

WKU FACULTY SENATE: December 10, 2020
Colonnade/General Education Committee Report: 11/10/2020

Julia Shadoan, Chair

Senate Recommendation 2020-12-01 Colonnade General Education
Committee Report 11.10.20

Colonnade General Education Committee Report

University Senate

November 10, 2020

Action Items

Course Proposals and Syllabi Attached

Approval of:

1. New Course Proposal: College of Health & Human Services, School of Kinesiology, Recreation & Sport, Interpreting America's National Parks (REC 434)
2. New Course Proposal: Department of Public Health, College of Health & Human Services, Healthcare Literacy (HCA120)
3. New Course Proposal: Department of Modern Languages, Potter College of Arts & Letters, Identity in German Cinema (GERM 369)
4. New Course Proposal: Philosophy & Religion, PCAL, Social Ethics (PHIL 323)

Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact Name, E-mail, and Phone: Eric Knackmuhs, eric.knackmuhs@wku.edu, and 270-745-4680

College and Department: CHHS, School of Kinesiology, Recreation & Sport

Proposal Date: 11/2/20

1. Course Details:

- 1.1 Course prefix (subject area), number and title: Interpreting America's National Parks
Note: This is a new course title approved by the Undergraduate Curriculum Committee (UCC) on October 20th. Old title: Resource Interpretation.
- 1.2 Credit hours: 3
- 1.3 Prerequisites¹: None
- 1.4 Crosslisted and/or equivalent courses (prefix and number): None
- 1.5 Expected number of sections offered each semester/year: 2
- 1.6 Is this an existing course or a new course? Existing
- 1.7 Proposed implementation term: Summer 2021
- 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Bowling Green main campus and online.

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

Interpretation, in this context, refers not to language translation, but to the work of park rangers, tour guides, and docents in parks and other leisure settings. Interpretation is a communication process that seeks to forge intellectual and emotional connections between visitors and natural, cultural, and/or historic resources.

The focus of this course is on interpretation in, and of, National Parks. Students will learn how to research, develop, and deliver an interpretive program about a National Park of their choosing. We will also go beyond the development of these skills to analyze the National Park System itself. Students will learn how the system evolved, the role different types of park units play, and how interpretation is a vital component of a sustainable park system. Lastly, we will investigate some of the key challenges (e.g. diversity, equity, & inclusion, climate change, overcrowding) the National Park System must overcome to live up to its reputation as "America's Best Idea."

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 National Park System preserves America's natural, cultural, and historic resources. Students will build on their earlier learning experiences in Foundations and Explorations courses in the natural sciences, history, and humanities to understand what the National Park Service does and how it operates. They will further develop the reading, writing, researching, and public speaking skills developed in Foundations courses. This course will culminate in a national park report that requires students to draw upon the knowledge and skill gained in these earlier courses to analyze and articulate how the National Park System evolved, how a specific National Park Service unit fits in with the system as a whole, and how interpretation ensures the sustainability of the system itself. This project will demonstrate how

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

students have achieved Colonnade learning objective 4a. “Synthesis and advanced accomplishments across general and specialized studies.”

Through this project, and other assignments, students will achieve several additional Colonnade learning objectives. They will need “1c. An understanding of the scientific method and a knowledge of natural science and its relevance in our lives” in order to develop and deliver an interpretive program on the natural resources of a national park unit. The essence of interpretation is relevance so explaining the relevance of natural science in our lives will be inherent in any good program. Likewise, in interpreting cultural and historic resources, “1d. A historical perspective and an understanding of connections between past and present” will be demonstrated.

Researching their park and developing the interpretive program will enhance “2a. The capacity for critical and logical thinking” as they analyze and explain how their park fits in the system and require “2b. Proficiency in reading, writing, and speaking.” Lastly, by investigating the societal factors that led to the creation of the National Parks, the National Park Service, and the evolution of the National Park System, students will demonstrate “3a. An understanding of society and human behavior.”

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.	This course will trace the evolution of the National Park System from its early days of preserving large expanses of wilderness in the American West to a more diverse collection of natural, cultural, and historic sites spread across all 50 states and 5 U.S. territories. Students will learn how National Parks existed for decades before the creation of the National Park Service and how management of these parks evolved from nothing, to a piecemeal approach, to a visitor only-centered approach, and finally to a systems approach that factors in impacts to and interactions between flora, fauna, and people. Focus will also be on how the role of interpretation changed with shifting management priorities as the system developed.
2. Compare the study of individual components to the analysis of entire systems.	Students will learn how individual units in the National Park System each occupy a unique role, and collectively, tell a complete story of America’s natural, cultural, and historic resources. For example, students will learn how National Parks, National Recreation Areas, National Monuments, National Historic Sites, and other designations differ in how and why they are created, how management objectives are prioritized differently, and how the content of interpretive programming differs. Students will see how each type of park unit and even each individual unit is like an individual square of a patchwork quilt that is the National Park System.

<p>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.</p>	<p>Students will apply system-level thinking in three ways.</p> <p>1.) Through readings and in-class discussion/activities, students will learn how legislation, executive orders, and management decisions at the federal level impact the operations of each unit within the National Park System. For example, an executive order requiring all public lands to develop off-road driving regulations led to each park creating management plans that balance the needs of off-road vehicle users, other users, wildlife, and plants.</p> <p>2.) The National Park Service continues to evolve to tell a more inclusive story of America. As visitors remain majority white, the US population is shifting towards majority non-white. Therefore, the National Park System is not sustainable unless it becomes more relevant to non-white audiences. Students will read and participate in discussions on the extent to which new units and initiatives in the system succeed or fail to make the national parks more relevant.</p> <p>3.) Students will examine the role of interpretation in sustaining the national park system. Interpreters' role is to connect the components of the park system (visitors, natural resources, cultural meanings, the National Park Service) through educational programs. Students will develop and deliver an interpretive program and reflect upon its role in sustaining the system. For example, interpretive programs seek to provide an opportunity for visitors to make intellectual and emotional connections to the park and foster stewardship of its resources.</p>
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5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

- a. Determine appropriate methods for performing primary research on identified topic areas.
- b. Plan and present interpretive programs and products using appropriate skills and techniques.
- c. Evaluate interpretive effectiveness through site visits, self-reflection and/or other activities.
- d. Exhibit proficiency in peer coaching.

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.

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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.	The “National Park Report” will be the artifact. For this assignment, students will choose one of the 419 National Park units to study. There will be three sections corresponding to these three learning outcomes. Section 1 will be a written analysis of how the National Park System evolved from the earliest designations of federally protected land, to the designation of the student’s chosen park unit, to the present day. Section 2 will explain how the student’s chosen park came to be part of the system and the role it plays. Section 3 will be a reflection on how the student’s interpretive program (a separate assignment) and interpretation in general could succeed in creating future stewards of the national parks, thus sustaining the system itself.	A random selection of 20% of National Park Reports will be assessed each year using the rubric below.
2. Compare the study of individual components to the analysis of entire systems.	The National Park Report	A random selection of 20% of National Park Reports will be assessed each year using the rubric below.

3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	The National Park Report	A random selection of 20% of National Park Reports will be assessed each year using the rubric below.
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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.

Learning outcome	Excellent	Good	Fair	Poor
Analyze how systems evolve.	The report clearly articulates all the relevant events, individuals, and trends that led to the creation and evolution of the National Park System.	The report clearly articulates some of the relevant events, individuals, and trends that led to the creation and evolution of the National Park System.	The report articulates only a few of the relevant events, individuals, and trends that led to the creation and evolution of the National Park System and/or clarity could be improved.	The student fails to identify many of the relevant events, individuals, and trends that led to the creation and evolution of the National Park System.
Compare the study of individual components to the analysis of entire systems.	The report provides a clear, detailed, and well-researched explanation for how and why the national park unit was established and the role it has played in the larger system.	The report provides an explanation for how and why the national park unit was established and the role it has played in the larger system but research, clarity and/or level of detail could be improved.	The explanation for how and why the national park unit was established and the role it has played in the larger system is covered only superficially.	The explanation does not demonstrate an understanding of how and why the national park unit was established and the role it has played in the larger system.

<p>Evaluate how system-level thinking informs the sustainability of the system itself.</p>	<p>The student's reflection demonstrates deep thought on the ways in which interpretation plays a role in sustaining the National Park System. Specific examples from course content and personal philosophy are well-explained.</p>	<p>The student's reflection demonstrates they've thought about the ways in which interpretation plays a role in sustaining the National Park System but specific examples from course content and personal philosophy could be expanded upon to demonstrate deeper thought.</p>	<p>The student's reflection demonstrates only superficial thought on the ways in which interpretation plays a role in sustaining the National Park System but specific examples from course content and personal philosophy could be expanded upon.</p>	<p>The student's reflection does not demonstrate an understanding of the ways in which interpretation plays a role in sustaining the National Park System.</p>
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7. Evidence & Argument Artifact. As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

The National Park Report will be provided as the artifact in support of Evidence & Argument Assessment.

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.

REC 434: Interpreting America's National Parks

Course Syllabus

Western Kentucky University
College of Health & Human Services
School of Kinesiology, Recreation, and Sport

Instructor: Eric Knackmuhs, Ph.D., Assistant Professor

Office Hours: Via Zoom, phone, and email, MTWRF: 11 am - 1 pm, and by appointment

Office Location: Diddle Arena, Room 2023

Email: eric.knackmuhs@wku.edu

Office Telephone: (270) 745-4680

Classroom: Online via Zoom

Class Meetings: TBD

Catalog Description

Explores interpretive approaches to natural, cultural, and historical resources in leisure settings. principles, philosophies, and techniques of resource interpretation are studied. Emphasizes practice and development of presentation skills. Includes design of interpretive products potentially including, but not limited to, exhibits, media, and brochures. Students are responsible for their own transportation to off-campus meetings.

Course Objectives

Upon completion of this course each student should be able to:

1. Analyze how the national park system evolved.
2. Compare the study of an individual national park to the analysis of entire national park system.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the national park system itself.
4. Determine appropriate methods for performing primary research on identified topic areas.
5. Plan and present interpretive programs and products using appropriate skills and techniques.
6. Evaluate interpretive effectiveness through site visits, self-reflection and/or other activities.
7. Exhibit proficiency in peer coaching.

This course also addresses WKU's Quality Enhancement Plan:

Evidence & Argument, WKU's Quality Enhancement Plan (QEP), articulates a single student learning goal, namely that WKU students will bring evidence and argument to life through written, oral, and visual means. Students will apply and adapt this learning to their professional, social, and personal lives.

This goal is linked to three student learning outcomes:

1. WKU students will demonstrate the ability to gather sound and relevant evidence to address an issue (*Evidence-Gathering*)

2. WKU students will demonstrate the ability to analyze and synthesize the assembled evidence. (*Sense-Making*)

3. WKU students will demonstrate the ability to articulate a logical and supported argument based on this analysis. (*Argumentation*)

Required Books

Tilden, F. (2008). *Interpreting our heritage* (4th ed.). Chapel Hill, NC: The University of North Carolina Press.

Manning, R., Diamant, R., Mitchell, N. & Harmon, D. (2016). *A Thinking Person's Guide to America's National Parks*. New York: George Braziller Publishers.

Additional readings will be posted to Blackboard and listed in the Course Schedule.

Course Policies and Expectations

Blackboard

This course uses Blackboard to communicate with students as well as post important documents (i.e., announcements, assignments, etc.). It is your responsibility to check Blackboard on a regular basis for updates. If you ever encounter difficulty using Blackboard contact the IT Helpdesk at <https://www.wku.edu/it/chat/> or 270-745-7000.

Communication

Communication will become more important than ever. Please email me any questions, comments, or concerns you have about anything as soon as you can. Likewise, I will do my best to communicate important info like assignment instructions via Blackboard announcements and email as well as in our Zoom class meetings.

What I expect of you

I expect everyone to do their best under the circumstances. Everyone's circumstances are different please communicate with me. Let me know the challenges you face so we can work together to overcome them. Make sure you are taking care of yourself physically and mentally as you try to balance school with other obligations, challenges, and sources of stress. Let me know what problems you are having, however small (or large) you may think they are. If we all do our best to communicate early and often we can still have a rewarding and engaging learning experience!

Assignments

Detailed instructions and guidelines for each assignment will be given in class and posted to Blackboard throughout the semester. Below is a brief overview of each.

Engagement

To promote an engaging online experience and enhance learning, students will complete graded in-class activities. These may include but are not limited to workshopping interpretive

techniques, online/in-class quizzes, reading questions, small group work, discussion board questions, and class participation. Occasionally, an “in-class” activity may be assigned as a short homework assignment due at the beginning of the next class period. **In addition, the instructor will evaluate each student’s level of engagement throughout the semester.**

Discussion Board

Students will be responsible for posting to the Blackboard Discussion Board on a regular basis in response to questions posed.

Interpretive Program

A major project this semester will be researching, developing, and delivering your own original interpretive program. This project will include writing a research “paper”, completing a theme planning worksheet, and writing a program outline.

Theme Planning Worksheet (15 pts)

The interpretive theme is critical to transforming an informational talk into an engaging story that is relevant to your audience. You will complete a theme planning worksheet to assist with this process.

Program Outline (35 pts)

The program outline is a planning and organizational tool designed to demonstrate your preparedness to deliver your interpretive program.

Program Delivery (100 pts)

At the end of the semester each student will present their interpretive program “in-class” via Zoom or recorded video. Details will be negotiated between the instructor and each student.

ProValens Web Courses

Students will complete two ProValens Web Courses: Foundations of Interpretation and How to Prepare an Interpretive Program that are offered online for free.

National Park Report

For this assignment, students will choose a National Park unit to study. There are 419 individual NPS units you can choose from but only one student will be allowed per unit. See <https://www.nps.gov/aboutus/national-park-system.htm> for a complete list. There will be three sections in this report. Section 1 will be a written analysis of how the National Park System evolved from the earliest designations of federally protected land, to the designation of the student’s chosen park unit, to the present day. Section 2 will explain how the student’s chosen park came to be part of the system and the role it plays. Section 3 will be a reflection on how the student’s interpretive program (a separate assignment) and interpretation in general could succeed in creating future stewards of the national parks, thus sustaining the system itself.

Grading

Engagement	100 pts
Discussion Board	100 pts
ProValens Web Courses (2 x 25 pts)	50 pts
National Park Report	200 pts
Interpretive Program	150 pts

TOTAL	500 pts
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Grading Scale

A 90% B 80% C 70% D 60% F 59% and below

Late Assignments

All assignments are due in Blackboard (except in-class activities). Late assignments **WILL NOT BE ACCEPTED**. We are on a tight timeline this semester. Don't fall behind! If you are having difficulty with a deadline, please discuss the matter prior to the assigned due date. If you are having difficulty submitting an assignment via Blackboard contact the IT Helpdesk at <https://www.wku.edu/it/chat/> or 270-745-7000.

Writing-style Requirements

All formal written assignments requiring citations should follow APA (6th edition) guidelines for writing. The APA Publication Manual (6th edition) is available at the library or on Amazon. A good online resource for APA guidelines can also be found at <https://owl.english.purdue.edu/owl/resource/560/01/>.

University Policies / Information

ADA Accommodation

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

Title IX / Discrimination & Harassment

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

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-512. 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.

Academic Integrity

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure. <https://www.wku.edu/handbook/academic-dishonesty.php/>

Writing Center Assistance

The Writing Center will be available for online consultation this semester. See their website for details. The Writing Center has locations in Cherry Hall 123 and in the Commons at Cravens Library. The Writing Center also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*. See instructions on the website (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.

Colonnade Explorations Course Proposal

Proposal Contact Name, E-mail, and Phone: Nadia Houchens, nadia.houchens@wku.edu, 270-745-3616; Cell: 270-404-1525

Or Dr. Gregory Ellis-Griffith, Gregory.ellis-griffith@wku.edu, 270-745-3076

College and Department: Department of Public Health, College of Health and Human Services

Proposal Date: 10/14/20

1. Course Details:

- 1.1 Course prefix (subject area), number and title: **HCA 120: Healthcare Literacy**
- 1.2 Explorations sub-category (Arts & Humanities, Social & Behavioral Sciences; Natural & Physical Sciences): **Social & Behavioral Sciences**
- 1.3 Credit hours: **3**
- 1.4 Prerequisites: **None**
- 1.5 Equivalent courses (prefix and number): **N/A**
- 1.6 Expected number of sections offered each semester/year: **three times a year: Summer, Fall, Spring**
- 1.7 Is this an existing course or a new course? **Existing Course**
- 1.8 Proposed implementation term? Spring 2021
- 1.9 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) **Bowling Green main campus, Online**

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

One of the most prominent challenges of the healthcare industry is communication, delivery and comprehension of healthcare information. Consumers often fall victim to the gap between what is being communicated by healthcare providers and their ability to comprehend such communication. HCA 120 provides an introduction to health literacy from a consumer's perspective, as well as introduces tools for healthcare professionals to improve communication of healthcare information addressing the gap. In this course students will learn to communicate and deliver complex healthcare messages to diverse populations. The course will also address how consumers can heighten awareness and better prepare to be their own advocate through strategic marketing and campaigning.

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

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

Health Literacy is defined as “the ability to understand, evaluate, and act on spoken, written, and visual health information to reduce risk and live a healthier life”. Students will learn about both consumer and administrator perspectives of healthcare literacy.

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:

In addition to learning how to decipher health information and messages, students will learn how to improve health literacy of consumers and as a consumer. They will also learn how to detect level of literacy and address audience accordingly as administrator.

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

Students will learn about impact on health literacy of individuals based on/as a result of race/ethnicity, gender, age, language barriers, education level, etc. Students will learn to conduct community needs assessment, then designing and developing communication in alignment with findings from assessment. Various tasks and projects throughout the term allows students to apply their learning. Students will be assessed through project that requires development of healthcare communication and message.

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

Students will learn how health literacy varies depending on and is impacted by geographic location, cultural beliefs and practices, religious beliefs and practices, etc. They will be assessed through various projects that will require them to take into consideration how health messages may be received, and thus misconstrued, leading to undesired health outcome.

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

Students will learn how to conduct community needs assessments to determine level of literacy specific to healthcare information. Students will work on various projects that will require them to develop health messages, addressing various communities and population.

4. 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.

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

- Examine factors that affect health literacy.
- Explain the educational and public health impact of low health literacy on health knowledge, learning, behaviors and outcomes.
- Identify populations at risk for low health literacy.
- Discuss the barriers faced and skills required of populations with low health literacy.

- Analyze the role of mass media and the Internet in health literacy.
- Evaluate the efficacy of various health materials and programs focused on developing health literacy.

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

Students will be assessed based on five assignments and one final project (objectives addressed are listed with corresponding assignments).

Effectiveness of each assignment is assessed based on average class score in respective assignment. It is expected that 80% or more of the class will receive a score of 80% or above. Intervention is planned and executed for each student who does not meet the target score of 80% in each assignment.

Assignment 1: Determine readability of given healthcare communication materials (brochures, booklets, internet website, etc.)

- **Objective 1:** Examine factors that affect health literacy &
- **Objective 4:** Discuss the barriers faced and skills required of populations with low health literacy.

Assignment 2: Define and identify degrees of being “informed”. Identify and assess impact of social marketing in ensuring citizens are appropriately “informed”

- **Objective 5:** Analyze the role of mass media and the Internet in health literacy.

Assignment 3: Identify Target Audience and Develop Appropriate Health Message

- **Objective 3:** Identify populations at risk for low health literacy.

Case Study: Read case study. Identify correlation between healthcare information provided and health outcome and behavior of patient in concern.

- **Objective 2:** Explain the educational and public health impact of low health literacy on health knowledge, learning, behaviors and outcomes.

Assignment 4: Compare and Contrast various types of healthcare information and messages and determine appropriateness based on respective community needs

- **Objective 6:** Evaluate the efficacy of various health materials and programs focused on developing health literacy.

Assignment 5: Analyze and improve healthcare information made available by local healthcare facilities

- **Objective 6:** Evaluate the efficacy of various health materials and programs focused on developing health literacy.

Final Project: Complete community assessment, determine healthcare literacy level, and design communication plan and message accordingly

- **All objectives**

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
College of Health and Human Services
Department of Public Health
HCA 120 – Healthcare Literacy for Consumers
FALL 2020

Instructor: Nadia Houchens, MHA, BBA
Email: nadia.houchens@wku.edu
Phone: 270-745-3616
Office: AC 0140
Office Hours: By appointment only

THIS CLASS DOES NOT START UNTIL OCTOBER 14, 2020. BLACKBOARD SITE WILL BE AVAILABLE THEN.

Course Description

One of the most prominent challenges of the healthcare industry is communication of healthcare information. Consumers often fall victim to the gap between what is being communicated by healthcare providers and their ability to comprehend such communication. HCA 120 provides an introduction to health literacy from a consumer's perspective and introduces tools for healthcare professionals to improve communication of healthcare information addressing the disparity. In this course students will learn to communicate and deliver complex healthcare messages to diverse populations. The course will also address how consumers can heighten awareness and better prepare to be their own advocate.

Colonnade Exploration Learning Outcomes

This course fulfills Colonnade Explorations Category's four learning objectives. Students will be able to:

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

HCA 120 Learning Outcomes:

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

- Examine factors that affect health literacy.
- Explain the educational and public health impact of low health literacy on health knowledge, learning, behaviors and outcomes.
- Identify populations at risk for low health literacy.
- Discuss the barriers faced and skills required of populations with low health literacy.
- Analyze the role of mass media and the Internet in health literacy.
- Evaluate the efficacy of various health materials and programs focused on developing health literacy.

Required Text

ISBN: 978-0-7879-8433-5

Zarcadoolas, C., Pleasant, A. F., & Greer, D. S. (2006). *Advancing health literacy: A framework for understanding and action*. San Francisco, CA, CA: Jossey-Bass.

This book is REQUIRED. Please get it before class starts. You may buy the e-book or a paperback copy. The bookstore is most likely not going to have it, please visit Amazon for best options.

THIS EDITION IS REQUIRED.

Course Content

There will be five assignments, one case study and one final project.

A detailed course calendar will be provided during the first week of class.

Class Attendance

Due to the COVID-19 pandemic the class will meet face-to-face on select dates indicated on the course calendar (we will not meet in class every week). These classes will serve as review sessions to address any concerns or struggles you may have. Attendance is not mandatory. No new material will be covered during these review sessions. If you cannot or do not want to attend these sessions, yet have concerns that you would like to discuss, Zoom sessions or phone calls may be scheduled.

Participation

Students are expected to visit the course site on Blackboard daily to follow up course information and actively participate in class activities. There will be tasks to be completed on line. However, all submissions must be made through Blackboard to obtain the points allocated. Students need to manage their time responsibly to ensure full participation. In addition, students must build a habit of reading materials from the assigned text and other sources materials to grasp the module content and facilitate participation in discussions. Student preparation and contribution is important for enriching class experience.

Availability of Timed Assessments & Late Submission Policy

All assigned material will be available with adequate time to complete before due date. Deadlines are strictly adhered to in this course. Exceptions for make-up quizzes or exams beyond the indicated dates will be made for genuine and documented family or medical reasons. Late work will be penalized by point deductions depending on how late it is submitted after the deadline. For administrative purposes, no late work will be accepted after the date indicated on course calendar.

Working Ahead

Students may work ahead and submit their assignments early if and when possible.

Final Grade Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

All scores are final once deadline for Final Exam has passed.

Correspondence with Instructor

Make sure you use your WKU email address (Toppermail) for correspondence with the course instructor. Include your full name and WKU ID # within the email body. Please include course number and section number in the subject line. Make sure you double-check the email address before sending.

It is important you follow the above instruction for communicating via email to avoid delay of response, or no response altogether. Appointments must be made for face to face meeting requirements via email.

ADDITIONAL POLICIES

Face Mask Policy

Out of respect for the health and safety of the WKU community and in adherence with the CDC guidelines, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations to face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.

ADA Accommodation

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, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at 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.

Title IX/Discrimination & Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Title IX Sexual Misconduct/Assault Policy](#) (#0.2070) and [Discrimination and Harassment Policy](#) (#0.2040). 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.

Click here for [Sexual Assault Resources](#)

Process for Academic Dishonesty

Dishonesty: Such as cheating, plagiarism, misrepresenting of oneself or an organization, knowingly furnishing false information to the University, or omitting relevant or necessary information to gain a benefit, to injure, or to defraud is prohibited.

Academic Integrity: The maintenance of academic integrity is of fundamental importance to the University. Thus it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature.

Academic Dishonesty: Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

Plagiarism: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

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

Other Types of Academic Dishonesty: Other types of academic offenses, such as the theft or sale of tests, electronic transmission of test, test sharing, etc. will be reported to the Office of Judicial Affairs for disciplinary action.

What if a student plagiarizes or in some other way is academically dishonest?

The Faculty Syllabus, or Handbook may permit a faculty member to fail a student on the assignment or the entire class. Cases of academic dishonesty may be referred to The Office of Student Conduct for review and additional action. Faculty or reporting staff should meet with the offending student; inform them of the violation; and make them aware that they have been referred to The Office of

Student Conduct prior to submission of your report and/or the start of the student conduct proceedings.

How do I file a report?

Faculty or Staff members create incident reports and supporting documentation via email to the Office of Student Conduct. The IR should be referred to student.conduct@wku.edu.

REPORTS SHOULD BE SUBMITTED WITHIN 72 HOURS OF THE INCIDENT

Homework Assistance:

If at any point you have any concerns or questions about any assignment or assessment for the course, I am your first go to. As I stated earlier, I will be happy to set up a phone call, Zoom session, or even face to face meeting (abiding by campus COVID-19 rules, and during class time) to address your issues and concerns. However, if you still need additional assistance you can contact the following resources available to you at no cost on campus.

<p>Tutoring</p> <p>For help within your courses, please contact The Learning Center.</p> <p>Location: DSU, 2141 Phone: 270-745-5065 Email: tlc@wku.edu</p>	<p>Paper Assistance</p> <p>For assistance with written assignment, creating the lay-out or simply review for correct APA format, please contact The WKU Writing Center.</p> <p>Location: Cherry Hall, 123 Phone: 270-745-5719 Email: writingcenter@wku.edu</p>
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The instructor reserves the right to alter the syllabus, course requirements and grading scale.

HCA 120: Healthcare Literacy							
Fall 2020							
October 14th, 2020 - December 11th, 2020							
Week	Class Date	Class Location	Coures Objective	Study Material	Assessment	Due Date	Where to Submit
Week 1: 10/15 - 10/18	Thursday, October 15, 2020	AC 107		Introduction	Introduction Assignment	Sunday, October 25, 2020	Blackboard
Week 2: 10/19 - 10/25	Thursday, October 22, 2020	Online	1, 4	Chapter 1: Health Literacy	Assignment 1	Sunday, October 25, 2020	Blackboard
Week 3: 10/26 - 11/01	Thursday, October 29, 2020	Online	5	Chapter 2: Advancing Health Literacy	Assignment 2	Sunday, November 1, 2020	Blackboard
Week 4: 11/02 - 11/08	Thursday, November 5, 2020	AC 107	3, 6	Chapter 3: Defining Health Literacy Chapter 4: Literacy at Work	Assignment 3 Assignment 4	Sunday, November 8, 2020	Blackboard
Week 5: 11/09 - 11/15	Thursday, November 12, 2020	Online	2	Case Study	Case Study Brief	Sunday, November 15, 2020	Blackboard
Week 6: 11/16 - 11/22	Thursday, November 19, 2020	AC 107	6	Chapter 5: The Traditional Mass Media Chapter 6: Health Literacy and the Internet	Assignment 5	Sunday, November 22, 2020	Blackboard
Week 7: 11/23 - 11/29	Fall Break/Turkey Day Holidays!						
Week 9: 11/30 - 12/06	No Class		All	Chapter 14: Guidelines for Advancing Health Literacy	Final Project	Sunday, December 6, 2020	Blackboard

Social and Cultural Subcategory

Proposal Contact Name, E-mail, and Phone: Laura McGee, laura.mcgee@wku.edu, 745-2763

College and Department: Potter College of Arts & Letters, Modern Languages Proposal Date: 10/18/2020

1. Course Details:

- 1.10 Course prefix (subject area), number and title: GERM 369 Identity in German Cinema
- 1.11 Credit hours: 3
- 1.12 Prerequisites²: None
- 1.13 Crosslisted and/or equivalent courses (prefix and number): N/A
- 1.14 Expected number of sections offered each semester/year: 1 section every other year
- 1.15 Is this an existing course or a new course? New
- 1.16 Proposed implementation term? Earliest available
- 1.17 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).

A study of the individual and society in Germany through German cinema. Historical and contemporary perspectives on identity and othering. May include religion, race, gender, sexual orientation, mental health, immigration or foreign worker status, socioeconomic status, age, and post-unification East-West identities. Taught in English.

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. engages students in investigations of the “ways in which individuals shape, and are shaped by, the societies and cultures within which they live. . . . and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs.

The course asks students to draw on skills acquired and content knowledge gained in the Foundations and Explorations categories of Colonnade as they synthesize new course content from multiple disciplines. Students will:

3.1 Build on writing and critical thinking skills from Foundations courses. Students will have demonstrated effective composition skills in English 100, learned to write for their discipline in English 300, and will have written about literary texts of various genres in English 200. In this course, they write in additional genres possibly new to them, such as the film review and the critical film essay, utilizing terminology and writing conventions particular to the study of film. They adapt further in their ability to write for specific purposes, thus demonstrating a valuable workplace skill.

3.2 Deepen their knowledge of history. The Foundations – World History course that they took prior to this course will have exposed them to some major events in European history and to the relationship among context, culture, and events. This course will deepen their knowledge of a key part of Europe by

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

guiding them to look closely at the way individuals shape and are shaped by events in German history from the early 20th century to the present day.

3.3 Employ the cultural learning that occurred in their Explorations – Arts and Humanities course as they encounter cultural values reflected in German society, policy, and individual lived experience. Background reading and viewing from sources across many disciplines will provide them with a good understanding of modern German society. This understanding will be of value as they continue to hear news reports about Germany or encounter Germany and Germans throughout their lives.

3.4 Synthesize knowledge from multiple sources for greater understanding. This course is further a capstone experience because it asks students to engage in reflective writing and discussion about another culture that lead to a deeper comprehension of themselves and the lived values of their own society. The critical thinking tools acquired during their Colonnade journey to this course and during it will prepare them to more effectively evaluate real-world social and cultural problems and to be more civically engaged and informed members of society.

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

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze the development of self in relation to others and society.	The course critically examines the social and cultural values that have led to and still lead to specific perspectives and practices in Germany and which affected or still affect the treatment of certain groups or of individuals as representatives of groups. The course examines opportunities and limitations for individuals based on who they are perceived to be as these are written into policy and/or lived in practice.
2. Examine diverse values that form civically engaged and informed members of society.	The course will delve into beliefs that shaped or still shape behavior of individuals and/or groups in civil society. It looks at how Germany has defined and/or today defines its values as a nation and lived/lives those out, and it addresses questions of freedom and responsibility. The course seeks to provide students with new perspectives on the diversity of society by examining the experiences of individuals or groups that may not have come to their attention in the same way before now.
3. Evaluate solutions to real-world social and cultural problems.	The course is premised on the general recognition that real-world social and cultural problems are best addressed by informed citizens who understand policies, laws and practices and how those can or will affect citizens positively or adversely. The course broadens students' world view by informing about how another culture addresses some of the same kinds of problems present in the United States, and it invites students to consider the effectiveness of solutions both here and in Germany in intercultural comparison. It provides an opportunity to learn from another culture.

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

- Develop visual literacy.
- Gain an understanding of contemporary German society.

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 the development of self in relation to others and society.	<p>The 10-12-page final paper will be the artifact for assessment for all three Connections SLOs. The essay topic will be broad enough to enable effective evaluation of all three SLOs.</p> <p>To address SLO#1, students will present and analyze the situation of a particular figure or group with regard to cultural and historical context, addressing how perspectives and practices of the time affect(ed) their lives.</p>	A 50% sample will be randomly selected from all students who complete the course. 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 “Excellent” or “Good” for each Connections SLO, and no student is rated at “Poor” for each Connections SLO. Assessment goals will be revisited after an initial three-year cycle.
2. Examine diverse values that form civically engaged and informed members of society.	To address SLO#2, students will analyze the diverse values represented in the actions and/or experiences of the figure or group portrayed.	A 50% sample will be randomly selected from all students who complete the course. 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 “Excellent” or “Good” for each Connections SLO,

		and no student is rated at “Poor” for each Connections SLO. Assessment goals will be revisited after an initial three-year cycle.
3. Evaluate solutions to real-world social and cultural problems.	To address SLO#3, students should identify and analyze real world social and cultural problems affecting a character or group, evaluating solutions or potential solutions and relating these to the real-world context, presenting a well-founded argument with accompanying evidence to support their conclusion.	A 50% sample will be randomly selected from all students who complete the course. 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 “Excellent” or “Good” for each Connections SLO, and no student is rated at “Poor” for each Connections SLO. Assessment goals will be revisited after an initial three-year cycle.

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

	1. Excellent	2. Good	3. Needs Work	4. Poor
1. Analyze the development of self in relation to others and society.	Provides detailed, complete, and nuanced analysis of the situation of a particular figure or group with regard to cultural and historical context, addressing how perspectives and practices of the time affect(ed) their lives.	Thoroughly but incompletely explains the situation of a particular figure or group with regard to cultural and historical context, addressing how perspectives and practices of the time affect(ed) their lives.	Demonstrates partial understanding of the situation of a particular figure or group with regard to cultural and historical context, addressing how perspectives and practices of the time affect(ed) their lives.	Shows limited understanding of how the situation of a particular figure or group with regard to cultural and historical context, addressing how perspectives and practices of the time affect(ed) their lives.
2. Examine diverse values that form civically	Provides a nuanced and complete analysis of the diverse values represented in the	Provides a nuanced but incomplete analysis of the diverse values	Gives mostly a descriptive record of the diverse values represented in	Gives an incomplete, descriptive, and/or erroneous

engaged and informed members of society.	actions and/or experiences of the figure or group portrayed.	represented in the actions and/or experiences of the figure or group portrayed.	the actions and/or experiences of the figure or group portrayed.	record of the diverse values represented in the actions and/or experiences of the figure or group portrayed.
3. Evaluate solutions to real-world social and cultural problems	Evinces skill and detail in evaluating real-world social and cultural problems affecting the character or group. Evaluation of solutions to real-world social and cultural problems is descriptive, accurate, and nuanced. Presents a well-founded and clearly structured argument with accompanying evidence to support their conclusion.	Evaluates real-world social and cultural problems affecting the character or group. Evaluation of solutions to real-world social and cultural problems is descriptive and accurate but lacks nuance. Presents a well-founded argument with accompanying evidence to support their conclusion.	Describes some of the real-world social and cultural problems affecting the character or group. Evaluation of solutions to real-world social and cultural problems is descriptive but contains some inaccuracies and lacks nuance. Has gaps in presenting a well-founded argument with adequate evidence to support their conclusion.	Relies on sweeping generalizations ; demonstrates lack of understanding of the real-world social and cultural problems of the character or group. Evaluation of solutions to read-world social and cultural problems in not very descriptive and contains inaccuracies. Argument has substantive gaps in logic; evidence is missing.

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

The final research paper will be used by QEP assessment. Specifically, as follows:

- 1) **Evidence-Gathering**—gathering sound and relevant evidence to address an issue; Students will determine relevant evidence from the film(s) and contextual reading in order to support a thesis. Students will determine relevant theory and cultural analysis from class reading assignments, an optional reading list, and their own research.

- 2) **Sense-Making**—analyzing and synthesizing the assembled evidence; Critical reactions will provide one opportunity for analyzing and synthesizing; they will provide “practice” for the more nuanced analysis and synthesis of theory, narrative, and cultural analysis in the research paper.
- 3) **Argumentation**—articulating a logical and supported argument based on the analysis. Students will be provided with training on developing a thesis from which a logical argument can proceed. The final paper must take a position and argue it based on the evidence (1) and experts’ and their own analysis and synthesis (2).

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



Western Kentucky University
Potter College of Arts and Letters
Department of Modern Languages

GERM 369: Identity in German Cinema
Spring 2022 Syllabus

Dr. Laura G. McGee, Professor of German
Office hours: Th 10 – 11 a.m. and by appointment
Office: HCIC 2035
Phone: 270-745-2763
E-mail: laura.mcgee@wku.edu

Course Meeting Times and Location: T / Th 11:10 a.m. – 12:30 p.m. in HCIC 2007
Viewing Lab Wednesdays 4-5:45 p.m.

Course description: A study of the individual and society in Germany as portrayed in German cinema. Historical and contemporary perspectives on identity and othering. May include religion, race, gender, sexual orientation, mental health, immigration or foreign worker status, socioeconomic status, age, and post-unification East-West identities. Taught in English.

Texts:

Brockmann, Stephen. *A Critical History of German Film* 2nd ed. (Camden House, 2020).
Corrigan, Timothy. *A Short Guide to Writing about Film* 9th ed. (Pearson, 2015).
Selections from *Facts About Germany* and the German Historical Museum (LEMO online)
Additional theoretical, aesthetic, biographical and film-historical readings/videos/audio.
Films viewed in and outside of class

Learning Outcomes:

You will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. This course 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. You 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.
4. Develop visual literacy.
5. Gain an understanding of contemporary German society.

Grading:

Quality contributions to discussion (participation/preparation) 30%
3 essays* 30%
1 director bio presentation OR film review 10%
Final paper* 30%

*may be written in English or in German

Scale:

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

A quality learning experience: This course is designed to appeal to students with a background in film or with no background in film, with knowledge of Germany or no knowledge of Germany. Your engagement with the readings, your writing about the films, and your contributions to discussion make or break the quality of your experience and that of your classmates. For these reasons, your commitment to moving class discussion forward is reinforced in the participation grade rubric to the right.

Teamwork: The members of the class should function as a team. A team needs to be considerate, take the needs of each member into account, and only if the individual is strong and a real team player, will the team itself be strong. If the team is strong, the team (coach and players) can win and gain the most from the experience.

Safe space for growth: Our classroom should be a safe space to do your personal best and push your limits. This is the only way you will be able to develop your ability to express yourself as you engage critically with the course content. Each member of the team needs to make the best use of his or her own abilities, both in the classroom and in preparing tasks for class.

Why I do this: I teach because I love helping you develop your interests and broaden your horizons. I will come to class prepared and willing to be an effective and supportive “guide-on-your-side” as you expand your understanding of the course content and broaden your world view. I genuinely want to be as helpful as I can. I am also available in my office hours and by appointment. I am convinced that we will develop a high quality professional relationship that never neglects the fun in discovery and in learning.

Get the mentoring that helps you succeed! I am happy to advise you as add to your international and intercultural skill set, develop real world job skills, choose a study abroad program that fits your needs, and prepare for the job market and/or graduate school. Consider applying for a Fulbright in Germany (applications due in August before your senior year) or in Austria (due later in your senior year). Make an appointment with me for these important conversations!

Have a complaint? The first step in resolving a complaint about grades is for the you to attempt to resolve the problem directly with the me. Talk to me as soon as you sense a problem. See the Student Handbook, available at <http://www.wku.edu/handbook/> for additional guidance, especially the student complaint procedure.

Participation: The participation grade (0-10 points) is an assessment of the quality of student interaction and preparation. To receive full credit, students must arrive on time and contribute to discussion. Points will be deducted for late arrival and early departure.

9-10: Exceeds the standard: Helps facilitate classroom activity. Demonstrates engaged, active learning throughout the class period that moves the discussion forward. Makes consistently strong contributions to the classroom activity. Answers questions, participates in group work. Speaks up.

8: Meets the standard: Participates in a generally constructive way. Demonstrates engaged, active learning through part of the class period. Makes strong contributions to the classroom activity. Speaks up and answers questions.

7: Approaches the standard: Has little negative or positive effect on the class and its progress. May be grappling with the ideas addressed in class but shows little evidence of learning. Prepared, but makes little contribution to the classroom activity. Tries to interact, but not able to engage deeply. (Max for late to class).

5-6: Below the standard: Required work or preparation is incomplete. Does not speak or answer questions.

1-4: Fails to meet the standard, misses more than half of class, sleeps, refuses to participate, or is disruptive. Silent in class.

0: Cell phone visible or heard during class. Texting, using phone on lap during class. Cell phone seen or heard in any way during class

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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.

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

COURSE OUTLINE

Tuesdays we discuss readings, Wednesdays we watch and journal, Thursdays we discuss the film.

Week 1	How does film make meaning? / Introduction to the language of film Reading for Thurs: Corrigan Ch. 1, also pp. 180-183 Short film viewing: <i>Alles mit Besteck</i> (Franziska Meletzky, 2000)
Weeks 2	Weimar Cinema – Society, Self and Responsibility Reading: Corrigan Ch. 2, Brockman Chs. 3 (Weimar Cinema) and 8 (<i>M</i>) Film: <i>M - A City Seeks a Murderer</i> (Fritz Lang, 1931)
Week 3	Hitler and Nazi Germany Reading: Corrigan Ch. 3, Brockman Chs. 9 (Nazi Cinema) and 10 (<i>Triumph</i>) <i>Triumph of the Will</i> (Leni Riefenstahl, 1935)
Week 4	Jews in Nazi Germany – from Citizens to Outcasts / Essay 1 due Thurs Reading: Corrigan Ch. 4, selected authentic documents: propaganda, Nuremberg Laws (denial of civil rights based on ideas of race) <i>Aimee and Jaguar</i> (Max Färberbock, 1999)
Week 5	The Holocaust Reading: Corrigan Ch. 5; viewing <i>The Path to Nazi Genocide</i> (US Holocaust Memorial Museum, 38 Min.) Film: <i>Prisoner Number 826188</i> (Lisa Bryer, 2013)
Week 6	Germany in the Zero Hour – Coming to Terms with the Past and with Guilt Reading: Brockman Chs. 12 and 13 <i>The Murderers are Among Us</i> (Wolfgang Staudte, 1946)
Week 7	“Foreign” Laborers – Here to Stay? / Essay 2 due Thurs Readings and videos on the invitation of guest workers and the “Economic Miracle” in postwar Germany - Deutsche Welle / German Historical Museum

	Film: <i>Ali – Fear Eats the Soul</i> (Rainer Werner Fassbinder, 1974)
Week 8	Domestic Terrorism and the Radical Left, also: *Research orientation: Library, databases, “authoritative” sources, citation Reading: Corrigan Ch. 6, background readings on the Red Army Faction (1970s) and on more recent acts of terrorism in Germany Film: <i>The Baader Meinhof Complex</i> (Uli Edel, 2008)
Week 9	East Germany – Citizens Spy on Fellow Citizens, also: *Outlining Reading: Brockman Chs. 28 (post-unification film) and 34 (<i>Lives</i>) Film: <i>The Lives of Others</i> (Florian Henckel von Donnersmarck, 2007)
Week 10	Diversity and the Urban Environment / Essay 3 due Thurs Reading: Dogme Manifesto, 1995 - https://www.movementsinfilm.com Film: <i>Night Shapes</i> (Andreas Dresen, 1999)
Week 11	Gender Equity in the Workplace, also: *Structuring evidence and argument Reading: The “female quota” - Deutsche Welle; Interview - Andreas Dresen https://www.sensesofcinema.com/2009/conversations-on-film/andreas-dresen-interview/ Film: <i>Die Policewoman</i> (Andreas Dresen, 2000)
Week 12	Sexual Orientation, Gender, Nation, Culture – Multiple Identities Intersect Reading: The “Basic Law” of Germany (Constitution) – especially Articles 1-4 on human dignity and basic freedoms, also 16a regarding the right of asylum https://www.bundesregierung.de Film: <i>Unveiled</i> (Angelina Maccarone, 2005)
Week 13	Immigration and Integration – Values in Religion, Culture and National Identity Reading: Systematic governmental efforts at integration in Germany https://www.bamf.de/EN and ‘Honor killings in Germany: When families turn executioners’ https://www.dw.com/en/honor-killings-in-germany-when-families-turn-executioners/a-42511928 Film: <i>Head-On</i> (Fatih Akin, 2004)
Week 14	Jews in Germany and Switzerland Today Reading: “Jewish life in German is ‘thriving,’ commissioner says” Deutsche Welle, March 26, 2020 https://www.dw.com/en/jewish-life-in-germany-is-thriving-commissioner-says/a-52922855 ; “The New German Anti-Semitism” <i>New York Times</i> , May 21, 2019 https://www.dw.com/en/jewish-life-in-germany-is-thriving-commissioner-says/a-52922855 <i>The Awakening of Motti Wolkenbruch</i> (Michael Steiner, 2018)
Finals	Final papers due (*preparation sessions) by the end of the exam time slot

Director bio and film review topics are chosen in week 2 and begin in week 4, with approximately 1-2 per week, normally on Tuesdays. Bio presentations should focus on the director’s work, innovations, and on the place of the film we view in his/her oeuvre. Films chosen for review should provide additional perspectives on course topics and must be pre-approved.

Special notes: (1) You should be aware that some films contain violence and/or other potentially disturbing content. If you have a concern about this, please speak to me in advance. (2) I reserve the right to make adjustments to the syllabus in order to serve course goals.

Colonnade Connections Course Proposal Social and Cultural Subcategory

Proposal Contact Name, E-mail, and Phone: Audrey L. Anton, audrey.anton@wku.edu, 270-745-5757
College and Department: PCAL, Philosophy & Religion Proposal Date: November 2, 2020

1. Course Details:

1.18	Course prefix, number and title:	PHIL 323 Social Ethics
1.19	Credit hours:	3
1.20	Prerequisites ³ :	Junior status or 21 hours of Colonnade courses
1.21	Crosslisted equivalent courses (prefix and number):	RELS 323
1.22	Expected number of sections offered each semester/year:	2 per year, every year offered
1.23	Existing course or a new course?	Existing
1.24	Proposed implementation term?	Spring 2021
1.25	Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.)	Main campus and online; we do not have staffing For regional campus classes at this time.

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

This course focuses on perspectives and issues involved in the public pursuit of justice in a religiously and philosophically diverse society. Through examining ways in which individual and collective interests can coalesce or conflict, students will learn how societies manage diversity of thought, values, and resources. Possible topics of inquiry might include (but are not limited to): individual and collective rights, poverty and affluence, separation or integration of institutions (e.g., church and state), personal agency and paternalism, and issues concerning racial, gender, intergenerational, environmental, and economic justice (just to name a few).

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 successful public pursuit of justice requires investigating a number of scholarly areas as well as weighing and synthesizing evidence from a number of fronts. For instance, students will demonstrate critical thinking in adjudicating conflicts of interest and values addressed in the class in a number of ways. Through formal assignments such as the argumentative papers, students will be required to describe both sides of a controversial issue fairly and sensitively before advancing a position. In addition, informal class activities will also aid in the development of critical thinking. For example, some synchronous class periods will be devoted to an active debate considering the “pro” and “con” sides of a controversial issue. Students will be randomly placed into groups and assigned a position to defend for that day. This assignment (and others like it) will ensure not only that students work with others of varying beliefs and backgrounds, but also such activities are likely to inspire students to appreciate the merits of positions other than their own. In so doing, students will sharpen their abilities to make sense of information as they work to pinpoint the crucial main differences at issue in conflicts of social justice. They will gather and consider different kinds of evidence in support of opposing positions. Finally, they will demonstrate through various course activities and assignments their ability to argue for and advance a position in one or more social controversies.

More specifically, students will synthesize their knowledge from other general education courses across disciplines to contextualize the content of this course. For example, students might be asked to consider the related (though, sometimes conflicting) goals of our nation maintaining a separation of church and state all

³ Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

the while fostering religious freedom. This question alone touches on issues of law (constitutional, federal, and state), medicine (e.g., abortion, right to die, right to not vaccinate), political science (individual rights, responsibilities of citizenship, sovereignty), and public policy (e.g., what aspects of healthcare must be provided by employers?).

The capstone experience of this course culminates in an argumentative paper on a controversial issue of social justice learned during the semester. Students will be expected to identify a conflict of social values, research the relevant positions, and advance an argument in support of the side they decide is the most compelling.

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

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
<i>Example: 1. Analyze the development of self in relation to others and society.</i>	<i>Example: Students will consider various theories of vice that examine how one's background (including one's culture) and situational influences contribute to the development of character. For example, students will discuss possible cultural and societal influences of tragedies such as the Holocaust and the Rwandan Genocide as well as the impact of traumatic experiences in childhood on a person's development. Students will analyze both how bad individuals come to power as well as how groups interact in the face of evil.</i>
1. Analyze the development of self in relation to others and society.	Students will consider the tension between exercising individual liberty and honoring the rights of others who may be affected by our actions. Students will consider whether and when the exercising of individual rights ought to be curtailed in the name of the greater good. For example, students will consider how far the first amendment of the constitution should reach. Ought it to be illegal to publicly express hate speech? Is the standard of inciting a riot justly applicable, when whether a riot ensues as a result of hate speech is largely a matter of luck (and success of the speaker)?
2. Examine diverse values that form civically engaged and informed members of society.	Students will consider the role and function of democracy in a socially diverse nation. For example, students might debate the extent to which the majority should rule if, for example, the majority desires to implement laws that run contrary to the constitution of the United States. For instance, if a majority of the population shares a religion and wishes to codify certain associated moral principles into law, would that be permissible? Why or why not? Students might be asked to ponder whether and how it is permissible to protest governmental actions and policies and what constitutes civil disobedience.
3. Evaluate solutions to real-world social and cultural problems.	Students will consider both implemented solutions and new possible solutions to our social woes. For instance, students may study enacted laws and policies of the past such as prohibition, abortion, anti-discrimination laws, and affirmative action. In addition, students will be asked to consider how we

	might resolve certain problems we face today, such as mass incarceration, the wealth gap, social security and our aging population, and many more.
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5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

N/A

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 beyond course grades. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a separate evaluative rating for each Connections SLO.
<i>Example: Analyze the development of self in relation to others and society.</i>	<i>The 7-10 page final paper is the artifact for assessment. See attached syllabus for details of the final paper assignment.</i>	<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>1. Analyze the development of self in relation to others and society.</p>	<p>Students' final extended revision of an argumentative paper will be submitted as their final assignment (see syllabus below for an explanation of this assignment). The extension of this paper will include additions directly answering this question: <i>What are the implications concerning how one develops a self in relation to others and society given your position/solution to this debate? How does your solution take into account this dynamic relationship?</i></p>	<p>This course is likely to be offered once or twice every two years, depending on staffing. Each year that this course is offered, the department will select for evaluation either a representative sample of 10 individual artifacts or 100% of the artifacts submitted (whichever is fewer) from the course sections of each distinct instructor offering the class that year. All artifacts will be anonymized. All full-time tenure track instructors of philosophy will individually evaluate the artifact using the Connections Rubric attached to this application. . The initial goal will be that 75% of artifacts are rated as "Good" for at least one Connections SLO, and no artifact is rated at "Poor" for any Connections SLO. Additionally, an overall rating of "Good" across all three SLOs for 50% of artifacts is desired. Assessment goals will be revisited after an initial three-year cycle.</p>
<p>2. Examine diverse values that form civically engaged and informed members of society.</p>	<p>Students' final extended revision of an argumentative paper will be submitted as the final assignment. The extension of this paper will include an addition directly answering this question: <i>What diverse values are at play in this debate? How does having these specific values affect how informed and civically engaged a person is?</i></p>	
<p>3. Evaluate solutions to real-world social and cultural problems.</p>	<p>Students' final extended revision of an argumentative paper will be submitted as their final assignment. The extension of this paper will include a section (possibly within the same section described above) directly answering this prompt: Identify solutions to this conflict that have already been attempted (or are in the process of being implemented). Are they satisfactory? If not, why not? If so, what about them makes them effective? Do these solutions adequately take into account conflicts of social and cultural value? Do they successfully honor both sides? Must they? Finally, describe at least one new solution to this conflict that you think could help resolve differences and best create just, fair, and effective policy or practice moving forward.</p>	

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.

	4. EXCELLENT	3. GOOD	2. NEEDS WORK	1. POOR
1. Analyze the development of self in relation to others and society.	Student demonstrates understanding of interpersonal influences as they relate to the paper topic. Student demonstrates careful consideration of the implications of relevant social practices on both individuals and social groups, including the values suggested by such practices.	While the student demonstrates understanding of interpersonal influences as they relate to the paper topic (as explained in the “excellent” category), the product has minor flaws, such as infrequent or slight inaccuracies and minor omissions.	While the student attempts to demonstrate some understanding of interpersonal influences as they relate to the paper topic (as explained in the “excellent” category), the product has significant flaws, such as frequent or serious inaccuracies, or glaring omissions.	Does not demonstrate an understanding of interpersonal influences as they relate to the paper topic
2. Examine diverse values that form civically engaged and informed members of society.	Demonstrates knowledge of how diverse values in a given society can benefit that society by educating and engaging individuals in public discourse concerning matters of mutual interest, resulting in civically engaged and informed members of the society. Each side of the chosen issue is represented completely and fairly, highlighting both strengths and weaknesses of opposing positions.	While the student demonstrates knowledge of the dynamics of diverse values in a given society (as explained in the “excellent” category), there are minor flaws in accuracy or completeness of the accounts presented or the analysis of the accounts.	The student attempts to demonstrate how diverse values facilitate civically engaged members of society, but instead reveals some misunderstanding or lack of competence with the material as evidenced through significant or frequent flaws in accuracy or completeness of the represented positions or the analysis of those positions.	Does not demonstrate how diverse values form civically engaged and informed members of society.
3. Evaluate solutions to real-world social and cultural problems.	Identifies established solutions to the conflict, successfully evaluates them for merit, plausibility, and efficacy in the context of the social issue selected, and offers a unique solution of their own that is sensitive to social and cultural interests and tensions.	Identifies and evaluates established solutions in the context of the social issue selected (as explained in the “excellent” category), but makes slight errors in accuracy or completeness of explanation, evaluation, or proposal of a new solution. All aspects of this section are attempted, even though some are imperfectly executed.	The student attempts to identify and evaluate solutions to real-world social and cultural problems but, in so doing, makes significant errors in accuracy, context, evaluation, or proposing their own solution. Alternatively, one or more of these may be completely omitted even though other aspects are successfully executed.	Fails to identify and evaluate established solutions and neglects to offer their own unique solution.

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

The artifact identified in 6a.

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.

PHIL 323 SOCIAL ETHICS (Cross-listed: RELS 323)

Dr. Audrey Anton

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Office Phone: 270-745-5757

Course Description

This course focuses on perspectives and issues involved in the public pursuit of justice in a religiously and philosophically diverse society. Through examining ways in which individual and collective interests can coalesce or conflict, students will learn how societies manage diversity of thought, values, and resources. Possible topics of inquiry might include (but are not limited to): individual and collective rights, poverty and affluence, separation or integration of institutions (e.g., church and state), personal agency and paternalism, and issues concerning racial, gender, intergenerational, environmental, and economic justice (just to name a few).

Connections Course Student Learning Outcomes

Through successful completion of this course, students will be able to demonstrate an ability 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; and
3. Evaluate solutions to real-world social and cultural problems.

Texts

-All texts are provided as PDFs on Blackboard.

Evaluation Distribution

Attendance, Participation, and Proper Functioning	15%
Quizzes and Short Assignments	20%
Argumentative Papers (two)	40%
Final Extended Rewrite	25%

Attendance

Attendance is required for this course. Students are expected to attend all class meetings.

Point deductions occur after a student has missed the equivalent of one week of class.

Students who miss class will not have an opportunity to make up the work for that day.

Documentation and prior notification are neither required nor desired.

Participation

Philosophy is done best in dialogue. Some of the concepts and theories are difficult to grasp, and discussion often facilitates the philosophy students' learning. Students should engage every reading and every class discussion.

Proper Functioning:

Many Ancient philosophers believed that the virtue of a thing is a direct result of how well it fulfills its function according to its nature and role in the world (e.g., Aristotle). Likewise, your virtue shall be assessed similarly. Part of good participation involves being familiar with the course syllabus, assignments, policies, requirements, etc., and doing your very best to live up to these standards. Chronic unintentional failure to meet these standards or acute belligerent disregard for such standards will result in a deduction of participation points awarded at the end of the semester. Examples of such non-virtuous behavior might include: arriving late, leaving early, being unprepared to discuss material, being disruptive or rude in exchanges, having “no clue” of when things are due, ignorance of or disregard for basic parameters of assignments, protesting non-negotiable course policies (e.g., anything in the syllabus and policy document), etc. All such examples (and others like them not mentioned) are manifestations of a student’s failure to do his or her job as a student, and such manifestations shall result in grade penalties in the participation portion of the final grade.

Quizzes and Short Assignments

The instructor may administer pop quizzes on the readings during class meetings. She may also ask students to prepare answers to study questions or write a brief reflection or synopsis of a reading prior to class discussion of the material.

Argumentative Papers

Students will write TWO papers for this class—each on an issue of the student’s choosing from among a list of acceptable options. Here are the general parameters for each assignment:

Each paper will address *one* of the controversial topics covered in the course of the student’s choosing (from a pre-approved list of options). Students are expected to provide both an **exegesis** of the readings relevant to the topic (i.e., the student should explain the main arguments of the readings completely and step-by-step, as if presuming the reader is unfamiliar with them) and a line of **argumentation** in support of one side of the debate (or a third alternative if the student rejects both).

Each paper should have a THESIS:

A declarative sentence that is either true or false, which the author will argue is true, and is sufficiently plausible such that a) someone who is intelligent and educated might be persuaded to believe it, yet it is also sufficiently controversial such that b) someone who is intelligent and educated might remain unconvinced and reasonably disagree.

The thesis should be presented clearly at the end of the introductory paragraph or the beginning of the second paragraph (provided this is a planning paragraph).

A thesis is NOT: a question; a declaration of topics to be discussed; a promissory note that you will prove or argue something soon. In these papers, the thesis *should give away* the conclusion of the paper.

- Dr. Anton is very particular about argumentative writing. For this reason, she has provided a plethora of information on how to do this. Students are advised to review these materials on how to write a philosophy paper carefully and far in advance to taking up the task of writing.
- Students are advised to make use of the philosophy paper checklist prior to submitting their work.

- Prior to paper due dates, there will be an opportunity in class to discuss and ask questions about these materials.

Citing Evidence

Each paper—regardless of the topic chosen—will cover ideas other than the student’s and texts not written by the student. Therefore, students will be required to **cite** the information carefully and regularly. Students should use the **Chicago Humanities Style** format for citations. Students should follow the **footnote option** (not the endnote option); therefore, there should be NO citations in the actual text of the student’s essay, and all cited material should appear below the footer of the page the student references the material. The information required for citations is either available at the top of a PDF or as the title page at the end of a scanned document (though, the information is not in Chicago style, so students will need to convert it).

Dr. Anton has added to the course Blackboard site links on how to use Chicago Style citation method as well as how to cite Ancient texts such as those of Aristotle’s. These will be provided to inside students within the first few weeks of class.

Citations should be SPECIFIC. All direct quotes require specific page numbers. Paraphrased or summarized ideas should be cited with the most accurate and specific location appropriate. In other words, if an argument is presented over the course of two pages, the student should cite that page range (e.g., pp. 10-11). If the idea is discussed in multiple places, each page range should be referenced (e.g., pp. 10-11; 50-55). **ONLY WHEN** the idea is the main focus of an entire chapter may a chapter be referenced. **ONLY WHEN** the idea is the main idea of an entire text may the text be referenced without specifications as to where in the text the idea shows up. Students will be penalized for failing to follow these methods.

Paper Parameters:

- 12 pt. Times New Roman font with normal spacing between letters
- Single-spaced without “extra” returns between paragraphs. Paragraphs should be indented 0.5 inches from the left.
- 1-inch margins all around
- A title page with the student’s information. Text should begin on page 2. No identifying student information should be detectable after page 1.
- Word Count: **a strict minimum of 1,250 words** (typically, about 4 pages typed, double-spaced. For instance, this page alone has 480 words and it is single-spaced). Word count will be measured from the beginning of the paper’s main text (i.e., not including the cover page) and it will exclude footnotes and any additional bibliography found after the main text of the paper. This is a strict minimum. Students submitting work that fails to meet the word count minimum will receive an automatic zero for the assignment and the paper will not be graded. Papers should not exceed 3,000 words.
- Grammar** (including spelling), **style** (including clarity), and **organization** (e.g., the paper must have distinct paragraphs each encompassing one main idea, and these should be organized into a logical and cohesive series) count. Points will be deducted for deficiencies in these areas.
- In addition to these guidelines, be sure to check updates on the assignment link

(Blackboard) as well as “Dr. Anton’s course policies” (esp. writing requirements), which is an appendix to this syllabus.

Polishing Drafts and Soliciting Help

- Students should work on drafts in advance and polish the draft prior to submitting it for credit.
- Students are *encouraged* to solicit help and feedback from tutors, peers, etc. Sharing written work for the purposes of making it better is NOT cheating in this class.
- Dr. Anton *will not* read student drafts in advance. She will happily discuss specific ideas, themes, and materials with students ahead of time. She is available to elaborate on any parameters for the assignment that are not clear to the student. But she will not “correct” student assignments prior to official submission.

Plagiarism

- Academic dishonesty of ANY kind will not be tolerated (including plagiarism). Students committing academic dishonesty will fail this course.
- Dr. Audrey has linked several helpful sites and courses on what plagiarism is and how to avoid it. Students are encouraged to review this information carefully. If students need further clarification in class, Dr. Audrey will be happy to provide it.

Final Extended Revision

Students will rewrite one of the two argumentative papers submitted earlier in the semester (whichever receives the *lower* grade; only when a student has identical scores will the student be at liberty to choose which paper to rewrite). Students should address all issues pointed out by the instructor as well as any additional improvements the student can make. Students must incorporate two additional resources on the topic of their revised paper (at least one of which should address a current event relevant to the topic), which should be added to the bibliography. Finally, students will *extend* their paper to include thoughtful and thorough answers to the following (which are derived from the *student learning outcomes of the colonnade program*, of which this course is a part):

- ~ What are the implications concerning how one develops **a self in relation to others and society** given your position/solution to this debate? How does your solution take into account this dynamic relationship?
- ~ What **diverse values** are at play in this debate? How does having these specific values affect how **informed and civically engaged** a person is?
- ~ Identify **solutions** to this conflict that have already been attempted (or are in the process of being implemented). Are they satisfactory? If not, why not? If so, what about them makes them effective? Do these solutions adequately take into account **conflicts of social and cultural value**? Do they successfully honor both sides? Must they? Finally, describe at least one **new solution** to this conflict that you think could help resolve differences and best create just, fair, and effective policy or practice moving forward.

Students have two *options for how to incorporate these topics* in an extension. Either students can add a section anywhere in their paper for each of the three bulleted items, OR students can integrate a discussion of all three in a final section of the paper, into which they can transition smoothly *or* add with an appropriate subtitle (e.g., Possible Solutions and Their Implications for Individuals and Society).

Option 1—if students feel the issues would be best addressed during specific parts of their paper, which

may require the students to address each of the 3 bulleted items out of order or earlier on in the paper than the very end, students may *insert* discussions of these items *on the condition that* 1. The paper is organized in general into sections with distinct meaningful section headings (mere numbers or letters are insufficient) AND 2. There is a distinct designated section somewhere in the paper for each of the three items.

Option 2a—the student naturally extends the paper to address everything tasked in the above three bulleted items. There are *no distinct sections* in the paper. The paper is organized to transition smoothly between paragraphs in a logical fashion that is made apparent with effective topic and transition sentences.

Option 2b—the student naturally extends the paper to address everything tasked in the above three bulleted items and does this in a distinct final section with an appropriate and informative heading. The entire paper is organized into sections with distinct meaningful section headings (mere numbers or letters are insufficient) and the student's response to the above three tasks consists in a final new section added to the revised version of the paper, which, as a whole, addresses all three colonnade questions.

NB: If students take option 1 or 2b, students must organize their papers into sections *even if* the original paper was not divided as such. If students elect to take option 2a, students *must not* have section breaks (even if there were sections in the original version of the paper).

Regardless of the option taken, students **MUST** use words similar to those in boldface in the 3 bulleted descriptions *and* students **MUST** put the first occurrence of such words in boldface in their paper so as to signal the beginning of the added text. Boldfacing these terms will help the colonnade assessment team pay close attention to whether and how the course objectives have been met.

Strict Minimum Word Count: 2,000 (suggested maximum word count: 3,500)
DUE by the beginning of class on XX/XX/XX

Sample Bibliography of Possible Course Readings

- Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press, 2012.
- Arthur, John. "World Hunger and Moral Obligation: The Case Against Singer." In *Exploring Ethics: An Introductory Anthology*, edited by Steven M. Cahn, 232-238. Oxford: Oxford University Press, 2011.
- Asoka, Kaavya. "Women and Black Lives Matter: An Interview with Marcia Chatelain." *Dissent Magazine*, Summer 2015.
- Berg, Jonathan. "'How could ethics depend on religion?'" In *A Companion to Ethics*, edited by Peter Singer, 525-533. Blackwell Publishing, 1993.
- Boychuk, Ben, and Mathis, Joel. "Is the Black Lives Matter Movement inspiring a new crime wave?" *Newsday*, 2015.
- Brody, Baruch. *Ethics and Its Applications*. New York: Harcourt Brace Jovanovich, Inc., 1983.
- Driscoll, Christopher. "Humanism and the Waters of Whiteness." *The Humanist*, July 2015.
- Harris, John. "The Survival Lottery," *Philosophy* 50 (1975): 87-95.

- Hardwig, John. "Is There a Duty to Die?" *Hastings Center Report* 27, no. 2 (1997): 34-42.
- Johnson, RM. "Fear of a Blue Uniform." In *Not Guilty: Twelve Black Men Speak Out on Law, Justice, and Life*, edited by Jabari Asim, 81-91. Harper Paperbacks, 2002.
- Foot, Philippa. "Killing and Letting Die." In *Abortion: Moral and Legal Perspectives*, edited by Joy L. Garfield and Patricia Hennessy, 177-185. Amherst: University of Massachusetts Press, 1984.
- Forman Jr., James. "Racial Critiques of Mass Incarceration: Beyond the New Jim Crow." *New York University Law Review* 87, (2012): 101-146.
- Rachels, James. "Active and Passive Euthanasia," 1-6, originally published in *New England Journal of Medicine*, 292: 78-86.
- Risser, David T. "Collective Moral Responsibility." *Internet Encyclopedia of Philosophy*.
<http://www.iep.utm.edu/collecti/>
- Reynolds, Barbara. "I was a civil rights activist in the 1960s. But it's hard for me to get behind Black Lives Matter." *The New York Times* (New York, NY), Aug. 24, 2015.
- Simkulet, William. "Divine Command Theory." In *Encyclopedia of Criminal Justice Ethics*, edited by Bruce A. Arrigo, 288-290. Thousand Oaks: SAGE Publications, 2014.
- Singer, Peter. "Famine, Affluence, and Morality," *Philosophy and Public Affairs* 1, no. 3 (1972): 229-243.
- Smiley, Tavis & Cornel West. *The Rich and The Rest of Us: A Poverty Manifesto*. Smiley Books, 2012.
- West, Cornel. *Race Matters*. New York: Vintage Books, 2001.
- Zuckerman, Phil. *Living the Secular Life*. Penguin Press, 2014.