate the effectiveness of meeting the stated learning objectives for colonnade classes. Each academic year, the committee collects a random selection of student paper artifacts, research papers and/or examinations with all identifying student information removed. The committee assesses these samples following the course outcomes and an example rubric is presented in the following table:

- 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.

		<b>Criteria</b>		
<b>Social/Cultural Connections Learning Objectives</b>	<b>1</b> <b>Poor</b> (does not meet basic expectations)	<b>2</b> <b>Average</b> (meets basic expectations)	<b>3</b> <b>Good</b> (exceeds expectations)	<b>4</b> <b>Outstanding</b> (far exceeds expectations)
<b>Analyze the development of self in relation to others and society.</b>	Has a very limited understanding of the history and evolution of civil rights and full citizenship for African Americans, and LGBTQ+, Hispanics; demonstrated understanding of the impact of lack of political participation by minorities on society.	Has a basic understanding of the history and evolution of civil rights and full citizenship; basic understanding of the impact of lack of political participation by minorities on society.	Can meaningfully analyze the history and evolution of civil rights and full citizenship...	Critically analyzes evidence to provide insightful analysis regarding the history and evolution of civil rights and full citizenship...
<b>Examine diverse values that form civically engaged and informed members of society.</b>	Has a very limited understanding of the diverse values that facilitate or impede civic engagement and the political participation of informed members of society.	Has a basic understanding of the diverse values that facilitate or impede civic engagement and the political participation of informed members of society.	Can meaningfully discuss the diverse values that facilitate or impede civic engagement and the political participation of informed members of society.	Demonstrates ability to evaluate the diverse values that facilitate or impede civic engagement and the political participation of informed members of society.
<b>Evaluate solutions to real-world social and cultural problems.</b>	Exhibits very limited understanding of real world social and public policy problems (and their solutions) facing diverse groups and exhibits very limited understanding of the potential solutions to barriers that impede their political participation.	Exhibits a basic understanding of real world social and public policy problems (and their solutions) facing minorities, and exhibits a basic understanding of the potential solutions to barriers that impede their political participation.	Meaningfully evaluates real world social and public policy problems (and their solutions) facing minorities, and meaningfully evaluates the potential solutions to barriers that impede their political participation.	Demonstrates a well-developed evaluation and analysis of real world social and public policy problems (and their solutions) facing minorities, and evaluates and analyzes the potential solutions to barriers that impede their political participation.

**7. Evidence & Argument Artifact.** As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability

to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

Full details of the reflective essay assignment are attached. The essay required for this course will function as the primary assessment artifact.

You are to write a reflective essay on your selected readings on the quest for political power. This essay requires you to review literature on the eight areas of power and apply it to the analysis of the following questions.

Students will select four key areas of power for a minority/majority group to discuss the questions:

- What “resources” exist within the group that can be translated into power?
- Identify areas of power where your group is strongest and areas where opportunities for improvement exist.
- What resources will the group need to get ‘power’ to improve the group’s political clout?
- What should your group do to position itself for future success in the political system?

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

## **MINORITY POLITICS**

### **PS 373**

### **Spring 2020**

Dr. Saundra Curry Ardrey  
317 Grise Hall  
(270) 745-6106  
Office Hours-T/Th 1:00 to 2:00 and by appointment  
Email: Saundra.ardrey@wku.edu

Minority Politics, examines the contemporary efforts made by minorities to organize for effective political action. The course focuses on the tactics and strategies African Americans, Hispanics, LGBTQ+ and other minority groups use to develop power to affect the distribution of resources in the United States. The course discusses the political, social and economic constraints on the development of that power.

PS 373 includes three components: increasing political knowledge and understanding of processes and issues, both historically and contemporary; equipping students with political skills to impact policy decisions; and encouraging student’s “voice” by encouraging political participation. Minority Politics can be used as an elective in the Political Science major/minor, Gender and Women’s Studies minor, the African American Studies minor and Diversity and Community Studies major.

This course will comply with the Colonnade Connections category Understanding Individual and Social Responsibility. Social and Cultural (3 hours): Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. Courses will consider the ethical questions and shared cultural values that shape societal norms and behaviors, the

independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs.

The objectives of this course are to:

- 1) analyze the development of self in relation to others and society;
- 2) examine diverse values that form civically engaged and informed members of society;
- 3) understand the basic concepts and issues of minority politics;
- 4) evaluate solutions to real-world social and cultural problems;
- 5) distinguish and compare the salient features of minority group politics with those of American politics generally;
- 6) examine the political, economic and social position of marginalized groups in American politics;
- 7) familiarize students with political strategies used by these groups, their leaders and organizations;
- 8) understand the contemporary and historical theories that are integral to race and ethnic politics;
- 9) develop student's ability to critically assess and discuss issues of race in politics;
- 10) understand the effect that race, racism and discrimination has had on shaping political behavior and institutions.

**Required readings:**

Can We All Get Along, McClain and Stewart, Jr.

Rethinking the Gay and Lesbian Movement, March Stein

The New Americans? Immigration, Protest, and the Politics of Latino

Identity, Heather Silber Mohamed

Collection of Readings on Blackboard

**Course Requirements:** To stimulate interest in the political process, each student is expected to participate in class discussions and to read all assignments.

Effective participation means being prepared, engaged, respectful, and following the discussion ground-rules. Participation in discussion is a crucial element of developing a learning community. That said, if you anticipate that participating in discussion will be a major obstacle for you (such as due to anxiety, disability, or a language barrier), please come see me early in the semester and we can brainstorm alternative ways for you to participate meaningfully in class discussion.

**Discussion Ground Rules:** In class dialogue is a central part of this course. These discussions will be based on the assigned readings and other class material. Active participation enhances your critical thinking skills and exposes you to alternative opinions on a wide range of issues. Students will learn how to defend their views in a rational non-confrontational way when presented with an opposing idea. Many of these issues will be controversial and/or sensitive. My goal is to create a comfortable environment where students feel free to express their opinions. At the same time we must respect one another and maintain a constructive and civil dialogue. Failure to follow these guidelines will lead to dismissal from the class discussion. Continued abuse may lead to dismissal from the course and a failing grade.

There will be a midterm and a comprehensive final. In addition, there will be tests and written assignments on class readings throughout the term. All exams and tests must be taken. A reflective



essay will also be assigned during the term. Your course grade, then, will be based on the following five grades using a standard grading scale:

- 1) quizzes/written assignments = one grade
- 2) midterm = one grade
- 3) reflective essay = one grade
- 4) final comprehensive exam = two grades

**Make-up exams are not given without written excuses and/or prior arrangements with the professor.**

**Attendance policy:** Assessment of class participation will be based on consistent engagement throughout the semester. Attendance is another way to assess participation. Students are expected to attend every class. You will be permitted four unexcused absences. After that, each additional unexcused absence will lower your course grade by five points. If you know you will miss a class, please let me know as soon as possible. If you are more than ten minutes late to class (without an apology/explanation), you may be marked absent.

### **Academic Dishonesty**

Cheating on any test or written assignment is a University offense and can lead to dismissal from the University. “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 3 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.” Excerpt from *Student Handbook*

### **ADA Accommodation Statement**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu) .

Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

## **PART I Conceptual Frameworks**

- I. America’s Dilemma: American Government Foundation and Minorities

**Assignment:** “Can We All Get Along?” McClain, chapter 1

- II. Basic Concepts

**Assignment:** “Race and Racism,” Intergroup Resources  
[www.intergroupresources.com/race-and-racism/](http://www.intergroupresources.com/race-and-racism/) Be sure to visit on this page interactive resources

“Race: The Power of an Illusion”

“Who's Hispanic?” | Pew Research Center  
[www.pewhispanic.org/2009/05/28/whos-hispanic/](http://www.pewhispanic.org/2009/05/28/whos-hispanic/)

“Who is Black? One Nation’s Definition,” F. James Davis  
<https://www.pbs.org/wgbh/pages/frontline/shows/jefferson/mixed/onedrop.html>

[Who's Gay? What's Straight? - How Do You Define Sexual Orientation ...](http://www.pbs.org/wgbh/pages/frontline/shows/assault/context/defining.html)  
<http://www.pbs.org/wgbh/pages/frontline/shows/assault/context/defining.html>

“Who is ‘White’ in America? It’s Complicated” Podcast <https://www.futurity.org/white-race-identity-1433802-2/>

The New Americans, Mohamed, chapters 1-3

### III. Identity

“Who Am I” in-class exercise

“What is Privilege?” (Blackboard)

**Assignment:** Mark Lilla “The End of Identity Liberalism”  
<https://www.nytimes.com/2016/11/20/opinion/sunday/the-end-of-identity-liberalism.html>

Laila Lalami “The Identity Politics of Whiteness”  
<https://www.nytimes.com/2016/11/27/magazine/the-identity-politics-of-whiteness.html>

Mohamed, chapter 5

### IV. Demographic and Population Politics

a. Resources and status of America’s minorities

**Assignment:** “Population Size, Socioeconomic Status and Concentration”,  
McClain, p. 27-42

b. Myth or truth? Are LGBT people richer than straights?  
In-class discussion

**Assignment:** “The Socioeconomic Position of Gay Men: A Review of the Evidence”, C. Hewitt  
<https://www.jstor.org/stable/3486969>

“Lesbian, Gay, Bisexual and Transgender Persons and Socioeconomic Status”  
<https://www.apa.org/pi/ses/resources/publications/lgbt.aspx>

## **PART TWO      The Fight for Equality: Social Movements**

### V.      Politics of the Powerless

**Assignment:** McClain, p. 42-63

The Kerner Commission Report (Summary Section)

Video: [A Time for Justice: African America's Civil Rights Movement](#)

“The Law of the Noose: A History of Latino Lynching”, Richard Delgado

Mohamed, chapter 7

[Harvard Civil Rights - Civil Liberties Law Review \(CR-CL\), Vol. 44, 2009](#)

Video: [A Class Apart: Mexican American Civil Rights Movement](#)

[Rethinking the Gay and Lesbian Movement](#), Stein, p. 1-78

Video: [Teaching the LGBT Movement from 1959 to the Present](#)

## **PART III      The Fight for Equality: Quest for Political Power**

Eight Areas of Power

- |                               |                                    |
|-------------------------------|------------------------------------|
| - key positions in government | - economic capacity                |
| - voting strength             | - coercive capacity                |
| - community control           | - possession of critical knowledge |
| - community organization      | - coalition and alliance           |

**Background reading:** McClain, p. 156-187

Students will select four key areas of power for a minority/majority group to discuss the questions:

- What “resources” exist within the group that can be translated into power?
- Identify areas of power where your group is strongest and areas where opportunities for improvement exist.
- What resources will the group need to get ‘power’ to improve the group’s political clout?
- What should your group do to position itself for future success in the political system?

### VI.      Contemporary Political Actors

a.      Group identity and perceptions of discrimination

**Assignment:** McClain, p. 73–77

McClain, p. 77-83  
McClain, p. 83– 115  
Stein, p, 79-114  
Mohamed, chapter 6

- b. Historic Elections - 2008, 2012  
**Assignment:** McClain, p. 128- 150

## VII. Policy and the Policymaking Process

**Assignment:** “Fourteen Key Supreme Court Cases,” Rosenblum and Travis

- a. Steps in the public policy process

**LECTURE** “Identifying potential points of access to effect policy”

**Assignment:** McClain, p. 153 – 156

- b. The fight for
  - i. equal education opportunity  
**Assignment:** McClain p. 187- 204
  - ii. equal employment  
**Assignment:** McClain, p. 204-210
  - iii. immigration reform

**Video:** Homeland: Immigration in America – Enforcement  
Mohamed, chapter 4

- iv. gay and lesbian reform  
**Assignment:** Stein, p.115-142  
Stein, p. 143-181

## VIII. Intersectional Identity

**Assignment:** McClain, p. 213-226  
McClain, p. 226 – 246

“Gay and Poor: The Intersection of Sexual Orientation and Socioeconomic Status”  
<https://www.apa.org/pubs/highlights/spotlight/issue-32.aspx>

## IX. Will we ever “All just get along?”

- a. Coalition or competition  
**Assignment:** McClain, p. 249-268

- b. Looking to the future  
**Assignment:** Stein, p. 182-207

McClain, p. 271-285

Mohamed, Epilogue

## PS 373 Minority Politics – Reflective Essay

You are to write a reflective essay on your selected readings on the quest for political power.

### I. Writing the Essay (Guidelines adapted from Dr. Richard Bowman, Bridgewater College)

This essay requires you to review literature on the eight areas of power and apply it to the analysis of the following questions.

Students will select four key areas of power for a minority/majority group to discuss the questions:

- What “resources” exist within the group that can be translated into power?
- Identify areas of power where your group is strongest and areas where opportunities for improvement exist.
- What resources will the group need to get ‘power’ to improve the group’s political clout?
- What should your group do to position itself for future success in the political system?

#### Step One – Introduction

As is the case with all essays, your reflective essay must begin with an introduction that contains both a hook and a thesis statement. The point of having a ‘**hook**’ is to grab the attention of your reader from the very beginning. You must portray the exciting aspects of your story in the initial paragraph so that you stand the best chances of holding the reader’s interest.

The **thesis statement** is a brief summary of the focus of the essay, which in this case is a quick overview of your answers to the essay questions.

You always need to include an **explanation** of your readings. Critical reading is crucial in this stage of the process because you cannot reflect on what you have not fully understood. So, the first important consideration in reflective writing is ensuring that you read critically – that you grasp the ideas and the relationships among the ideas in your selected texts. Be sure to document and cite sources as appropriate.

In this explanation of readings, address the questions “What is the subject of the article? What am I reflecting on?” and How is it relevant to the experiences of the minority group.

#### Step Two

- Next, reflection requires that you turn your attention to **exploring** your own **preconceptions and assumptions** about the topic: the beliefs, attitudes, and values that you bring to the subject. In this step, you should articulate these preconceptions and compare them with the texts you are encountering. The point here is to explore these preconceptions and not to make an argument for them. Reflective writing requires that you demonstrate a certain amount of openness to revising your preconceived beliefs and values in the light of new information and reflection. Indeed, such openness is the essence of a liberal arts education. Several strategies of exploration might be pursued:

- Express confusion, the possibility that you may be pulled in several directions by conflicting values and ideas, or uncertainty about the topic.
- Identify just where your preconceptions conflict or agree with the texts confronted.
- Identify some questions, implications, or issues about the topic that could be analyzed further.

This exploration will allow you to analyze the topic in more depth and address the confusions and conflicts highlighted by the confrontation between the texts and your preconceptions.

### **Step Three**

Next, reflection requires that you **analyze** your preconceptions, experiences, the assigned texts, and other evidence in order to draw some conclusions. Make sure your analysis considers several such sources of information. At the very least you should revisit the texts you discussed at the introductory stage and reevaluate the information and evidence presented there. In this phase of the reflection process your personal experiences may also be relevant, but be specific and make sure that any anecdotes you offer are truly relevant. In other words, relating personal experience is not an end in itself. Treat your personal experience as one among many sources of evidence for exploring your thesis, not as the ultimate authority on the topic. You might also want to bring in information from other classes or additional research at this stage.

### **Step Four**

The final stage in the process of reflection is **synthesis/re-examination**. Here you should discuss the implications of your **analysis** in step three. This means not only drawing some conclusions about your **thesis**, but also engaging in a new exploration of the implications of those conclusions. Thus, in this stage you should not just restate what you have already discussed. Synthesis involves a **new** examination (a re-examination) of the topic. Ideally, this re-examination from a new (informed and analyzed) perspective casts new light on your former, current, and future knowledge. Some strategies for synthesis may be:

- Explore the implications of conclusions rather than just stating them. Explain how the conclusions you arrived might impact your activities in college, in life after college, in your chosen career or public policy.
- Explore the consequences of changing or not changing certain values, actions, or beliefs in the light of the reflective process.
- Explore remaining uncertainties about the topic and discuss future research or activities that could address these issues.

## **II. Guidelines for Writing the Reflective Essay**

**Remember:** it is important to use enough words to effectively explain a topic while not writing too much “garbage.” That should be **eight to ten** typed pages.

- Use only the Times New Roman font with a size of 12 points.
- Double space.
- Leave one-inch margins all around.
- The title page should include your name, title of your paper, the course and section number, and the date you submitted the essay.

- Number each page (except the first one).

Remember all of the good writing guidelines:

- The first paragraph should be an introduction to your topic.
- Use correct grammar and spelling.
- Include footnotes (or endnotes) as appropriate.
- Place a bibliography at the end of the essay.
- For examples of how to list web resources in a bibliography see the Duke University Libraries web page [http://www.lib.duke.edu/libguide/cite/web\\_pages.htm](http://www.lib.duke.edu/libguide/cite/web_pages.htm)



## Colonnade Program Course Proposal: Explorations Category

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

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

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

The School of Engineering & Applied Sciences proposes offering AMS 180 Introduction to Architecture as an Exploration course in the Arts and Humanities subcategory

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

Students will be able to utilize basic formal elements, techniques, concepts and vocabulary of architecture as an influential art throughout the human history, they will explore and analyze architectural design styles of different eras to understand the impact of human cultures on shaping their built environment. Also, they will understand the connections between architecture, environment, and socio-cultural dimensions as key factors for sustainability and resilience of the built environment.

#### SLO 1 Understand the methods of science inquiry.

Students will demonstrate the ability to:

- Describe the key characteristics of building design elements and relate them to architectural styles
- Search and analyze data related to building design to identify the best design approach for certain building type
- Search and analyze the socio-cultural influences on the built environment
- Make sketches to express essential concepts in building design

#### SLO 2 Explain basic concepts and principles in one or more of the sciences.

Students will demonstrate the ability to explain basic concepts and principles in Architecture including but not limited to:

- Basic architectural design approaches
- Basic concepts of city planning
- Basic concepts of sustainable building design
- The key design elements of an architectural style

#### SLO 3 Apply scientific principles to interpret and make predictions in one or more of the sciences.

Students will demonstrate the ability to apply the scientific approaches used in architectural design to investigate the key design factors of a successful building such as:

- Given the environmental conditions and available building technology, what architectural design is suitable for certain site
- Predict and explain the role that society play in shaping the built environment
- Explain how architectural design can be a reflection of the human behavior
- Predict how social and cultural values and political systems could affect the architectural design in certain society

SLO 4 Explain how scientific principles relate to issues of personal and/or public importance

Students will demonstrate the ability to explain the connections between architecture, environment, and socio-cultural values in areas of both personal and public importance such as:

- How natural environment plays a major role in shaping buildings and cities
- The debate associated with the use of architecture by different political regimes to enforce certain ideology
- How architectural design factors can contribute to the resilience of a city
- The relevance and importance of socio-cultural dimensions of people in shaping the built environment.

**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 statement will appear on all AMS 180 syllabi:

***Course description:** AMS 180 is an introductory course to Architecture. It covers the basic concepts of building design and architectural theory of various architectural styles. The primary vehicle of investigation is the architectural artifacts of the built environment and the philosophical rationale behind the motivation for their creation.*

***Learning Objectives for Colonnade Program:** This course fulfills the Colonnade Program's requirements for the Arts and Humanities subcategory of the Explorations Category. As part of that program, AMS 180 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*

*Upon successfully completing this class, students will be able to:*

1. *Demonstrate understanding of research methods within the field of architecture. It includes collecting and analyzing data to identify the best design approach and suitable form for certain building type with regards to the environment and society*
2. *Explain the basic principles involved in architectural design, sustainable built environment, and building design technology.*

3. *Apply the scientific principles used in architectural design to investigate the key design factors of a successful building*
4. *Explain the connections between architecture, environment, and socio-cultural values in areas of both personal and public importance*

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

Each student will submit a group of sketches and analyses for various buildings and artifacts biweekly, 2 quizzes distributed on the semester, an essay, and a final examination by end of the semester. All student’s work will be uploaded to the blackboard. A representative sample of these assignments will be evaluated yearly by a rotating team of three department faculty who are not teaching this course in the same year. This team will use the below rubric to assess effectiveness of the course at achieving stated student learning outcomes.

The rubric will be scored on a 4-letter scale:

- A - Outstanding, 90-100%
- B- Commendable, 89-80%
- C- Competent, 79-70%
- F- Unacceptable, 0-69%

The department’s targets are:

- 90% of the work will score B or higher
- 50% of the work will score C or higher

**Rubric for assessing course learning objectives:**

<b>Explorations: Arts and Humanities subcategory SLOs</b>	<b>Assignment</b>	<b>F Unacceptable (does not meet basic expectations)</b>	<b>C Competent (meets basic expectations)</b>	<b>B Commendable (exceeds expectations)</b>	<b>A Outstanding (far exceeds expectations)</b>
<b>SLO 1: Understand the methods of science inquiry</b>	Essay - Sketches and written analyses	Written analyses demonstrate little understanding of how to identify and use reliable primary and secondary sources to analyze architectural artifacts/styles.	Written analyses demonstrate an ability to use objects, and to identify and use reliable images and text-based accounts, as primary and secondary sources to analyze architectural artifacts/styles.	Written analyses demonstrate an ability to use objects, and to identify and use reliable images and text-based accounts, as primary and secondary sources to identify and develop an argument about	Written analyses demonstrate an ability to use objects, and to identify and use reliable images and text-based accounts, as primary and secondary sources to identify and develop valid critical arguments about

				an architectural artifact/styles.	architectural artifacts/styles.
<b>SLO 2: Explain basic concepts and principles in one or more of the sciences</b>	Sketches and written analyses assignments – Essay	Sketches & written analyses demonstrate little or no understanding of the formal elements, principles, techniques, and vocabulary of architecture.	Sketches & written analyses demonstrate a use and basic understanding of formal elements, principles, techniques, and vocabulary of architecture.	Sketches & written analyses demonstrate the formal elements, principles, techniques, and vocabulary of architecture.	Sketches & written analyses demonstrate critical insight on the way architecture was designed and built.
<b>SLO 3: Apply scientific principles to interpret and make predictions in one or more of the sciences</b>	Essay - a question in each quiz and a question in the final exam will ask the students to predict the socio-cultural factors that impacted the creation of certain architectural style	Answers demonstrate little to no understanding of the ways in which the architectural design is related to the socio-cultural context.	Answers demonstrate basic understanding of the ways in which the architectural design is related to the socio-cultural context.	Answers fluently articulate the ways in which the architectural design is related to the socio-cultural context.	Answers demonstrate critical insight on the ways in which the architectural design is related to the socio-cultural context.
<b>SLO 4: Explain how scientific principles relate to issues of personal and/or public importance</b>	Essay – a question in the final exam	Answers demonstrate little to no understanding of the ways in which today’s architectural design is related to the current environmental, social, and economic factors that are also related to student’s own experiences in the built environment	Answers demonstrate basic understanding of the ways in which today’s architectural design is related to the current environmental, social, and economic factors that are also related to student’s own experiences in the built environment	Answers fluently articulate the ways in which today’s architectural design is related to the current environmental, social, and economic factors that are also related to student’s own experiences in the built environment	Answers demonstrate critical insight on the ways in which today’s architectural design is related to the current environmental, social, and economic factors that are also related to student’s own experiences in the built environment

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

The number of sections offered will be based on demand and section size, but we anticipate being able to offer at least 70 seats in this course each semester.

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

**Western Kentucky University**  
**School of Engineering and Applied Sciences**  
**AMS 180: Introduction to Architecture**

**Instructor:** O.E. Mansour

**Email:** oe.mansour@wku.edu

**Office:** EST 222

**Office Hours:** By appointment

**Phone:** 270-745-3367

**Pre-requisites/Co-requisites:** none

**Credit:** 3 hours

**Course Description:** AMS 180 is an introductory course to Architecture. It covers the basic concepts of building design and architectural theory of various architectural styles. The primary vehicle of investigation is the architectural artifacts of the built environment and the philosophical rationale behind the motivation for their creation

**Learning Objectives for Colonnade Program:** *This course fulfills the Colonnade Program's requirements for the Arts and Humanities subcategory of the Explorations Category. As part of that program, AMS 180 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*

**Upon successfully completing this class, you will be able to:**

- 1. Demonstrate an understanding of research methodology within the field of architectural design. It includes collecting and analyzing data to identify the best design approach and suitable form for certain building type with regards to the environment and society*
- 2. Explain the basic principles involved in architectural design, sustainable built environment, city planning, and building design technology.*
- 3. Apply the scientific principles used in architectural design to investigate the key design factors of a successful building*
- 4. Explain the connection between architecture, environment, and socio-cultural values in areas of both personal and public importance*

**Required Text Book:**

Ingersoll, R. (2018). *World architecture: a cross-cultural history*. Oxford University Press.

**Grading:**

Written analyses and sketch assignments 50%

Quizzes 15%

Essay 20%

Final Examination 15%

**Grades Breakdown:**

Outstanding, A – 90-100%

Commendable, B – 89-80%

Competent, C – 79-70%

Unacceptable, F – 0-69%

**Deadlines:**

Late work will drop one letter grade for each day that they are late. Grading for this course is based upon performance to a standard. Students are expected to put forth effort congruent with the highest scholastic standard.

**Tentative course schedule**

Weeks	Topics	Readings & Assignments	Learning Objectives	Points	Due Date
Week 1	Introduction	Readings: Chapters 1-3	SLO 1 – SLO 2	100	TBD
Week 2	1. Building design & architectural styles 2. What is architectural theory? 3. Reflections on the architecture of old civilizations	Sketch & written analyses assignment 1			
Week 3	4. Human aspects of the built environment	Readings: Chapters 4-6	SLO 1 – SLO 2	100	TBD
Week 4	5. Social & cultural dimensions of architecture 6. Reflections on the Greek and Roman architecture	Sketch & written analyses assignment 2			
	TBD	Quiz 1	SLO 3	100	TBD
Week 5	7. Social and cultural impact on building design	Readings: Chapters 6-9	SLO 1 – SLO 2	100	TBD
Week 6	8. Reflections on the architecture during the spread of Islam 9.	Sketch & written analyses assignment 3			

	TBD	Essay	SLO 1 - SLO 2 - SLO 3 - SLO 4	100	TBD
Week 7	10. Architecture as representation of the economy and available building technology 11. Reflections on the Gothic and Renaissance architecture	Readings: Chapters 10-12  Sketch & written analyses assignment 4	SLO 1 – SLO 2	100	TBD
Week 8					
Week 9	12. Industrializing architecture 13. Reflections on the architecture during the industrial revolution	Readings: Chapters 13-15  Sketch & written analyses assignment 5	SLO 1 – SLO 2	100	TBD
Week 10					
	TBD	Quiz 2	SLO 3	100	TBD
Week 11	14. Architecture as art 15. Reflections on the schools of architecture such as the Baeux-Arts, Arts and Crafts, and Art Nouveau)	Readings: Chapters 16-18  Sketch & written analyses assignment 6	SLO 1 – SLO 2	100	TBD
Week 12					
Week 13	16. Architecture adaptation, resilience, and sustainability 17. Reflections on the modern and postmodern architecture	Readings: Chapters 19-20  Sketch & written analyses assignment 7	SLO 1 – SLO 2	100	TBD
Week 14					
Week 15	Review	Readings: Review of chapters 1-20  Final Exam	SLO 3 SLO 4	100	TBD

**Title IX Misconduct/Assault Statement:**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).



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

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

**Ogden Student Course Attendance Statement:**

The faculty and staff of Ogden College of Science and Engineering are committed to providing you with learning experiences and opportunities. You must assume ownership of your education and be an active participant in the classroom and laboratory to take advantage of these opportunities. **Active participation requires you to attend.** Scientific studies have shown that attendance during scheduled classroom and laboratory meetings is directly correlated to your performance on assignments and exams and the potential to earn higher grades. Additionally, if you do not regularly attend class, you are missing important information about course topics, due dates, and assignment details that are crucial to your success in the course. Therefore, as a student enrolled in an Ogden course, you are expected to attend every class meeting and to inform your instructor regarding the reasons for any absences as soon as practical. **Your instructor may incorporate class attendance/participation as part of the grading criteria.**

**ADA Accommodation Statement:**

*In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.*

## **Colonnade Connections Course Proposal Systems Subcategory**

Proposal Contact Name, E-mail, and Phone: Kate Hudepohl, [kate.hudepohl@wku.edu](mailto:kate.hudepohl@wku.edu), 55295

College and Department: PCAL – Folk Studies and Anthropology      Proposal Date: August 22, 2019

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

- 1.1 Course prefix (subject area), number and title: ANTH 342 Peoples and Cultures of the Caribbean
- 1.2 Credit hours: 3
- 1.3 Prerequisites<sup>1</sup>: None
- 1.4 Crosslisted and/or equivalent courses (prefix and number): FLK 342 Peoples and Cultures of the Caribbean
- 1.5 Expected number of sections offered each semester/year: One section once a year in spring, more frequently if enrollment indicates sufficient demand.
- 1.6 Is this an existing course or a new course? Existing
- 1.7 Proposed implementation term: Spring 2020
- 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.): Bowling Green main campus

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

Examination of the variety of cultural practices and social conditions found in modern-day Caribbean societies with attention to historical roots. Topics include, but are not limited to, definition of the region, religious practices, festivals, economic practices, foodways, musical traditions, migration, and everyday social life and conditions.

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

This course examines modern-day cultural practices and beliefs found in Caribbean societies, including diaspora populations. Particular attention is paid to the historical roots of regional variation. System-level analysis is effective for helping understand patterns in cross-cultural practices and beliefs found among local communities through space and time. Students examine a range of topics, including religion, language, music, economics, health, and politics, considering them from various telescoping perspectives (local, regional, global; emic, etic; present past). Because of the wide range of types of systems considered at different levels, students engage both their depth of training (from their majors) and their breadth of experience (from Colonnade Foundation courses) to understand how systems of practice and belief are related, vary, and change through time. As part of the class, students develop and complete a library research paper focused on some aspect of the Caribbean that may otherwise be related to their particular interests, allowing students to apply content and skills learned in other disciplines.

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

**4. List the course goals (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes.** In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Systems subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze how systems evolve.	Throughout this course, students analyze how modern day practices and beliefs in the Caribbean are situated in particular historical and sociocultural contexts. For example, the changing profile of religious beliefs and practices in the Caribbean is due in part to waves of population movements into and out of the region: prehistoric indigenous settlers (Taino and Carib), early European colonizers (Spanish), indentured labor from Europe, later European colonizers (British, French), slaves from Africa, and the modern-day effects of globalization.
2. Compare the study of individual components to the analysis of entire systems.	Students use a comparative perspective to examine temporally- and geographically-based cultural variation. Detailed ethnographic studies of particular situations are used to understand how a given practice or belief illustrates patterns in the system (either as an exemplar or anomaly). For example, Rastafarianism, a religion developed in Jamaica in the 20 <sup>th</sup> Century can be examined as one of many religions that originated in the region and that system, in turn, can be compared to religions introduced by colonizers and migrants from other parts of the world (various permutations of Christianity, Islam, Judaism, Hinduism, etc.).
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Students learn about the impact of various systems on individual decision-making across the lifespan. For example, residents of Martinique, a French territory, frequently engage in a type of unorthodox, sometimes illegal, economic behavior called <i>debrouillardism</i> . The behavior is culturally valued as a type of cunning resistance (by the colonized) to the formal economic system (an institution imposed by colonizers). Individuals actively engage in <i>debrouillardism</i> as an expression of Creole identity and to express resistance to a biased system. It turns out that this value on “cleverness” is culturally resonant in other types of regional systems – calypso music (often includes double-entendres and veiled speech to convey political criticism) and everyday speech (men gain reputation through verbal dexterity).

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

- exhibit understanding of the historical roots of the region and its impact on current culture.
- demonstrate a basic knowledge of population migrations into and out of the region.
- demonstrate basic geographic knowledge of the region.

**6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*.** Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i> . Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
1. Analyze how systems evolve.	A question on the final exam will ask students to discuss change through time in a given system. For example, “using examples presented in course materials, discuss changing genres of music in the Anglophone Caribbean.”	20% of the exams will be sampled and the relevant question assessed according to the attached rubric. 70% should score a 3 or better. 30% should score a 2 or better.
2. Compare the study of individual components to the analysis of entire systems.	A question on the final exam will ask students to discuss specific ethnographic case studies as examples of the larger systems in which they are found. For example, “discuss central elements of Rastafarianism and how it illustrates a particular type of religion as categorized by Desmangles.”	20% of the exams will be sampled and assessed according to the attached rubric. 70% should score a 3 or better. 30% should score a 2 or better.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	A question on the final exam will ask about individual or community agency within the context of a particular system. For example, “define <i>debrouillardism</i> and discuss the context in which it occurs.”	20% of the exams will be sampled and the relevant question assessed according to the attached rubric. 70% should score a 3 or better. 30% should score a 2 or better.

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

The Department of Folk Studies and Anthropology will establish an assessment committee to evaluate the effectiveness of meeting the stated learning objectives for all colonnade classes. Each academic year, the committee will collect a random selection of research papers and examinations

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

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

The committee’s targets are:

70% of the work will score 3 or better.

30% of the work will score 2 or better.

Below is a sample of the holistic rubric that may be used to assess the Connections learning objectives for Anth/Flk 342:

	<b>1. EXCELLENT</b>	<b>2. GOOD</b>	<b>3. AVERAGE</b>	<b>4. POOR</b>
<b>1. Analyze how systems evolve</b>	<i>Critically analyzes and can provide detailed knowledge of the overall system and specific ethnographic examples chosen to illustrate change.</i>	<i>Meaningfully analyzes and can provide basic knowledge of the overall system and specific ethnographic examples chosen to illustrate change.</i>	<i>Demonstrates basic understanding of the overall system and provides some detail from supporting ethnographic examples.</i>	<i>Demonstrates a limited understanding of the overall system and provides little to no detail from supporting ethnographic examples.</i>
<b>2. Compare the study of individual components to the analysis of entire systems.</b>	<i>Demonstrates sophisticated understanding of how individual beliefs and practices relate to and are affected by larger systems.</i>	<i>Can meaningfully discuss how individual beliefs and practices relate to and are affected by larger systems.</i>	<i>Demonstrates basic understanding of how individual beliefs and practices relate to and are affected by larger systems.</i>	<i>Demonstrates a limited understanding of how individual beliefs and practices relate to and are affected by larger systems.</i>
<b>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself</b>	<i>Critically analyzes and demonstrates understanding of the interaction between system-level thinking and individual and group decision making.</i>	<i>Meaningfully analyzes and demonstrates understanding of the interaction between system-level thinking and individual and group decision making.</i>	<i>Demonstrates basic understanding of the interaction between system-level thinking and individual and group decision making.</i>	<i>Demonstrates limited understanding of the interaction between system-level thinking and individual and group decision making.</i>

**7. Evidence & Argument Artifact.** As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What

“artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

The research paper required for this course will function as the primary assessment artifact. In this assignment, students are required to describe and analyze a specific belief and or practice in the Caribbean either by evaluating it through an existing rubric (e.g. Desmangles typology of Caribbean religions) or comparing and contrasting it to other ethnographic examples. To complete this assignment students must review existing scholarship and generate analysis illuminating patterns and characteristics of their case study vis-à-vis other ethnographic examples.

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

## ANTH/FLK 342 Peoples and Cultures of the Caribbean

Dr. Kate Hudepohl  
Spring 2019  
Course Syllabus

**NOTE: The printed and amended course syllabus that is distributed in class (hard copy or via electronic Blackboard) is the ultimate authority for this class and supersedes information posted elsewhere.** The on-line *syllabus posted to TOPNET (“schedule of classes”)* is only a draft – do not bother to print that one. The complete, accurate course syllabus can be obtained from electronic Blackboard or from the professor. I reserve the right to make changes to the course and syllabus as I see fit at any point in the semester.

### I. Instructor Contact Information

Email: kate.hudepohl@wku.edu  
Office: FAC 278  
Office Hours: Monday 2:00 p.m. – 3:00 p.m.  
Wednesday 2:00 p.m. – 3:00 p.m.  
Friday 2:00 p.m. – 3:00 p.m.  
or by appointment

### II. Course Objectives

In a lecture and discussion-based format, students will learn how the Caribbean is both its own unique cultural and geographic area, but also how it is related to the rest of the Americas. The course focuses on the topics of cultural performance, religion, ethnicity and race, foodways, and current politics.

This course can be used to fulfill a requirement for the **Colonnade Program Connections – Systems Subcategory**.

Upon successful completion of the course, students should be able to:

ANTH/FLK 342 Peoples and Cultures of the Caribbean STUDENT LEARNING OUTCOMES	COLONNADE CONNECTIONS-Systems STUDENT LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• analyze how the Caribbean region as a whole and individual practices and beliefs have changed over time</li> </ul>	<ol style="list-style-type: none"> <li>1. analyze how systems evolve</li> </ol>

<ul style="list-style-type: none"> <li>compare specific kinds of beliefs and practices to each other and to the larger Caribbean region</li> </ul>	2. compare the study of individual components to the analysis of entire systems
<ul style="list-style-type: none"> <li>understand the influence that culture has on individual and group agency</li> </ul>	3. evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself
<ul style="list-style-type: none"> <li>exhibit understanding of the historical roots of the region and its impact on current culture</li> </ul>	
<ul style="list-style-type: none"> <li>demonstrate a basic knowledge of population migrations into and out of the region</li> </ul>	
<ul style="list-style-type: none"> <li>demonstrate basic geographic knowledge of the region</li> </ul>	

### III. Course Materials

#### TEXTS:

- (B) Browne, Katherine E. Creole Economics: Caribbean Cunning Under the French Flag  
ISBN: 0292705816 (4<sup>th</sup> edition)
- (H) Honychurch, Lennox In the Forests of Freedom: The Fighting Maroons of Dominica  
ISBN: 9780993108662
- (M) McAlister, Elizabeth Rara!: Vodou, Power, and Performance in Haiti and Its Diaspora  
ISBN: 0520228235 (2<sup>nd</sup> edition)
- (R) Roland, L. Kaifa Cuban Color in Tourism and *La Lucha*: An Ethnography of Racial Meanings ISBN: 9780199739660

**\*\*Make sure you purchase the correct editions.**

#### ARTICLES:

Available in Blackboard.

### IV. Course Policies

I reserve the right to make changes to the course and syllabus as I deem necessary.

**Attendance** and participation are a critical component of this course. As such, they account for a portion of your grade (see below). **It is your responsibility to make sure I know you are present.** I expect every student to arrive to class on time and prepared to discuss assigned readings. Students who miss class are responsible for obtaining lecture notes (from other students) and handouts (from the professor). You may miss **three days** of class before it starts to affect your grade. 7 points will be deducted from your final course grade for each day missed after the third absence. If you believe that your absence should not count against you due to extreme emergency or in the case of an official university activity, you must **provide me with appropriate written documentation (e.g. doctor's note) before I will consider excusing it.** If you miss a day of scheduled discussion, your absence may count against you twice. See the professor to determine if this can be made up. Students with excessive absences may be reported to Academic Advising. Participation includes contributing to class discussions and may include small homework assignments.

**The Centers for Disease Control and Prevention (CDC) recommends 4 main ways you may keep from getting sick with the flu:**

1. **Practice good hand hygiene** by washing your hands often with soap and water, especially after coughing or sneezing. Alcohol-based hand cleaners are also effective.
2. **Cover your mouth and nose with a tissue when you cough or sneeze.** If you don't have a tissue, cough or sneeze into your elbow or shoulder; not into your hands.
3. **Stay home or at your place of residence if you are sick** for at least 24 hours after you no longer have a fever (100 degrees Fahrenheit or 38 degrees Celsius) or signs of a fever (have chills, feel very warm, have a flushed appearance, or are sweating). This should be determined without the use of fever-reducing medications (any medicine that contains ibuprofen or acetaminophen). Staying away from others while sick can prevent others from getting sick too. Ask a roommate, friend, or family member to check up on you and to bring you food and supplies if needed.  
Students who receive medical treatment or are caregivers for their ill children should provide me with written documentation so the absence will be excused. For students without medical insurance, you should use wisely your three penalty-free opportunities to miss class without an excuse. I strongly recommend that you "save" these days in case you or your children become ill.
4. **Talk to your health care provider** to find out if you should be vaccinated for seasonal flu and/or 2009 H1N1 flu. Information about 2009 H1N1 flu vaccination can be found at: [www.cdc.gov/h1n1flu/vaccination](http://www.cdc.gov/h1n1flu/vaccination). Information about seasonal flu vaccine can be found at: [www.cdc.gov/flu/protect/keyfacts.htm](http://www.cdc.gov/flu/protect/keyfacts.htm).

**Laptops/tablets/cell phones:** Students are permitted to use laptops and tablets **for the purpose of taking course notes**. Laptop privilege will be revoked if a student uses it for other purposes.

**Cell phones:** Cell phones must be turned off and stowed out of sight for the entire class. Students using a cell phone during class may be asked to leave and will lose attendance credit for that day. Students touching a cell phone during an exam will be given a "0" for the exam grade.

**Recording the class:** Students **may not record this course in any fashion** for any reason. This prohibition includes but is not limited to audio recording, video recording, and transcription aids. Learning how to take good lecture notes is important. If you have a disability that prevents you from taking notes, see the "disability accommodation" section below. If you record this class without SARC request or written permission of the instructor you will receive an "F" for the course.

**Academic Dishonesty:** Students are expected to adhere to the **honor code and plagiarism** rules of Western Kentucky University. See the Student Handbook for what constitutes academic dishonesty and consequences (<https://www.wku.edu/handbook/>). A good summary about plagiarism specifically can be found here: <http://people.wku.edu/jan.garrett/dptengpl.htm> Instances of actual or suspected academic dishonesty may be reported to the Office of Student Conduct and may result in a failing grade for the course.

**Incomplete:** I absolutely will not even consider granting an incomplete for the course or a withdrawal after the deadline without written documentation of serious and severe personal problem(s). Even then, I may not allow it.

**Disability accommodation:** 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.

### **Writing Center Assistance**

The Writing Center has locations in Cherry Hall 123 and in the Commons at Cravens Library on the Bowling Green campus. The Glasgow Writing Center is located in room 163 on the Glasgow campus. The Writing



Center also offers online consultations for students who live at a distance or who cannot visit during our operating hours. 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 on 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. More information about the Glasgow Writing Center hours can be found at the website: <http://www.wku.edu/glasgow/writingcenter.php>

### **Title IX Procedures**

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

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

*Discrimination and Harassment Policy (#0.2040) at*

[https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

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

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

### **V. Determination of Course Grade**

Your grade will be based on the following tests and assignments:

Test 1	20%	40 points
Test 2	20%	40 points
Test 3	20 %	40 points
Discussion	15%	30 points
Research paper	25%	50 points
<b>TOTAL:</b>	<b>100%</b>	<b>200 points</b>

**\*\*Per course policy stated above, more than 3 unexcused absences will negatively affect your final course grade.**

## VI. Schedule of Topics and Assignments

<b>Date</b>	<b>Topics and Assignments</b>	<b>Readings</b>
1/21	<b>MLK HOLIDAY</b>	
1/23	Intro to Class	H:1-4
1/25	Defining the Caribbean	
<b>Date</b>	<b>Topics and Assignments</b>	<b>Readings</b>
1/28	European Colonization	H:5-8
1/30	European Colonization	
2/1	European Colonization/ <b>Discuss H:1-8</b>	
2/4	Indigenous Caribbean	H:9-12; Forté
2/6	Indigenous Caribbean	
2/8	<i>Garifuna Journey</i>	
2/11	Maroon Communities	H:13-16
2/13	<b>Discuss H:9-16</b>	
2/15	<b>Test 1</b>	
2/18	Music Traditions in the Caribbean	B:1-2
2/20	Music Traditions in the Caribbean	
2/22	Music Traditions in the Caribbean	
2/25	Music Traditions in the Caribbean	B:3-4
2/27	<i>Buena Vista Social Club</i>	
3/1	<i>Buena Vista Social Club</i>	
3/4	<b>Spring Break</b>	
3/6	<b>Spring Break</b>	
3/8	<b>Spring Break</b>	
3/11	Intro to Browne	B:5-6
3/13	<i>Sugar Cane Alley</i>	
3/15	<i>Sugar Cane Alley</i>	
3/18	Discuss Browne	B: 7-epilogue
3/20	Discuss Browne	
3/22	<b>Test 2</b>	
3/25	Intro to McAlister/Haiti, Past and Present	Mc:Intro-2
3/27	Haiti, Past and Present	
3/29	Haiti Past and Present	
4/1	Religious Traditions in the Caribbean	Mc:3-5
4/3	Religious Traditions in the Caribbean	
4/5	Religious Traditions in the Caribbean	
4/8	<b>Discuss McAlister</b>	Mc:6-7
4/10	<i>Fire in Babylon</i>	
4/12	<i>Fire in Babylon</i>	

<b>Date</b>	<b>Topics and Assignments</b>	<b>Readings</b>
4/15	Ethnomedicine	Wendoja; Quinlan
4/17	Ethnomedicine	R:1-2
4/19	Ethnomedicine	
4/22	Intro to Roland	R:3-4
4/24	Tourism and Identity	
4/26	Tourism and Identity	
4/29	Tourism and Identity	R:5-epilogue
5/1	<b>Discuss Themes in Class/Roland</b>	
5/3	<b>Discuss Themes in Class/Roland</b>	

**Final Exam: Tuesday, May 7th, 10:30 a.m. – 12:30 p.m.**

## Colonnade Connections Course Proposal Social and Cultural Subcategory

Proposal Contact Name, E-mail, and Phone: Roger Murphy, [roger.murphy@wku.edu](mailto:roger.murphy@wku.edu), 745-2890  
College and Department: Potter College, Political Science Proposal Date: 10/7/19

### 1. Course Details:

- 1.1 Course prefix (subject area), number and title: PS457 Theories of War and Peace in International Relations
- 1.2 Credit hours: 3
- 1.3 Prerequisites<sup>2</sup>: None
- 1.4 Crosslisted and/or equivalent courses (prefix and number): None
- 1.5 Expected number of sections offered each semester/year: At least one every other academic year, or if demand necessitates, once every academic year.
- 1.6 Is this an existing course or a new course? Existing
- 1.7 Proposed implementation term? Spring 2020
- 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Bowling Green main campus.

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

This course will increase student awareness of the causes of war and the various theoretical perspectives that seek to explain and predict the outbreak of war and the chances for peace. Students will subject these theories to critical analysis and evaluation and be able to identify patterns and similarities between wars and war termination. Students will become better equipped to evaluate government policies, the conduct and objectives of war and the nature of international relations. Students will develop the tools necessary to examine the complexities of issues of war and peace and distinguish between the immediate causes of particular conflicts and their underlying causes.

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

I contend that there are several factors which make this course a capstone learning experience. The purpose of the course is not to examine the immediate causes of particular wars but the underlying causes in the hope that through a greater understanding of the nature of war students will be able to evaluate the choices facing governments and individuals when the possibility of conflict occurs. In the second part of the course students will analyze approaches to war termination and evaluate the possibilities of peace in the international system. The issues of war and peace are relevant for all students and an understanding of the causes of war promotes the university's mission both to promote global awareness and responsible citizenship. The course provide a capstone learning experience as students will read a broad range of works on war and peace from a variety of different disciplines. Students begin by examining the major theoretical perspectives in International Relations literature (realism, idealism and liberalism). They will then focus on psychological, cultural and individual approaches that lead people to engage in conflict. The focus of the course then turns to issues of ideology and nationalism, governmental systems and institutions, economic theories, geopolitical factors and the role of technology. In the second part of the course readings focus on the possibility of achieving negative peace (war prevention) through international organizations, norms and regimes. Issues of personal responsibility and participation in conflict are then considered and finally the course focuses on positive peace and the role of religion, human rights and equality in war avoidance. The scope of the material covered in the

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

course crosses multiple disciplines to examine a form of human behavior that has a major impact on the international system.

**4. List the course goals (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes.** In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Social and Cultural subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

<b>Connections Student Learning Outcomes</b>	<b>How does the course meet these learning outcomes? (Align course goals to Connections SLOs)</b>
<i>Example: 1. Analyze the development of self in relation to others and society.</i>	<i>Example: Students will consider various theories of vice that examine how one's background (including one's culture) and situational influences contribute to the development of character. For example, students will discuss possible cultural and societal influences of tragedies such as the Holocaust and the Rwandan Genocide as well as the impact of traumatic experiences in childhood on a person's development. Students will analyze both how bad individuals come to power as well as how groups interact in the face of evil.</i>
1. Analyze the development of self in relation to others and society.	This course examines the various factors that lead to the outbreak of conflict in the international system. Students will discuss psychological, cultural and societal influences on the outbreak of war, of the role played by forms of identity and the type of government in conflict and on the various ways that these factors can lead to conflict prevention.
2. Examine diverse values that form civically engaged and informed members of society.	In the study of war and peace, several diverse values and perspectives are examined as to their impact and influence on conflict. For example, students will examine issues such as government type (democracy versus non-democratic forms of government) and spending (the impact or existence of a military industrial complex). They will also examine the role of competing ideologies, of different economic systems, religious identity and civic versus ethnic forms of national identity in the outbreak of war and for the possibilities of peace.
3. Evaluate solutions to real-world social and cultural problems.	The human misery, economic dislocations, political ramifications and environmental impact of conflict are so significant there are few issues more pressing than an examination of the causes of war and of prospects for achieving peace in the international system.

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

Students will subject these theories of war to critical analysis and evaluation and be able to identify patterns and similarities between wars and war termination.

Students will become better equipped to evaluate government policies and examine the role of political, cultural and economic factors in the outbreak of war.

Students will develop the tools necessary to examine the complexities of issues of war and peace and distinguish between the immediate causes of particular conflicts and their underlying causes.

Students will be able to distinguish between negative peace and positive peace.

**6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*.** Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

<p><b>Connections Student Learning Outcomes</b></p>	<p><b>Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i>. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.</b></p>	<p><b>Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.</b></p>
<p><i>Example: Analyze the development of self in relation to others and society.</i></p>	<p><i>The 7-10 page final paper is the artifact for assessment. See attached syllabus for details of the final paper assignment.</i></p>	<p><i>Example: Because this course is offered only once per semester, with only 25 enrolled, a 50% sample will be randomly selected from all students who complete the course in a single academic year. Two faculty members, one who regularly teaches the course and one who does not, will individually evaluate the final paper using the Connections rubric attached to this application, which provides an individual rating for each Connections SLO as well as an overall rating. The initial goal will be that 70% of students are rated as “Milestone 2” for each Connections SLO, and no student is rated at “Benchmark” for each Connections SLO. Additionally, an overall rating of Milestone 2 for 85% of students is desired. Assessment goals will be revisited after an initial three-year cycle. The three-year cycle will also be used to accumulate enough assessment data to make meaningful comparisons between Bowling Green campus, IVS-Glasgow, IVS Elizabethtown, and IVS Owensboro student learning experiences.</i></p>
<p>1. Analyze the development of self in relation to others and society.</p>	<p>Students are required in their examinations to illustrate a thorough understanding of the role played by individual, cultural, political and economic factors in the outbreak of war.</p>	<p>A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.</p>
<p>2. Examine diverse values that form civically engaged and informed members of society.</p>	<p>The readings and lectures provide different viewpoints, theoretical perspectives and arguments of the influence of particular forms of national identity, government and economic system on war and peace. The examinations will require students to evaluate these diverse perspectives and the research paper requires students to identify the significance of particular factors in the</p>	<p>A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.</p>

	initiation or termination of a chosen conflict.	
3. Evaluate solutions to real-world social and cultural problems.	Students will also write two reflections (on positive and negative peace) to examine and evaluate their utility for war prevention.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.

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

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

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

The committee's targets are:

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

Social and Cultural Connections Learning Objectives	Criteria			
	<b>1</b> <b>Poor</b> (does not meet basic expectations)	<b>2</b> <b>Average</b> (meets basic expectations)	<b>3</b> <b>Good</b> (exceeds expectations)	<b>4</b> <b>Outstanding</b> (far exceeds expectations)
Analyze the development of self in relation to others and society.	Lists evidence, but it is not organized and/or is unrelated to theories of the outbreak of conflict and the establishment of peace.	Organizes evidence, but the organization is not effective in revealing connections related to theories of the outbreak of conflict and the establishment of peace.	Organizes evidence to reveal connections related to theories of the outbreak of conflict and the establishment of peace.	Organizes and synthesizes evidence to reveal insightful connections related to theories of the outbreak of conflict and the establishment of peace.
<b>Examine diverse values that form civically engaged and informed members of society.</b>	Has a very limited understanding of competing social, cultural, economic and political perspectives.	Has a basic understanding of competing social, cultural, economic and political perspectives.	Can meaningfully discuss competing social, cultural, economic and political perspectives.	Demonstrates sophisticated understanding of competing social, cultural, economic and political perspectives.
<b>Evaluate solutions to real-world social and cultural problems.</b>	Exhibits very superficial understanding of perspectives and approaches to peace.	Exhibits a basic understanding of perspectives and approaches to peace.	Meaningfully evaluates the potential contribution of perspectives and approaches to peace.	Demonstrates a nuanced and well-developed analysis and advanced evaluation of perspectives and approaches to peace.

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

The research paper required for this course will function as the primary assessment artifact. In this assignment, students are required to identify the initiation of a particular conflict, a central decision in that conflict or the termination of a particular conflict. Students will then utilize appropriate theoretical perspectives to explain their chosen topic, evaluating the utility of each chosen approach and identify the limitations of those chosen.

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



Political Science 457 – War and Peace  
Dr. Murphy  
Colonnade Connections Category: Social and Cultural

Grise Hall 344, T-TH 2:20-3:40

Office: Grise Hall 308

Office Hours: T, TH 12:45-2:15 or by appointment

Office Phone: 745-2890

E-Mail: [roger.murphy@wku.edu](mailto:roger.murphy@wku.edu)

This course examines the various perspectives that attempt to explain the condition of war. Students will examine theories that define war as a condition of the international system, of the relationship between states, as a result of economic conditions, of clashing ideologies, of geopolitical factors or as a result of human nature. Once we have examined these various perspectives we will shift our attention to the various approaches to peace. This course will primarily be theoretical in nature. However, students should familiarize themselves with some historical reading on the outbreak of major wars and current events.

The purpose of the course is not to examine the immediate causes of particular wars but the underlying causes in the hope that through a greater understanding of the nature of war students will be able to evaluate the choices facing governments and individuals when the possibility of conflict occurs. In the second part of the course students will analyze approaches to war termination and evaluate the possibilities of peace in the international system. The issues of war and peace are relevant for all students and an understanding of the causes of war promotes the university's mission both to promote global awareness and responsible citizenship. Students will read a broad range of works on war and peace from a variety of different disciplines. Students begin by examining the major theoretical perspectives in International Relations literature (realism, idealism and liberalism). They will then focus on psychological, cultural and individual approaches that lead people to engage in conflict. The focus of the course then turns to issues of ideology and nationalism, governmental systems and institutions, economic theories, geopolitical factors and the role of technology. In the second part of the course, readings focus on the possibility of achieving negative peace (war prevention) through international organizations, norms and regimes. Issues of personal responsibility and participation in conflict are then considered and finally the course focuses on positive peace and the role of religion, human rights and equality in war avoidance. The scope of the material covered in the course crosses multiple disciplines to examine a form of human behavior that has a major impact on the international system.

Required Textbooks

Richard K. Betts, editor, *Conflict After the Cold War*, 4th Edition

David P. Barash, editor, *Approaches to Peace*, 2<sup>nd</sup> Edition

Colonnade

**This course satisfies the requirements for the Social and Cultural subcategory for Colonnade Connections.** Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. Courses will consider the ethical questions and shared cultural values that shape societal norms and behaviors, the independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs. Students who complete this course will:

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

### Additional Student Learning Outcomes

- Students will subject these theories of war to critical analysis and evaluation and be able to identify patterns and similarities between wars and war termination.
- Students will become better equipped to evaluate government policies and examine the role of political, cultural and economic factors in the outbreak of war.
- Students will develop the tools necessary to examine the complexities of issues of war and peace and distinguish between the immediate causes of particular conflicts and their underlying causes.
- Students will be able to distinguish between negative peace and positive peace.

### Course Requirements

There will be two midterms and a final in this course. These examinations will consist of essay questions. Make-up examinations will not be given without the **prior** approval of the instructor. Students will also write a paper using current events to critique selected theories of war and peace. Details of the paper will be handed out later in the semester. Two reflection pieces will also be required. They will cover both negative and positive peace. Details will be handed out later in the semester.

#### Grading:

Examination 1	20%
Examination 2	20%
Paper	20%
Reflection pieces on peace (2)	20%
Final	20%

Grading Scale: A = 90% or higher, B = 80-89%, C = 70-79%, D = 60-69%, F = 59% or lower.

**Class Participation and Attendance:** Attendance and prior reading of assignments is required for this course as discussion will be a key element of the course. Although not a formal part of the grading procedure, class participation will be taken into consideration for those students with borderline grades.

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office of Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 V/TDD.

Any form of academic dishonesty, such as cheating or plagiarism will not be tolerated. Students found guilty of such practices will receive a zero for the work in question and also be subject to further university disciplinary procedures.

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Title IX Policies Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) (<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf>) and Discrimination and Harassment Policy (#0.2040) at ([https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf)). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/ or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

### Course Schedule

<u>Week One</u>	Realism (Thucydides, Machiavelli, Hobbes, Carr, Waltz, Gilpin, Blainey)
<u>Week Two</u>	International Liberalism (Kant, Bull, Keohane and Nye, Mueller) Fukuyama versus Mearsheimer (Betts Part I)
<u>Week Three</u>	Psychology (James, Freud, Fornari, Mead, Wendt, Finnemore, Lorenz, Hedges)
<u>Week Four</u>	Culture (Betts: Huntington) Feminism (Barash: Reardon)
<u>Week Five</u>	Economics (Betts: Machiavelli, Angell, Blainey, Zakaria) Capitalism and Imperialism (Betts: Lenin, Schumpeter; Barash: Sumner, Galtung) Trade (Betts: Waltz, Rosecrance)
<u>Week Six</u>	Ideology (Betts: Part VII; Barash: Boulding, Klare, Havel)
<u>Week Seven</u>	Decision Making (Barash: Janis, Howard)
<u>Week Eight</u>	Arms Races & Technology (Betts: Part VIII)
<u>Week Nine</u>	Geopolitics (Weiner, Cooley, Homer-Dixon)
<u>Week Ten</u>	Unconventional Warfare (Betts Part IX)
<u>Week Eleven</u>	Negative Peace (Barash Chapter 2, James, Schell)
<u>Week Twelve</u>	Positive Peace (Barash Chapter 3, Leopold, Freire)
<u>Week Thirteen</u>	Nonviolence (Barash Chapter 5, King Jr., Thoreau, Tolstoy, Vincent Millay, Camus, Ghandi)
<u>Week Fourteen</u>	Religious Inspiration? (Barash Chapter 6)
<u>Week Fifteen</u>	From War to Peace (Kennedy and Hitchcock)

## Colonnade Program Course Proposal: Explorations Category

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

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

#### **A. Arts and Humanities (3 hours)**

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

Students will demonstrate the ability to:

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

#### **B. Social and Behavioral Sciences (3 hours)**

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

Students will demonstrate the ability to:

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

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

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

Students will demonstrate the ability to:

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

~~Please complete the following and return electronically to [colonnadeplan@wku.edu](mailto:colonnadeplan@wku.edu).~~  
**Please complete the following and return electronically to the current chair of the Colonnade Committee, as listed on the Faculty Senate website.**

### **Colonnade Explorations Course Proposal**

Proposal Contact Name, E-mail, and Phone:

College and Department:

Proposal Date:

#### **1. Course Details;**

- 1.1 Course prefix (subject area), number and title:
- 1.2 Explorations sub-category (Arts & Humanities, Social & Behavioral Sciences; Natural & Physical Sciences):
- 1.3 Credit hours:
- 1.4 Prerequisites<sup>1</sup>:
- 1.5 Equivalent courses (prefix and number):
- 1.6 Expected number of sections offered each semester/year:
- 1.7 Is this an existing course or a new course?
- 1.8 Proposed implementation term?
- 1.9 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.)

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

**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)**

**32. 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.**

**43. 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.**

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

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

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

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

