

Colonnade General Education Committee Report

University Senate

November 6, 2018

Action Items (course proposals and syllabi attached):

Approval of:

1. SOCL 362: Race, Class, & Gender (Social Institutions) (Connections: Systems)
2. SOCL 375: Diversity in American Society (Connections: Social and Cultural)
3. GEOG 386: Geography of Potent Potables (Connections: Local to Global)
4. MLNG 200: Introduction to Literature in Translation (Foundations: Literary Studies)

Other Actions

The Committee approved the request by the Registrar to lift the deadline for completion of pre-Colonnade General Education requirements by students starting the degree before 2014.

Information Items:

Update from “International” sub-committee. The sub-committee has gotten the learning objectives completed. The next meeting will concern the assessment.

**SOCL 362 Race, Class, & Gender (Social Institutions)
Colonnade Connections Course Proposal
Systems Subcategory**

Proposal Contact Name, Anne Onyekwuluje Proposal Date: September 17, 2018

E-mail, anne.onyekwuluje@wku.edu

Phone: 270-745-2190

College: Potter College

Department: Sociology

1. Course Details:

1.1 Course prefix (subject area), number and title: SOCL 362 Race, Class, & Gender (Social Institutions)

1.2 Credit hours: 3

1.3 Prerequisites¹: SOCL 100 or PSYS/PSY 100

1.4 Cross-listed and/or equivalent courses (prefix and number): No course within the scope of how sociology examines major societal institutional social systems, using the intersectionality of race, class, and gender as units of analysis, is currently offered in other departments. At this same time, I am proposing another course titled, **Diversity in American Society**. Both of the potential core courses have the capacity to help students understand how *systems and social and cultural models* can be in place to improve society.

1.5 Expected number of sections offered each semester/year: one section each semester

1.6 Is this an existing course or a new course? Existing

1.7 Proposed implementation term? Fall 2019

1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Bowling Green/Main Campus

2. Provide a brief course description (100-200 words). The Race, Class, Gender Course examines the concepts of race, class, gender in society, and on people and institutional social systems in America. The course offers an analytical challenge to gain a greater understanding of how race, class, and gender as units of analysis shape our complex lived realities and histories.

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience). This course underscores what the WKU Colonnade Program is embodying in undergraduate students. To assure that graduates, all undergraduate students enrolled in this public institution of higher learning will have a shared academic experience. Courses encourage intellectual development in different areas of study: writing and communication, social and behavioral sciences, mathematical reasoning, scientific methods in the physical and

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

natural sciences, the humanities, the fine arts, and languages are currently being offered. That core and this added course can challenge our students to develop essential knowledge and skills they need in order to be successful in college, in a career, in their communities, and in life. Transformative education, like in Race, Class and Gender offers students to have interdisciplinary point of views, more vocabularies, texts and experiences in common with their classmates—integrative learning.

Transferable knowledge from across all core courses are again essential components of an undergraduate education. This course too, can help students develop better and important academic measurements for use in how they can move key concepts and abstract theories to practice and then to action. High will and high skills are crucial for transformational students, especially those interested in implementing policy changes in America and around the world.

According to the **American Sociological Association**, *American sociology has a long tradition of using social science research to both study and inform public issues and public policy as well as to inform efforts to assist individuals, groups, and organizations in their social contexts.*

The Race, Class and Gender Course involves the exploration of behavior and interactions among individuals, groups, institutions, and events. To illustrate, why are more women than men experiencing more sleep disruptions—what are the gendered reactions to, for instance—work-family situations). Examining how Race, Class, and Gender impacts individuals, society, and culture is key in this course. Too, this course offers varied approaches to describing, analyzing, comprehending, interpreting, and critiquing a range of experiences in Race, Class, and Gender analysis. This course fulfills WKU's mission to prepare students to become engaged and socially responsible citizen leaders. The Race, Class and Gender Course is critical to any core program in social system analysis.

As an interdisciplinary course, SOCL 362: Race, Class, and Gender draws on the disciplines of political science, philosophy, economics, and gender studies. It also relates issues of race, class, and gender to the systems underlying law, science, medicine, sports, criminology, and modern language.

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

Course Learning Goals

This course is about the interconnected effects of race, class and gender on people and institutions in America. In the table below, you will find the learning objectives of the course as well as how students will learn and be measured on their achievement of those objectives/goals. In this sociology course, students will begin their own process of asking big questions of race, class and gender; as systems and structures of inequality, as structures of power (inherent imbalances of power), and as political organizing principles (i.e., ideologies, doctrines, opinions, values, norms, standards attitudes, philosophies, beliefs).

Students may not always find their answers and they may be uncomfortable at times but that is a normal stage in achieving understanding: to getting at the bigger picture—the affects and effects of race, class and gender on people and institutions in America. Students must understand the part they play in the big picture, and who relies on their insight, to what can they do beyond their role(s) to support the big picture. To illustrate, a key discussion and set of questions in the course will examine the expanded black/white gaps in income, education, and wealth.

Sociology 362 is an upper-level general education course. It serves as an elective for Sociology majors and minors, and an elective in Gender Studies. Sociology 362 is an interdisciplinary course for Gender Studies. Gender is central to our understanding of society; therefore, we will focus and direct our attention to how gender constructs our social world. “We see gender everywhere, organizing personal lives, emotions, bodies, intimate relationships, friendships, families, work places, economy, politics—the whole social world.” This course is thus cross-listed with Gender Studies as an approved elective for the Gender Studies minor.

Connections Student Learning Outcome (CSLO), you will...	How Does the Course meet these Learning Outcomes?
1. Analyze how systems evolve	<p>The course content critically analyzes, identifies, and describes local, state, national, and global institutional systems within which race, class, and gender experiences evolve and unfold and how they affect the applicant’s own life.</p> <p>Discusses how society structures race, class, and gender categories as systems of inequality. Students will be taught to analyze how and why the categories listed above are sustained, constructed, experienced, and transformed.</p> <p>Identifies how history has narrated these systemic classifications.</p>
2. Compare the study of individual components to the analysis of entire systems.	2. The course content compares, identifies, and examines major social institutional systems (family, friendships, economy, culture, politics, law, science, medicine, sports, public policy, crime, language and so forth). I will teach students the importance of comparing how both a micro and a macro understanding of the systemic impact the above systems have on individuals and society.

	Sociologically framed, the course content can focus on how an analytical discussion may argue that in a system of inequality, the distribution of organizational power is important for understanding the social, economic, and political effects of institutions and policies.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself	<p>The course content is designed to evaluate how system-level thinking informs decision-making and public policy questions connected to systems and structures of inequality.</p> <p>Students will be taught to use key sociological concepts and theories in race, class, and gender to evaluate, and use system-level thinking to inform how systems and structures of inequality affects the sustainability, for example on people's health, life chances, self-concept, and material well-being and so forth.</p>

Students will practice these Connection Learning Outcomes the following ways:

Reading:

***Course reading topics from published research:**

How to do Sociology, Culture, Race and Ethnicity, Crime, Gender and Sexuality, Marriage and Family, Education, Health, Science, Politics, Work and Inequality, and Cities. These topics are chosen to enhance the *Sociological Imagination, inform decision-making, and public policy*. These sociological topics encompasses theory, as well as reality positions, drawing on popular culture, and too, incorporates an intersectionality approach to understanding race, class, and gender as categories of analysis.

***Class discussions:**

Are effectively punctuated with a good amount of thought-provoking questions that lead students through unpacking difficult concepts and theories –the difficult questions invite students to experiment with different ways of thinking about race, class, and gender. To illustrate, thinking about how to evaluate the differences between race, class and gender discrimination unearthed in American institutions.

***Class debates:**

Are designed to prepare students for a world of unprecedented transformation and radical uncertainties. Students are constituents of our University and future. They must know how to debate the issues of race, class and gender categories and have a space to do so. A space to think and create for change. **This can be a high capstone experience for our undergraduate students.**

***Group presentations:**

Encourage team work, diversity of thought, and responsibility. Shared learning is powerful and can assist **in solidifying understanding**. Such learning can allow students to **birth** intangible goods like justice, wisdom, education, peace within a collaborated safe space on an agreed race, class and gender sociological topic. **This can be a high capstone experience for undergraduate students.**

***Elevator conversations:**

Are in the moment conversations from the sociological reading material/published research that may trigger a student or students to critically think about a race, class, and gender topic from their local and or global view and have a willingness to share how an applicable concept or theory from the reading applies to their own experiences.

***Class exercises:**

Are designed to enhance learning. To illustrate, students may be asked to design a sample budget for a family with one parent and two children and an income of \$16,000 per year, considering housing, transportation, food, personal care items, utilities, clothing, entertainment, and other spending categories. What changes would they make to the budget if they added \$3,000.00 from Earned Income Tax Credit (EITC)?

*** Reflective responses:**

Are short written responses to a key question asked in class. Students are given large sticky notes to write their response(s). No names are attached to the responses. The responses are distributed throughout the classroom for others to read aloud, analyze, and reflect upon all potential answers to the key question.

***Typed Essays:**

Are used as essay exam questions that can challenge a student to design and write a response rather than to simply select a response. Essays have the potential to reveal students' abilities to identify, create, reason, analyze, synthesize, understand, and evaluate the course material. Essays are used for the advantages they can offer the student.

Student learning of the above CSLOs will be assessed by the professor in the following ways:

The questions asked in class, the questions answered in the one-page typed reading and writing assignments, Quizzes, Class discussions, Class debates, Elevator conversation, Class exercises, Reflective responses, Group presentation/2 page typed group essay and Final Exam. The department's assessment will come from the 2 page typed group essay.

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

- The capacity for critical and logical thinking skills in reading, writing, and speaking
- A sociological and historical perspective and an understanding of connections between past and present race, class and gender analysis
- An appreciation of the complexity and variety in culture
- An understanding of society and human behavior across race, class and gender categories of analysis
- Beyond a grade, **elevator conversations** are in the moment conversations from the sociological reading material/published research that may trigger a student or students to critically think and reflect on a sociological race, class, and gender topic from their **local and/or global view** and have a willingness to share how an applicable concept or theory from the reading(s), applies to their **own experiences**. This is a **skill building capstone process** that will empower students for life. And may prompt a greater understanding of the **systemic impact systems of inequality** have on individuals and society.
- Beyond a grade, the **debate exercises** are intended to gauge the student's ability to analyze the material and support his or her arguments on sociological topics, relating to a **comparative** analysis on race, class and gender systems of inequality (i.e., potential popular culture policy debate topics—contemporary racism, sexism, age discrimination, urban poverty, equal pay for equal work, economic insecurities, and more), using facts and best practice evidence for support.
- Students will be provided with opportunities for short reflections and how to think of and on, potential sociological research questions in the subject areas of Race, Class and Gender.
- Students will be required to investigate and research their own sociological questions and recommendations for the group presentations and typed essays.

- A suggested list of sociological questions will be provided. Their presentations must be supported with evidence and reactions to individual and institutional behaviors.
- The course offers students an analytical challenge to gain a greater understanding of how race, class, and gender as units of analysis shape our complex lived realities and histories.
- **6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*.** As the professor, I am requiring that the **take-home final essay exam** be two pages in length to better assess an overall course valuation. In the 2-page take-home essay exam, students must use one page to write about why social inequality is an important study in America among social institutions. Write about the relationship to significant societal challenges such as in families, the economy, education, housing, health, immigration, and more; to what you have learned and how this learning can connect you to the world beyond your college experience(s). The other **page of the take-home final essay exam will be used for departmental assessment** as described below:

<p>1. Analyze how systems evolve</p>	<p>Using the rubric provided below, an assessment team from the Sociology Department will randomly select copies of students' <u>typed one page take-home essay exam</u> to be used for departmental assessment, on how students in several sentences can <u>analyze</u> how systems of inequality <u>evolve</u> and unfold in institutions where race, class, and gender categories are systematically discussed and analyzed.</p> <p>Students will write several sentences in that <u>typed one page take-home essay exam</u> on how society structures race, class, and gender categories as systems of inequality.</p> <p>Students will write several sentences in that <u>typed one page take-home essay exam</u> on how history has narrated systemic classifications of race, class, and gender. Again, the department will have access to that page of the take-home essay exam to assess how well the course's learning outcomes are being met</p>	<p>In the one page take-home essay exam, the assessment team will examine in summative form how students are able in that one page, using several sentences, <u>analyze</u> and or, identify, recall, compare, make inferences, and evaluate how systems of inequality <u>evolve</u>.</p> <p>The professor will work with the department's assessment team to determine the most appropriate sample size to meet assessment needs.</p> <p>For illustration, 20% of the class will be sampled and assessed according to the below rubric. 50% should score "Good" or better.</p> <p>Assessment goals can always be revisited within cycles.</p>
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<p>2. Compare the study of individual components to the analysis of entire systems.</p>	<p>Using the rubric provided below, an assessment team from the Sociology Department will randomly select copies of students' <u>typed one page take-home essay exam</u>.</p> <p>One page of the take-home essay exam will be used for departmental assessment, on how students in several sentences can <u>compare</u> both micro and macro analysis of the systemic impact the systems here (family, friendships, economy, culture, politics, law, science, medicine, sports, public policy, crime, language and so forth) have on individuals and society.</p> <p>Students will <u>compare</u> in their writings how their analysis offers new insight into systemic inequality, into topics—such as a topic on both the roots of racism and its persistence today.</p> <p>The department will use that one page and those several sentences to assess how well the course's learning outcomes are being met.</p>	<p>Review in that one page of the take-home essay exam, if students have both a micro and a macro <u>comparative</u> understanding of the systemic impact the systems (family, friendships, economy, culture, politics, law, science, medicine, sports, public policy, crime, language and so forth) have on individuals and society.</p> <p>Assess, if students can <u>compare</u> how their analysis offers new insight into systemic inequality, into topics—such as a topic on both the roots of racism and its persistence today.</p> <p>The professor will work with the department's assessment team to determine the most appropriate sample size to meet assessment needs. For illustration here, 20% of the class will be sampled and assessed according to the below rubric. 50% should score "Good" or better.</p> <p>Assessment goals can always be revisited within cycles.</p>
<p>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the</p>	<p>Using the rubric provided below, an assessment team from the Sociology Department will randomly select copies of students' <u>typed one page take-home essay exam</u> with framing sentences, to assess if students used their writing as a tool to <u>evaluate</u> how</p>	<p>The one page with key focused sentences taken from the 2 page typed take-home essay exam can best reflect how students take ownership of their own learning.</p>

<p>system itself</p>	<p>public policy decision making, regarding race, class, and gender cultural wars, brought before the socio-political process (i.e., legislators, president, courts) impacts societal institutions. Students will write from their learning several sentences on which policy solutions for instance, may exist to improve the immigration crisis, the prison to pipe line debates, poverty/homelessness, student debt crisis and other institutional issues.</p> <p>Students in the <u>typed one page take-home essay exam</u> will write several sentences <u>evaluating</u> and presenting arguments on how system-level thinking, decision-making, and public policies on race, class, and gender as categories of analysis can impact their own lives and the lives of others in society.</p> <p>Using key sociological concepts and theories, students in the <u>typed one page take-home essay exam</u> will write several sentences revealing analytically how they can <u>evaluate</u> and explain how systems and structures of inequality affect the sustainability, for example of people's health, life chances, self-concept, and material well-being and so forth.</p>	<p>In the take-home essay exam the assessment team will examine in summative form how students are able to <u>evaluate</u>, recall, compare, make inferences, and identify sociological race, class, and gender concepts and theories.</p> <p>Assess in the subject matter, if students in their several sentences have an understanding of how system-level thinking, decision-making, and public policies on race, class, and gender as categories of analysis can impact their own lives and the lives of others in society.</p> <p>The assessment team will measure in the several sentences provided, if students can apply key sociological concepts and theories to how systems and structures of inequality affect the sustainability, for example of people's health, life chances, self-concept, and material well-being and so forth.</p> <p>The professor will work with the department's assessment team to determine the most appropriate sample size to meet assessment needs. For illustration here, 20% of the class will be sampled and assessed according to the rubric below. 50% should score "Good" or better.</p>
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		Assessment goals can always be revisited within cycles.
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6b. Include the rubric that will be used for Connections assessment.

The following will be used for the assessment of the one page typed take-home essay exam.

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Analyze how systems evolve	<p>Argues for how history has narrated and changed systemic classifications of race, class, and gender in societal institutions.</p> <p>Provides a realistic assessment for how society structures race, class, and gender categories as systems of inequality based on comparisons with existing social research.</p>	<p>Arguments for specific influences on how race, class, and gender systems evolve and unfold in society.</p> <p>Argues social inequality evolves from societal institutional frameworks but does not explore how this happens in society.</p>	<p>Identifies systemic factors in race, class, and gender categories. Does not necessarily provide assessment of inequality as a system that organizes race, class, and gender categories to structure society.</p>	<p>Does not identify systemic factors or influences on the evolution of how race, class, and gender categories of analysis frame society's structures.</p>
2. Compare the study of individual components to the analysis of entire systems.	<p>Identifies and links the systemic impact systems, have on individuals and society. Provides logical arguments for the causes of inequality based on known research.</p> <p>Identifies and expands on the most systemic impact: contemporary racism, sexism, ageism, discrimination, urban poverty, equal pay for</p>	<p>Identifies and links causes of racism, sexism, ageism, discrimination, urban poverty, unequal pay for equal work, and economic insecurities. Uses research to support arguments on social inequality.</p>	<p>Does not identify or link causes of racism, sexism, ageism, discrimination, urban poverty, unequal pay for equal work, and economic insecurities and their impact on individuals and society.</p>	<p>Does not identify or link how a system of social inequality effects both the individual and society.</p>

	equal work, economic insecurities have on society.			
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself	Analyses coherent consequences of the effects of social inequality systems on public policy decision making . Analyses known empirical findings on what policy solutions may exist to improve for instances, the immigration crisis, the prison to pipe line debates, poverty/homelessness, student debt crisis and other institutional issues.	Analyses coherent consequences of the effects of social inequality systems on public policy decision making . Identifies research and other policy areas that are relevant.	Considers implications of policy-makers having system-knowledge about social inequality but offers no evidence of how this knowledge can effect societal change. Shows some awareness of importance of system-level thinking for decision making or public policy. Presents some research findings to demonstrate the plausibility of arguments.	Does not consider how policy-makers use their systems-based knowledge of social inequality to effect positive change in society.

7. Evidence & Argument artifact.

Students must use evidence to support their arguments in the final one page typed take-home essay exam. Key evidence will come from course content (the information conveyed in the course) and known current research findings. Students are required to synthesize course content with research findings to make persuasive arguments. Successful evidence practice is integrated into the final one page typed take-home essay exam evaluation. Students must as a requirement, implement the three Connections Course goals. These three core goals are assessed in the final one page typed take-home essay exam. This final one page typed take-home essay exam

represents the assessment artifact value. Completing this artifact should help students become that much more successful in analysis and argument.

8. Attach a sample course syllabus. Attached.

Inspiration exists, but it has to find you working—Pablo Picasso

Fall 2019
Sociology 362
Race, Class, Gender (Social Institutions)

Instructor Contact Information

Professor Anne Onyekwuluje
(On Yea Kool La j)
106 Grise Hall

For help or to chat drop in on Tues. & Thurs. 1:00p.m.-2:00p.m.
(Or, always by appointment)
anne.onyekwuluje@wku.edu

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.”
~Martin Luther King, Jr.~

Course Learning Objectives/Student Learning Outcomes (SLO)

The Race, Class, Gender Course examines the concepts of race, class, gender in society, and on people and institutional social systems in America. The course offers an analytical challenge to gain a greater understanding of how paradigms of race, class, and gender, as units of analysis shape our complex lived realities and histories.

The Race, Class and Gender Course involves the exploration of behavior and interactions among individuals, groups, institutions, and events. To illustrate, in class we may discuss, why are more women than men experiencing more sleep disruptions—what are the gendered reactions to, for instance—work-family situations). Examining how Race, Class, and Gender impacts individuals, society, and culture is key in this course. Too, this course offers varied approaches to describing, analyzing, comprehending, interpreting, and critiquing a range of experiences in Race, Class, and Gender analysis. This course fulfills WKU’s mission to prepare students to become engaged and socially responsible citizen leaders.

Sociology 362 is an upper-level general education course. It serves as an elective for Sociology majors and minors, and an elective in Gender Studies.

[Because Sociology 362 is an interdisciplinary course for Gender Studies. Gender is central to our understanding of society; therefore, we will focus and direct our attention to how gender constructs our social world. “We see gender everywhere, organizing personal lives, emotions, bodies, intimate relationships, friendships, families, work places, economy, politics—the whole social world.” This course is cross-listed with Gender Studies as an approved elective for the Gender Studies

minor.] Much attention is given to an insightful analysis of how gender is constructed in and within institutions.

In the table below, you will find the learning objectives of the course as well as how you will learn and be measured on your achievement of those objectives. **In this course, you will begin your own process of asking big questions. You may not always find your answers and you may be uncomfortable at times but that is a normal stage in achieving understanding. Welcome to the challenge!**

Assessment of Learning_Rubric:

An array of criteria will be used to evaluate your comprehension and synthesis of the course material:

Upon completion of this course, Connections Student Learning Outcome (CSLO), you will...	You will practice those SLO's by doing...	Your learning of this SLO will be assessed by...
<p>1. Analyze how systems evolve.</p> <p>Be able to critically identify, analyze, and describe local, state, national, and global institutional systems within which race, class, and gender experiences evolve and unfold and how they affect your own life. You will understand how society structures race, class, and gender categories as systems of inequality. You will understand how history has narrated these systemic classifications.</p> <p>Be able to critically examine and describe how categories of identity are created, the way we experience identity/difference, and how we assign meaning to</p>	<p>Course readings/published research*</p> <p>Class discussions*</p> <p>Class debates*</p> <p>Group presentations*</p> <p>Elevator conversations*</p> <p>Class exercises*</p> <p>Reflective responses*</p>	<p>The questions you ask in class; the questions you answer in the one-page typed reading and writing assignments; Quizzes; Class discussions</p> <p>Class debates</p> <p>Elevator conversations</p> <p>Class exercises</p> <p>Reflective responses</p> <p>Group presentation; Final 2-page Take-Home Essay Exam. 1 of the 2 pages of this exam will be used for the course assessment of the three course goals listed in this table.</p>

<p>identity, via major social institutions (family, friendships, economy, culture, politics, law, science, medicine, sports, public policy, crime, language and so forth).</p> <p>Be able to critically identify, evaluate, and describe how social systems and structures of inequality evolve and work in society. You will understand how systems and structures of inequality affect people's health, life chances, self-concept, and material well-being and so forth.</p> <p>You will understand key sociological concepts and theories in race, class, and gender analysis.</p>		
<p>2. Compare the study of individual components to the analysis of entire systems.</p> <p>Be able to identify, examine, and compare major social institutional systems (family, friendships, economy, culture, politics, law, science, medicine, sports, public policy, crime, language and so forth). You will have both a micro and a macro understanding of the systemic impact the above systems have on individuals and society.</p>	<p>Course readings/published research Class discussions Class debates Group presentations Elevator conversations Class exercises Reflective responses</p>	<p>The questions you ask in class; the questions you answer in the one-page typed reading and writing assignments; Quizzes; Class discussions Class debates Elevator conversations Class exercises Reflective responses Group presentation, Final 2-page Take-Home Essay Exam. 1 of the 2 pages of this exam will be used for the course assessment of the three course goals listed in this table.</p>

<p>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself</p> <p>Be able to identify and evaluate how social systems and structures of inequality inform decisions-making and public policy work in society. You will identify and understand key sociological concepts and theories in race, class, and gender analysis and how these systems and structures of inequality affect the sustainability, for example on people's health, life chances, self-concept, and material well-being and so forth.</p>	<p>Course readings/published research Class discussions Class debates Group presentations Elevator conversations Class exercises Reflective responses</p>	<p>The questions you ask in class; the questions you answer in the one-page typed reading and writing assignments; Quizzes; Class discussions Class debates Elevator conversations Class exercises Reflective responses Group presentation; Final 2-page Take-Home Essay Exam. 1 of the 2 pages of this exam will be used for the course assessment of the three course goals listed in this table.</p>
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Additional student learning outcomes:

- The capacity for critical and logical thinking
- Skills in reading, writing, and speaking
- A sociological and historical perspective and an understanding of connections between past and present race, class and gender analysis
- An appreciation of the complexity and variety in American culture, society, and institutions
- An understanding of society and human behavior across race, class and gender categories of analysis

***Course reading topics from published research:**

How to do Sociology, Culture, Race and Ethnicity, Crime, Gender and Sexuality, Marriage and Family, Education, Health, Science, Politics, Work and Inequality, and Cities.

These topics are chosen to enhance the *Sociological Imagination*, inform decision-making, and public policy. These sociological topics encompasses theory, as well as reality positions, drawing on popular culture, and too, incorporates an intersectionality approach to understanding race, class, and gender as categories of analysis.

***Class discussions:**

Are effectively punctuated with a good amount of thought-provoking questions that lead students through unpacking difficult concepts and theories –the difficult questions invite students to experiment with different ways of thinking about race, class, and gender. To illustrate, thinking about how to evaluate the differences between race, class and gender discrimination unearthed in American institutions.

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Are designed to prepare students for a world of unprecedented transformation and radical uncertainties. Students are constituents of our University and future. They must know how to debate the issues of race, class and gender categories and have a space to do so. A space to think and create for change.

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Encourage team work, diversity of thought, and responsibility. Shared learning is powerful and can assist in solidifying understanding. Such learning can allow students to **birth** intangible goods like justice, wisdom, education, peace within a collaborated safe space on an agreed race, class and gender sociological topic.
This can be a high capstone experience for undergraduate students

***Elevator conversations:**

Are in the moment conversations from the sociological reading material/published research that may trigger a student or students to critically think about a race, class, and gender topic from their local and or global view and have a willingness to share how an applicable concept or theory from the reading applies to their own experiences.

***Class exercises:**

Are designed to enhance learning. To illustrate, students may be asked to design a sample budget for a family with one parent and two children and an income of \$16,000 per year, considering housing, transportation, food, personal care items, utilities, clothing, entertainment, and other spending categories. What changes would they make to the budget if they added \$3,000.00 from Earned Income Tax Credit (EITC)?

*** Reflective responses:**

Are short written responses to a key question asked in class. Students are given large sticky notes to write their response(s). No names are attached to the responses. The responses are distributed throughout the classroom for others to read aloud, analyze, and reflect upon all potential answers to the key question.

If you think education is expensive---try ignorance—Derek Bok

The first step towards the solution of any problem is optimism—John Baines

Required Book:

The Contexts Reader. Edited by Syed Ali and Philip N. Cohen & American Sociological Association. (2018). W.W. Norton & Co: NY. ISBN 9780393639650 Third Edition. Available at The WKU Store; Amazon is much cheaper.

*****Must have this book before the second week of class...No Excuses Accepted!!!!**

Learning Activities:

You will have opportunities to practice and explore the reading material:

- (1) Complete research/published course readings before class
- (2) Participate in class discussions
- (3) Participate in class debates.
- (4) Participate in elevator conversations
- (5) Group presentations
- (6) Participate in class exercises
- (7) Writing reflective responses from key class questions
- (8) Formulating your own research questions and ideas
- (9) Reading other published research related articles
- (10) Understand key concepts and key theories

The required reading material is rich and complex. For successful course completion and, to reach a capstone experience, you will be required to be fully engaged in the course, prepare and participate in each of the above learning activities. **You can do it!!!**

Grading Scale:

Total points that can be earned 150

Reading Assignments:

Upon completion of each reading assignments, you will have your intellect stimulated; have insight into your sociological imagination that will assist you in understanding and

defining race, class and gender as categories of analysis that go beyond words and concepts.

If you study the readings for their sociological content and their sociological language you will see the sociological imagery found in each of the readings and you will want to question what is the practical reality of race, class and gender in American society and its institutions. My personal hope for you is that the readings will educate, attract, inspire and engage you in so many ways.

___ Tuesday/Thursday reading assignments range from 2-5 pages and in a few cases longer.

___ Prepare for each class by reading your reading assignment, thinking it over, and taking best notes from the reading for possible discussions, debates, class exercises, elevator conversations, and reflective writing responses.

Required Open Book Quizzes: (Total 50 points)

(1) 12 open book quizzes:

- Five (5) questions per quiz;
- Each quiz worth 5 points.
- You have 8(eight) minutes to complete each open book quiz.
- **You will not be allowed to make-up a quiz. It is a one-time opportunity.**
- I do drop the lowest two quiz grades.
- **If, you leave after taking a quiz, your quiz grade is automatically a 0 (zero).**

Required Reading/Writing Assignments: (Total 25 points)

(2) 5 typed writing assignments from the required published research readings

- Each writing assignment worth 5 points
- **Students, I will let you know in advance which reading assignment to write on and when that assignment is due.**

On the day a writing assignment is due:

- Bring your typed one-full page assignment **with all citations**, as well as
- Your written notes (if you take notes from your readings)
- **Be prepared to turn in your writing assignment either at the beginning, middle, or end of class time.**
- **I will not accept writing assignments after class has ended.... Do NOT ASK!!!!**
- **Only students present in class may turn in writing assignments.** The papers are collected one-at-a-time. ***Because I am collecting so many papers regularly across multiple sections of courses, the only way I can treat all assignments fairly is if I only accept papers handed directly to me in class on the day they***

are due (not early). Your classmates are not allowed to turn in your assignments. I do not collect papers from a third party or via e-mail or post-office mail, nor from underneath my office door because the paper management leads to errors.

 *I want to see you in class each of the 27 days.*

*If you have to miss class because of a legitimate reason (e.g., serious sickness with a note from the doctor on the doctor's letterhead; a death in family with an official note from the Dean of Student Affairs letterhead) please notify me by e-mail. Students who must be absent because of a commitment to WKU (e.g., sports team) must notify me in advance with a typed note from the sponsor. Others may discuss such attendance matters with me during my office hours. (Those who may need to turn in late papers for reasons listed above must see me directly to discuss such matters). Otherwise **NO LATE PAPERS ARE ACCEPTED.***

Upon completion of these reading and writing assignments, you may find that both your reading and writing have value. That your writings are thematic, theoretical, and conceptually focused. That your shared values, reasons, traditions and experiences are used in your writings to reflect upon your own sociological and analytical thinking of how race, class and gender are understood in an analysis of inequality, in an analysis of influence and power. And, too, in how societal institutions use these intersecting categories of analysis to organize society.

Rubric used to grade the (5) reading/writing assignments

Requirements	Amount of Points
Format: (1) Re-write the question (2) Introduction: only a few sentences (3) Body (4) Conclusion	1 point
Citations: *ASA or APA (1) In-text (2) Works cited page	1 point
Response: (1) Sociological (2) Fully answer question	2 points
Grammar: (1) Largely free of typos (2) Sentences have structure (3) Ideas are clear	1 point

Total Amount of Points= 5

Example of a citation:

Hull, Kathleen, Meier, Ann, and Ortyl Timothy. 2010. "The Changing Landscape of Love and Marriage." Pp. 56-63 in *The Contexts Reader*. Vol. 3, edited by D. Hartmann, and C. Uggen. New York London: W.W Norton & Company.

(Don't forget the hanging indent!)

An in-text citation should look like this:

Confluent love can be described as "modern love" that has come from the rise of modernization and globalization in the 21st century (p. 57). Remember, any quote that is not your own, without a proper citation is plagiarism! When in doubt, cite!

Group presentations (Total 50 points)

Group presentations:

Encourage team work, diversity of thought, and responsibility. Shared learning is powerful and can assist in solidifying understanding. Such learning can allow students to **birth** intangible goods like justice, wisdom, education, peace within a collaborated safe space on an agreed race, class and gender sociological topic.

Students are required to organize a group presentation on a topic addressing their own process of asking big questions of race, class and gender; as social systems and structures of inequality, as structures of power, and as political organizing principles (**i.e., ideologies, doctrines, opinions, values, norms, standards attitudes, philosophies, beliefs**).

Clear detail of group presentation requirements will be provided later in the semester.

Groups will be assigned later in the semester. Due dates and further instructions will be given out at a later date.

- Only (5) members per group is allowed.
- Each member receives the same grade but will be assessed individually on his or her individual contribution(s) to the group presentation.

A selected listing of topics and or research questions are described below. **Groups are strongly encouraged to come up with their own sociological topic(s) to present on.**

- Students must demonstrate a **good use of course sociological concepts and theories and apply how systems of inequality impacts institutions** (such as in families, the economy, education, housing, health, immigration, and more); to what you have learned and how this learning can connect you to the world beyond your college experience(s).
- Students must provide evidence for their sociological position on questions. Evidence consists of good science and statistics. Students are instructed to always say and present what they can defend.
- Students will need to **frame their presentations to support how systems and structures of inequality, structures of power, and organizing political principles are manifested in American social institutions.**

📌 Things to consider when writing to present your group presentations; it is wise to consider using this guide for writing and typing your take-home final essay exam as well:

Title:

Catchy titles can entice the reader in amazing ways!

Introduction:

- a. Introduce your topic in an interesting way
- b. Provide a brief explanation of your theory/concept/topics
- c. Include a clear purpose statement (you should include a short literature review)
- d. Provide a rationale for why your topic is important to study. (Cite a source or sources)
- e. What have other researchers asked about your topic's importance?

Preview the structure/main points of your presentation and take-home final essay exam (this is your transition into the body of your work).

Body:

- f. Have a clear organization pattern for your main points. Three is a good number of main points for this length take-home essay exam. Consider using subheadings.
- g. Discuss the readings/articles or other outside sources that fit within your main point. Include the basics of the sources such as the type of study, data collection methods, and major findings if applicable.

- h. Develop a clear transition into the next main point. Consider how the next topic fits with the previous topic.
- i. Repeat this pattern until your main points have been fleshed out

Conclusion:

- j. Restate the importance of your topic.
- k. Provide a list of limitations of studying your topic. What is hard about it? Here, cite sources. What do other author(s) discuss as being difficult about studying the topic?
- l. Discuss future directions for studying your topic. Cite sources.
- m. What do other author(s) suggest we should study about your topic in the future? Are there existing gaps in the research or gaps in our knowledge of the topic?
- n. Propose your own additional research questions. Always be cognizant of what you are leaving out when you research your topic.

References Page:

- o. Cite all sources used for the presentation and the take-home final essay exam
- p. Place all sources in alphabetical order
- q. Follow the most current APA guidelines (Google search Purdue OWL) for additional help with citations

Don't forget to label the Header as References

Don't forget to use a hanging indent (every line after the first line of the entry is indented)

Don't forget to double space all entries

Editing Tips:

READ YOUR presentation and take-home essay exam OUT LOUD (you'll catch lots of mistakes and unclear sentence structure)

READ your work again.

CHECK APA Writing Style

GO To the Writing Center for Input

**List of potential sociological topics:
(Again, your own topics are strongly encouraged)**

Social practices and historical processes embraced in social institutions shape individual's chances for success. How does one's race, class, and gender hinder and/or support equal opportunity for success?

What things have—or haven't changed in the ways the media covers women's sports? When asked about the disproportionate coverage, some researchers report that TV producers claim they choose their programming in response to audience demand. Why might these pronouncements blur a more complex reality?

How can women attain status equal to men at work?

How do poverty and race intersect to create particularly problematic environments for some racial groups?

How can citizen and police review boards play a more proactive and reactive role in monitoring individual police behavior and in monitoring confounding institutional and organizational practices?

How can racial bias in institutions/organizations be reduced?

What do you think will happen to undocumented immigrants and children of undocumented immigrants, given the current political events?

Discuss how some institutions that millennials belong to, are trying to deconstruct gender stereotypes and "redefine masculinity." Compare the United States, England and the Netherlands discourses on sexuality.

How is it that bathrooms came to be central in transgender-rights legislation?

In what ways is the economic system working against working-class young adults?

How can policy-makers ensure that the policies they are creating to foster economic growth reach all members of the population?

Think about your own life and class background. Do you think whether you grew up working class, middle class, or upper class has shaped how you approach your education and career plans?

In the future, what are different ways the institution of marriage may or may not be affected by the legalization of gay marriage?

Why is it important for colleges and universities to pay attention to the kinds of friendships networks the school environment facilitates. In what ways do race, class and gender identities shape friendship networks?

Regular reports of the “achievement gap” highlight how whites continue to outpace blacks and Latinos on just about every measure of academic attainment. The larger concern for sociologists is that the achievement gap produces racially defined income and wealth disparities later in life. Explore how a move toward a more inclusive analysis of race, class, and gender may generate better understanding and better working solutions—closing the disparity gap.

How global are norms and stereotypes in America?

What are the advantages of “integration” or “diversity” in schools? What are the disadvantages?

List and explain some institutional policies that contribute to the current scarcity of U.S. doctors?

In terms of self-identification as well as identification with others, what are some implications behind receiving, or not receiving, a diagnosis for a medical condition?

What is cultural health capital?

How do opinions about breastfeeding differ based on race/ethnicity, class and gender?

What are some of the challenges facing those who work inside the institutional and organizational framework of the criminal justice to—effect reform from within?

Using race, class, and gender as units of analysis, where do people go for information about scientific debates and current events that may or may not affect their lives?

Should STEM masculinity be questioned? Explain your response.

What gender is science?

How would you explain statistical discrimination?

Explain how natural gas extractions (fracking) hurt poor working Americans?

What are some potential explanations as to why female representation in engineering fields is generally weaker in advanced industrial societies than in emerging nations?


What can or should be done to deal with the widespread negative sentiment toward affirmative action programs?

What are some of the main arguments about the function and persistence of inequality in America? Do you buy into those arguments? What are some policy implications that may or can reduce inequality in America? What about arguing for wider-spread asset ownership as a way to spread opportunity.

What responsibility do cities and communities have when low-income housing is removed from an area?

What does the term gentrification mean?

Why are black and brown people disproportionately incarcerated? Explain your response using course concepts and theories.

-  Students keep in mind the rubric below will be used to assess the three course goals listed in this rubric. Also use this rubric as a guide in writing and typing the final 2-page take-home essay exam. This is particularly important as you frame the second page of the exam.

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Analyze how systems evolve	Argues for how history has narrated and changed systemic classifications of race, class, and gender in societal institutions. Provides a realistic assessment for how society structures race, class, and gender categories as systems of inequality based on comparisons with existing social research.	Arguments for specific influences on how race, class, and gender systems evolve and unfold in society. Argues social inequality evolves from societal institutional frameworks but does not explore how this happens in society.	Identifies systemic factors in race, class, and gender categories. Does not necessarily provide assessment of inequality as a system that organizes race, class, and gender categories to structure society.	Does not identify systemic factors or influences on the evolution of how race, class, and gender categories of analysis frame society's structures.

<p>2. Compare the study of individual components to the analysis of entire systems.</p>	<p>Identifies and links the systemic impact systems, have on individuals and society. Provides logical arguments for the causes of inequality based on known research.</p> <p>Identifies and expands on the most systemic impact: contemporary racism, sexism, ageism, discrimination, urban poverty, equal pay for equal work, economic insecurities have on society.</p>	<p>Identifies and links causes of racism, sexism, ageism, discrimination, urban poverty, unequal pay for equal work, and economic insecurities. Uses research to support arguments on social inequality.</p>	<p>Does not identify or link causes of racism, sexism, ageism, discrimination, urban poverty, unequal pay for equal work, and economic insecurities and their impact on individuals and society.</p>	<p>Does not identify or link how a system of social inequality effects both the individual and society.</p>
<p>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself</p>	<p>Analyses coherent consequences of the effects of social inequality systems on public policy decision making. Analyses known empirical findings on what policy solutions may exist to improve for instances, the immigration crisis, the prison to pipe line debates, poverty/homelessness, student debt crisis and other institutional issues.</p>	<p>Analyses coherent consequences of the effects of social inequality systems on public policy decision making. Identifies research and other policy areas that are relevant.</p>	<p>Considers implications of policy-makers having system-knowledge about social inequality but offers no evidence of how this knowledge can effect societal change.</p> <p>Shows some awareness of importance of system-level thinking for decision making or public policy.</p> <p>Presents some</p>	<p>Does not consider how policy-makers use their systems-based knowledge of social inequality to effect positive change in society.</p>

			research findings to demonstrate the plausibility of arguments.	
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Grading Rubric for Group Presentation

40-50 points (A)	29-39 points (B)	18-28 points (C)	Below 17 points (D)
<p>1. Excellent group presentation, Excellent use of course concepts and theories</p> <p>2. Excellent analysis of how the systems of inequality impacts institutions.</p> <p>3. Offers an analysis of race, class, and gender with valuable examples and/or illustrations of how systems and structures of inequality, structures of power and political organizing principles are devised in and within American social institutions.</p>	<p>Above-average group presentation and report</p>	<p>Average group presentation and report with limited details</p>	<p>Weak Group presentation and weak and poorly written report</p>
<p>3. Able to identify, demonstrate, explain, and connect major sociological themes throughout the presentation.</p> <p>4. Able to demonstrate well, creative ways of analyzing data in your presentation.</p>	<p>Above-average</p>	<p>Weaknesses noted</p>	<p>Major limitations noted</p>

<p>5. Well use of the literature review process for additional supporting evidence.</p> <p>7. Good use of including other related research</p> <p>8. Able to make recommendations for future research questions or policy matters.</p>			
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Rationale for Student Group presentations:

Group presentations encourage team work, diversity of thought, and responsibility. Shared learning is powerful and can assist in solidifying understanding. Such learning can allow students to **birth** intangible goods like justice, wisdom, education, peace within a collaborated safe space on an agreed race, class and gender sociological topic. Students will be encouraged to present on topics that challenge social institutions who maintain political, social, cultural, and economic systems that bestow racism, sexism, poverty, imprisonment, homeless, and so much more in America. **This can be a high capstone experience for undergraduate students.** Students make sure you follow the **Student Learning Objectives** found in the assessment rubric above for help in how to frame your group presentation. Again, details will come later in the semester.

Final 2-page Take-Home Essay Exam: (Total 25 points)


- In the 2-page take-home essay exam, you must use one page to write about why social inequality is an important study in America among social institutions. Write about the relationship to significant societal challenges such as in families, the economy, education, housing, health, immigration, and more; to what you have learned and how this learning can connect you to the world beyond your college experience(s).
- In the second page, you must connect the three core assessment goals: **(1) Analyze how systems evolve;** **(2) Compare the study of individual components to the analysis of entire systems;** **(3) Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself,** to an analysis on how systems of social inequality impacts

social institutions. These requirements will be clearly defined when you are provided the instructions on how to complete the final take-home exam. Throughout the take-home essay exam your key evidence arguments must come from course content (the information conveyed in the course) and known current research findings. You are required to synthesize course content with research findings to make persuasive arguments throughout the exam.

Grading Rubric for the Final Take-Home Essay Exam


20-25 points (A)	14-19 points (B)	8-13 points (C)	Below 7 points (D)
<p>1. Excellent Final Take-Home Essay Exam , Excellent use of course concepts and theories</p> <p>2. Excellent analysis of how the systems of inequality impacts institutions.</p> <p>3. Offers an analysis of race, class, and gender with valuable examples and/or illustrations of how systems and structures of inequality, structures of power and political organizing principles are devised in and within American social institutions.</p>	<p>Above-average Final Take-Home Essay Exam</p>	<p>Average Final Take-Home Essay Exam with limited details</p>	<p>Weak Final Take-Home Essay Exam and poorly written</p>
<p>3. Able to identify, demonstrate, explain, and connect major sociological themes throughout the Final Take-Home</p>	<p>Above-average</p>	<p>Weaknesses noted</p>	<p>Major limitations noted</p>

<p>Essay Exam</p> <p>4. Able to demonstrate well, creative ways of analyzing data in the Final Take-Home Essay Exam</p> <p>5. Well use of the literature review process for additional supporting evidence.</p> <p>7. Good use of including other related research</p> <p>8. Able to make recommendations for future research questions or policy matters.</p>			
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 Refer to the assessment rubric and the take-home final essay exam grading rubric as you prepare to write and type your 2-page take-home final essay exam.

 **For Discussions, Debates, Elevator Conversations, Reflective responses, Group Presentations:**

I write self-notes about the quality of discussions, debates, elevator conversations, reflective responses, and group presentations in which each student contributes. I particularly notice when you express yourself with questions, uncertainty, or perhaps elation after having experienced a breakthrough understanding of the reading material. This assessment gives me insight into what you are learning academically and aids me in justifying that:

 **Great attendance and participation can earn a student with a 57 (D) 67 (C) 77 (B) 87 (A) in the course. You may want to keep this opportunity in mind.**

Distribution of course points:

130-150 points=A
 109-129 points = B
 88-108 points = C
 67-87 points = D
 Below 66 points = F

Writing Center Assistance:

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

Extra Credit:

- You may select any two readings from the book (**not listed on the reading assignments**) for extra credit.
- If so, they are each worth 1 point (for a total of 2 points) added to the final exam grade.
- You must answer at least two questions from each of those two readings
- Again, questions are found at the end of each reading.
- Extra credit is due the last class period of the semester.

*See sections below for the influence of attendance and participation on grades.

Class Attendance:

- Reliable attendance, vital to having success in this course.
- Reliable participation, vital to having success in this course. If a student's grade is "sitting on the border" of a higher grade, attendance and participation will be considered in the decision to move a person to a higher score.

I understand that life presents challenges at times. If, a student knows that he or she has to leave early, that student should **let me know before class and sit in a location where you can depart with minimal interruption.**

Class Participation:

- By engaging in course readings, class discussions, class debates, elevator conversations, class exercises, writing reflective responses, and preparing for group presentations on selected research topics, you will be able to
- Better express your local and global sociological point of view.
- Become aware of your actual level of learning enabling you to improve.
- Describe opinions divergent from your own.
- Improve your responses to questions relating to course material.
- Write the best topic report

Participation means:

- (1) Thoughtful speaking and also
- (2) Active listening
- (3) In an atmosphere of mutual respect and
- (4) Freedom from distractions.

Speaking and Listening:

Every student in the class needs to engage in both speaking and listening.

To avoid the unbalanced and unfair discussion of a few persons carrying the load of the conversation and to ensure everyone has an opportunity to learn to share as per the General Education objectives, the class expectation is that:

___ Quiet students will speak at least once per class and

___ Those who tend to dominate shall practice listening for 5 sequential minutes each class period.

If you are anxious, consider sitting in the front of the class so you can talk more one-to-one to me (although some feel better sitting in the back). If you are very anxious, consider contacting the Counseling Center (745-3159) for support in learning to overcome that fear and be free to engage in all of your classes.

If you tend to dominate, take careful notes of what others say and try to generate a summary statement and comment based on the conversation you heard to share when your time listening is over.

Mutual Respect:

Learning is most likely to take place where the classroom environment is characterized by mutual respect among students and between the instructor and students. The goal is to establish an atmosphere of mutual respect where both the instructor and students feel comfortable enough to take risks, make mistakes, and use their intuition in the pursuit of life-long learning. The exercise of common courtesy on the part of both the instructor and students will enhance the success of this class.

Mutual respect means presenting ideas with courteous words and respectful behaviors. It means listening to a full comment before replying. It means giving your full attention to whomever is speaking and taking your turn when it is assigned, not dividing your attention with another task. It means using proper names and arguments based in logic and clarity. It recognizes what the persons have in common, not just how they disagree. Persons expressing themselves honestly and respectfully own their own statements and accurately represent what another person has said, even if it undermines one's own point of view. Mutual respect is collaborative and constructively oriented.

Why is it important to consider mutual respect? Mutual respect is vital to the whole notion that university students should be free to exchange ideas, free of distractions. Such an exchange is more likely in an atmosphere free from ridicule, insults, or personal attacks.

Free from Distractions:

Learning is most likely to take place where the classroom environment is one characterized by mutual respect and freedom from unnecessary distractions. Time to focus on a single action is precious.

Be a great learner when you come to class, be present for class and the learning that will take place. Focus on the discussion and the instructor. Turn off all electronic devices and put away distracting materials.

 ***You are not allowed to record me unless I authorize you to do so.***

Electronic devices distract your cohorts around you and myself from my job, lowering the course experience for all. Furthermore, the research is very clear that all performance suffers when you try to do multiple tasks at once so it is in your best interest to be fully present for the course.

Enjoy the people you are physically with in the classroom and learn to increase your attention span for deep intellectual work. This will reward you the rest of your life.

Some individuals may need electronic devices for accommodations or other special circumstances arranged through proper university channels, generally starting with a conversation with me. Do not assume that because another person is using a device, you are free to do so.

Thank you in advance for taking the time and attention to be intellectually engaged with the course content and your peers.

General Course Policies

Student Disability Services:

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

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Academic Misconduct:

Academic Misconduct in any form is in violation of Western Kentucky University *Student Disciplinary Regulations* and will not be tolerated. This includes, but is not limited to:

1. Copying or sharing answers on assignments,
2. Plagiarism, and
3. Having someone else do your academic work and turn in your work for you.

Depending on the act, a student could receive an F grade on all assignments, on the final examination, an F grade for the course, and could be suspended or expelled from the University. **Judicial Affairs will be contacted!**

Title IX Sexual Misconduct/Assault Policy:

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

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

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

Career Coaching

The WKU Center for Career and Professional Development is located in the Downing Student Union, Room 2001. They will help you navigate your career by providing coaching on topics including: resumes, cover letters, internship/job searches and

interviewing. Plan to attend the Potter College of Arts & Letters Career Fair, March 21st, 1:00-3:00 pm CST to speak with employers about job and internship opportunities. Jake Hamlin is the PCAL Career Coach.

Syllabus

Sociological Topics

First Day **Introductions and Activity**

Second Day **Your Success Story**

Race, Class, and Gender Readings

From *The Context Reader/Published Research Topics*

How to do Sociology

Day 3: Reading #1 Sociologists as Outliers / Joel Best / pg. 3

Day 4: Reading #4 This Revolution is Not Being Televised / Michael A. Messner, Margaret Carlisle Duncan, and Nicole Willms / pg. 26

Culture

Day 4: Reading #6 Babes in Bikeland / Bjorn Christianson / pg. 45

Day 5: Reading #9 Opera Thugs and Passionate Fandom / Claudrio E. Benzecry / pg. 66

Day 5: Reading #10 Our Hard Days' Night / Simon J. Williams / pg. 72

Crime

Day 6: Reading #13 Explaining and Eliminating Racial Profiling / Donald Tomaskovic-Devey and Patricia Warren / pg. 98

Day 6: Reading #16 Viewpoints: Trafficking in Humans / Suptapa Basu, Anne T. Gallagher, Denise Bennan, Elena Shih, and Ronald Weitzer / pg. 122

Race and Ethnicity

Day 7: Reading #17 Viewpoints: Black and Blue / Shehzad Nadeem, Sudhir Venkatesh, Laurence Ralph, Elliott Currie, and Katherine Beckett / pg. 133

Day 7: Reading #18 Covering the Three Missouri Michaels / Steven W. Thrasher / pg. 141

Day 7: Reading #19 The Whiteness of Oscar Night / Matthew W. Hughey / pg. 144

Day 8: Reading #20 Social Mobility among Second-Generation Latinos / Van C. Tran / pg. 148

Gender and Sexuality

Day 9: Reading #23 Viewpoints: Boys / Niobe Way, C. J. Pascoe, Mark McCormack, Amy Schalet, and Freedon Oeur / pg. 159

Day 9: Reading #25 Sexual orientation versus Behavior—Different for Men and Women? / Eliza Brown and Paula England / pg. 176

Day 10: Reading #27 Lesbian Geographies / Amin Ghaziani / pg. 191

Day 10: Reading #29 Bathroom Battlegrounds and Penis Panics / Kristen Schilt and Laurel Westbrook / pg. 198

Marriage and Family

Day 11: Reading #30 The Superstrong Black Mother / Sinikka Elliott and Megan Reid / pg. 207

Day 12: Reading #33 Marrying across Class Lines / Jessi Streib / pg. 227

Day 13: Reading #34 Viewpoints: After Gay Marriage Equality Forum / Andrew J. Cherlin, Steven W. Thrasher, Joshua Gamson, and Georgiann Davis / pg. 234

Education

Day 14: Reading #36 Academic Hack Heard Round the World / Phillip N. Cohen and Syed Ali / pg. 254

Day 15: Reading #38 Whitewashing Academic Mediocrity / Tomas R. Jimenez and Adam L. Horowitz / pg. 265

Day 16: Reading #39 The Challenge of Diverse Public Schools / Toby L. Parcel, Joshua A. Hendrix, and Andrew J. Taylor / pg. 271

Health

Day 17: Reading #42 Dealing with the Diagnosis / Gary C. David / pg. 296

Day 18: Reading #44 Getting the Most Out of the U.S. Health Care System / Amanda M. Gengler / pg. 311

Science

Day 19: Reading #47 Microscopic Hair Comparison and the Sociology of Science / Simon A. Cole and Troy Duster / pg. 338

Day 20: Reading #49 What Gender is Science? / Maria Charles / pg. 350

Politics

Day 21: Reading #53 Community Organizing and Social Change / Randy Stoecker / pg. 382

Day 22: Reading #55 Viewpoints: Fifty Years of “New” Immigration / Shehzad Nadeem, John D. Skrentny, Jennifer Lee, Jody Agius Vallejo, Zulema Valdez, and Donna R. Gabaccia / pg. 396

Work and Inequality

Day 23: Reading #57 Asian Americans, Bamboo Ceilings, and Affirmative Action / Margaret M. Chin / pg. 413

Day 24: Reading #59 Falling Upward / Dalton Conley / pg. 423

Day 25: Reading #61 Viewpoints: On the Sharing Economy / Shehzad Nadeem, Juliet B. Schor, Edward T. Walker, Caroline W. Lee, Paolo Parigi, and Karen Cook / pg. 429


Cities


Day 26: Reading #65 The King of Compton / Jooyoung Lee / pg. 462


Day 27: Reading #66 Black Philly after the Philadelphia Negro / Marcus Anthony Hunter / pg. 469


The above published research articles are selected for a better understanding of how:

- **To critically analyze and describe** local, state, national, and global institutional dynamics within which race, class, and gender experiences unfold and how they affect your own life. To understand the historical lens and America’s intensity of how race, class, and gender orders society and its social institutions.
- **To examine and describe** how categories of difference are created, the way we experience difference and how we assign meaning to difference in social institutions, such as in the family, economy, culture, politics, law, science, public policy, crime, language, cities we live in, and the spaces we occupy.
- **To facilitate, evaluate, and describe** how structured **social systems** of inequality **evolve** and work in society. You will understand how inequalities affect people’s health, life chances, self-concept, and material well-being and so forth.
- **To assist in describing, analyzing, examining, and evaluating** the affects/effects of institutionalized inequality on socially disadvantaged people—as well as on those who are the “haves.”

 **Again, there are (5) required reading and writing assignments that will come directly from the above list of sociological readings. I will give you those five assignments throughout the semester.**

 **Remember too, the final exam is from the same (12) quizzes and from the set of questions from the (5) writing assignment that I will give you throughout the semester.**

 **Keep in mind, the group presentation and the group report will be the artifact tapped to assess what you have learned in this course.**

 **The above schedule, requirements, and policies are subject to change due to extenuating circumstances.**

Choosing to remain in this class means you accept the terms of this syllabus. You are responsible for all information contained in this syllabus. Bring your syllabus to each class (only if you have questions about requirements).

Dates to Remember:

Class starts, August 26, 2019
 Fall Break, October 10-11, 2019
 Thanksgiving, November 27-29, 2019
 Final Exam Week, December 9-13, 2019

Thank you for your willingness to contribute to a great semester through conscientious and thoughtful behavior. *I really appreciate it.*

Have a great fall semester!!!

**Diversity in American Society
Colonnade Connections Course Proposal
Social and Cultural Subcategory**

Proposal Contact Name, Anne Onyekwuluje

Proposal Date: September 17, 2018

E-mail, anne.onyekwuluje@wku.edu

Phone: 270-745-2190

College: Potter College

Department: Sociology

1. Course Details:

- 1.1 Course prefix (subject area), number and title: SOCL 375 Diversity in American Society
- 1.2 Credit hours: 3
- 1.3 Prerequisites¹: SOCL 100 or PSYS/PSY 100
- 1.4 Cross-listed and/or equivalent courses (prefix and number): None
- 1.5 Expected number of sections offered each semester/year: one section each academic year
- 1.6 Is this an existing course or a new course? Existing
- 1.7 Proposed implementation term? Spring 2019
- 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Bowling Green/Main Campus

- 2. Provide a brief course description (100-200 words).** From a sociological perspective, a study of human diversity, including multiculturalism, ethnicity, race, class, and gender, community, tradition, nationalism, civilization, urbanization, globalization is explored. A social history of how diversity, inclusion, and equity topics have altered American society and our own life experiences are examined. There is a conscious effort to have students study the United States' diversity objectively.

The course examines the concept of diversity as an encouraging reflective aspect of who we are as a nation. Diversity alternatives: racism, discrimination, conflict, and inequity are not necessarily provoked in the class, but recognized and studied as important to any analysis of American Diversity. The subject of sociology and history are used to provide students insights into America's Diversity and how best to deepen the range of human experience and see diversity as a matter of human social existence.

- 3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience).** This course underscores what the WKU Colonnade Program is embodying in undergraduate students. To assure that graduates, all undergraduate students enrolled in this public institution of higher learning will have a shared academic experience. Courses encourage intellectual

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

development in different areas of study: writing and communication, social and behavioral sciences, mathematical reasoning, scientific methods in the physical and natural sciences, the humanities, the fine arts, and languages are currently being offered. The core and this added course can challenge our students to develop essential knowledge and skills they need in order to be successful in college, in a career, in their communities, and in life.

I get to see students looking deeply and probing into culture for broad-based exploration in identity and injustice. I like other professors, get a closer look at what our students value, we get to see passions and gifts being processed. Transformative education serves as a framework for learning and creative thinking. Gaining an understanding of **Diversity in America** can offer to students; interdisciplinary point of views, more vocabularies, texts and experiences in common with their classmates—integrative learning. As clearly stated below, the integration of diversity as a core value in our curriculum is an essential component to who WKU professes to be.

In the [Diversity, Equity, and Inclusion Plan](#) and supported by the [WKU Creed](#), our university is committed to focusing on and espousing the values of diversity as well as recognizing how these values contribute to the preparation of productive, engaged and socially responsible citizen-leaders. Furthermore, *embracing diversity is an essential component to maintaining the University's efforts toward connecting faculty, staff, and students in striving for a high standard of excellence and success. To this end, we plan to promote an environment where students, faculty, and staff can engage in dynamic & thought-provoking conversations designed to facilitate growth, awareness, understanding, and unity.*

This initiative supports the new [WKU Strategic Plan](#) (Our Students: Goal 4/Strategy 10 | Our Hill: Goal 1/Strategy 4 (the *WKU Creed*) | Our Community & Beyond: Goal 1/Strategy 4; Goal 4/Strategy 12).

In the course students hear deeply important questions about diversity and cultural information of our time. The course will enhance their social impact, by strengthening the ways in which they make a difference on campus, locally, and across the global divide through social responsibility and civic engagement. Students will have a meeting place to connect interdisciplinary thinking, conversations, and cross intellectual interaction and imagination that our future demands.

Transferable knowledge from across all core courses are again essential components of an undergraduate education. This course too, can help students develop better and important academic measurements for use in how they can move key concepts and abstract theories to practice and to action. High will and high skills are crucial for transformational students, especially those interested in implementing diversity, inclusion, equity and human rights policy changes in America and around the world.

WKU students in the course, can in the moment, create for themselves, a kind of 'civic pluralism', a different way to live and build community. Difference is profound in our perceptions, our epistemologies, and subjective ways of knowing. Students deserve a

deeper understanding of our complexities, our emotions, and our identities. This course will touch upon our diverse personalities. A fuller range of understanding our differences, our diversity in America is essential to what students will need as they leave WKU.

SOCL 375 employs an interdisciplinary approach. Besides sociology, other disciplines connected to this course are gender studies, history, public health, education, economics, political science, sports, law, criminology and government policy.

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

Connections Course Learning Objectives and Goals:

- To learn the history of American Diversity
- To focus on diversity and community engagement projects—to address concerns of inequality, equity, and access in health-care, education, wealth, income, housing, social justice and more.
- To learn skills in critical social analysis about diversity, inclusion, equity, and human rights.
- To introduce the idea that many of the concepts we use to name “diversity” are culturally constructed experiences.
- To learn how to recognize the complexity of intersecting and sometimes divergent differences.
- Explore civilizations and cultures from an interdisciplinary point of view, and to learn to apply this understanding to contemporary problems.
- Extend an understanding of self, the relationship between self and American Diversity.
- Focus attention on how ideas, values, beliefs, and other aspects of culture express and affect human experience.
- Distinguish the various factors that inform and impact individual identity formation.
- Comprehend how group identities are formed in a heterogeneous society.
- Identify distinctive patterns of thought and behavior that contribute to the formation of a culture different from one's own.
- Students will learn to read analytically, write effectively, and communicate intelligently.
- To practice together extensive classroom interactions, to think critically, and to write reflectively on the subject of Diversity in America.
- The course offers a safe space to discuss diversity and identities in American diversity. Engage students in becoming informed and productive citizens of a democracy.

This learning course is very well suited to a liberal arts education. In this course students will begin their own process of asking big questions.

In the table below, you will find the **Connections Student Learning objectives (CSLO)** of the course as well as how students will learn and be measured on their achievement of those objectives/goals. In this sociology course, students will begin their own process of asking big questions of Diversity in America. Students may not always find their answers and they may be uncomfortable at times but that is a normal stage in achieving understanding: to getting at the bigger picture, to understanding the part they play in the big picture, and who relies on their insight, to what can they do beyond their role(s) to support the big picture—to participate. For instance, students will gain an understanding of why women and minorities’ diversity and inclusion are absent in STEM.

Connections Student Learning Outcomes	How does the course meet these learning outcomes?
<p>1. Analyze the development of self in relation to others and society.</p>	<p>Students will critically identify, describe, and analyze the most recent and relevant studies of American Diversity. Students will analyze the development of self in relation to others and society in their course readings.</p> <p>Students will learn skills in <i>critical</i> social analysis about diversity and inequality. In their class exercises, writings, and discussions, students will focus on the elements of social organization and their relationships to diversity. For instance, students will participate in elevator conversations, these conversations are in the moment conversations from the reading material that may trigger a student or students to critically think and reflect upon a sociologically driven—diversity question or issue in America.</p> <p>In reflective responses, students can use topics from their local and/or global view and have a willingness to share how an applicable concept or theory from the reading(s), applies to their own experiences in diversity.</p> <p>The course readings and writings can have students moving in and within—viewpoints, conceptualizations, theory, practice, action—to recommending policy changes. This is a skill building capstone process that will empower the student for life.</p>
<p>2. Examine diverse values that form civically engaged and informed members of society.</p>	<p>Students will learn skills in <i>critical</i> social analysis about diversity and inequality. Focus on the elements of organizations and their relationships to diversity.</p> <p>This course prepares students with the tools to identify the concepts used to name diversity. For instance, the debate exercises are intended to gauge the student’s ability to analyze the material and support his or her value arguments on Diversity in America. Students must use facts and best practice evidence for support.</p> <p>Students may be instructed in a class discussion, to think critically and engage themselves in a conversation regarding inequity in general education processes, issues of behavior controlling, sexuality, health care, housing, income, wealth, political representation, incarceration matters,</p>

	poverty, and much more—for a deeper understanding of how American society values, engages, or informs diversity in society.
3. Evaluate solutions to real-world social and cultural problems.	<p>Students will understand diversity from both a historical and sociological perspective. They will be taught to understand sociological theories and analyses on ways societal institutions create and shape intergroup diversity.</p> <p>They will learn how to identify and evaluate solutions to real-world social and cultural issues of inequality, equity, inclusion, and rights problematic in American Diversity. Students will identify and evaluate public policy decision-making, regarding Diversity in America and know what solutions exist to improve, for instance, the immigration crisis.</p> <p>In a reflective response to a class diversity question, students may be asked, from an American Diversity perspective on inclusion, equity, and rights to respond to—can community activism change the world? Why? Or why not? Students must clearly demonstrate knowledge of course concepts and theories from a sociological perspective, and use their knowledge to search for solutions to real-world social and cultural problems.</p>

***Course readings:**

According to the author of the text to be used, *the fourth edition of Diversity in America offers both a sociohistorical viewpoint and a sociological analysis to provide insights into US diversity. The author squarely addresses the topics generating so much invective, passion, and raucous debate in American society today: Do we have too much immigration? Is multiculturalism a threat? Are we no longer sufficiently American? How do terrorist threats and illegal immigration affect Americans' receptivity to the constant stream of newcomers? What kind of people are we becoming? The book answers these questions by using history and sociology to shed light on socially constructed myths about our past, misunderstandings about our present, and anxieties about our future. Putting into perspective the fact that diversity is not a recent social phenomenon, the author takes the reader through different American eras, beginning with the indigenous populations and continuing through colonial times, the early national period, the age of expansion, the industrial age, the information age, and today. Intergenerational comparisons, examination of the pros and cons of multiculturalism, and extrapolation of present trends into future probabilities offer the reader a holistic analytic commentary to provide additional helpful insights and understanding.*

***Class discussions:**

Are effectively punctuated with a good amount of thought-provoking questions that lead students through unpacking difficult concepts and theories –the difficult questions invite

students to experiment with different ways of thinking about diversity in America. For instance, students may be instructed in a class discussion regarding inequity in general education processes, issues of behavior controlling, sexuality, health, housing, income, wealth, political representation, incarceration matters, poverty, and much more for an understanding of how society values, engages, or informs diversity.

***Class debates:**

Are designed to prepare students for a world of unprecedented transformation and radical uncertainties. Students are constituents of our University and future. They must know how to debate the issues of diversity in America. A space to think and create for change.

This can be a high capstone experience for our undergraduate students.

***Group presentations:**

Encourage team work, diversity of thought, and responsibility. Shared learning is powerful and can assist in **solidifying understanding**. Such learning can allow students to **birth** intangible goods like justice, wisdom, education, peace within a collaborated safe space on an agreed sociological topic that supports and attempts to explain American Diversity. **This can be a high capstone experience for undergraduate students.**

***Elevator conversations:**

Are in the moment conversations from the diversity text that may trigger a student or students to critically think about American Diversity in workplaces, homes, organizations, businesses, religious institutions, corporate American, institutions of higher learning, in medical care, sports, government, law, policing, schools, housing, and much more from their local and or global view; and have a willingness to share how an applicable concept or theory from the reading applies to their own experiences.

***Class exercises:**

Are designed to enhance learning. Students may be asked to design a wheel of success for an organization's ability to stay competitive. Who or whom is placed on the wheel? How will the student approach identity, diversity, and teamwork? The student must address different levels of skills for success. The student must also discuss interrupting implicit biases. The goal of this exercise is to explore how we are interconnected, how we are re-shaping human interactions and world point of views.

*** Reflective responses:**

Are typed written responses to a key question asked in class. Students are given large sticky notes to write their response(s). No names are attached to the responses. The responses are distributed throughout the classroom for others to read aloud, analyze, and reflect upon all potential answers to the key question. To illustrate, students may be asked to explore if there can be hate associated with a person's name.

***Typed Essays:**

Are used as essay questions that can challenge a student to design and write a response rather than to simply select a response. Essays have the potential to reveal students' abilities to identify, create, reason, analyze, synthesize, understand, and evaluate the course material. Essays are used for the advantages they can offer the student.

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

- The capacity for critical and logical thinking
- Skills in reading, writing, and speaking
- A sociological and historical perspective and an understanding of American Diversity
- An appreciation of the complexity and variety in the world's cultures
- An understanding of society and human behavior across interconnected economies, cultures, and identities. To illustrate students, get to know and understand from current research *how women scientists' careers and STEM cultures interactively change STEM fields and make them more inclusive of women and minorities* (Conference work this summer with Yun Kyung Cho /University of Wisconsin-Madison).

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

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.	The sociology department will use several questions, added to the final typed 2-3 page essay requirement(s) to assess how well the course's learning outcomes are being met.	An assessment team from the Sociology Department will randomly select copies of those several questions from the final typed 2-3 page essay to read and assess, using the rubric provided below. In those several questions the development of self in relation to others and society can best reflect how students take ownership of their own learning.

		<p>The assessment team can examine in summative form how students are able to identify, recall, compare, make inferences, and evaluate a sociological perspective on diversity, inclusion, equity, and rights, concepts and theories in their answers to those several questions.</p> <p>Report if students understand and can identify how society structures diversity identity categories.</p> <p>Report if students can critically analyze, identify, and describe local, state, national, and global affinities in diversity.</p> <p>Report if students understand how history has narrated systematic classifications of diversity in America.</p> <p>Report if there is an understanding of the student's own self in diversity.</p> <p>The professor will work with the department's assessment team to determine the most appropriate sample size to meet assessment needs.</p> <p>For purposes of this artifact, The initial goal will be that 60% of students in the sample size are rated at least a (2) and no student is rated at (1).</p> <p>Assessment goals can always be revisited within cycles.</p>
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<p>2. Examine diverse values that form civically engaged and informed members of society.</p>	<p>The sociology department will use several questions, added to the final typed 2-3 page essay requirement(s) to assess how well the course's learning outcomes are being met.</p>	<p>An assessment team from the Sociology Department will randomly select copies of those several questions from the final typed 2-3 page essay to read and assess, using the rubric provided below. In those several questions the assessment team will examine in summative form how students are able to identify, recall, compare, make inferences, and evaluate how students' analysis on and of American Diversity offers new insight into their own values.</p> <p>Report if students can identify, examine, and make comparisons with existing research on topics of diversity, equity, inclusion, and rights.</p> <p>Report if students can compare how their analysis offers new insight into systemic inequality and power structures found in current debates about diversity in America.</p> <p>The assessment team may report if students understand and can identify how society structures diversity identity categories.</p> <p>And the report may provide results into student's cultural and civic competencies and into the civic and cultural competencies of America in general from a student perspective.</p> <p>Report if students understand how history has narrated systematic classifications of diversity in America. For instance, if students can identify colonial stereotypes.</p>
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		<p>Report if there is an understanding of the student's own self in diversity.</p> <p>For purposes of this artifact, The initial goal will be that 60% of students in the sample size are rated at least a (2) and no student is rated at (1).</p> <p>Assessment goals can always be revisited within cycles.</p>
<p>3. Evaluate solutions to real-world social and cultural problems.</p>	<p>The sociology department will use several questions, added to the final typed 2-3 page essay requirement(s) to assess how well the course's learning outcomes are being met.</p>	<p>An assessment team from the Sociology Department will randomly select copies of those several questions from the final 2-3 page typed essay to read and assess, using the rubric provided below. In those answers to those several questions, the assessment team can examine in summative form how students are able to identify, recall, compare, make inferences, and evaluate solutions to issues of inequality, equity, inclusion, and rights problematic in American Diversity.</p> <p>The answers to those several questions found in the final 2-3 page typed essay paper will serve as the artifact for assessment of this Connections SLO using the rubric provided below.</p> <p>The professor will work with the Sociology Department's assessment team to determine the most appropriate sample size to meet each assessment need. For purposes of this artifact, The initial goal will be that 60% of students in the sample size are</p>

		rated at least a (2) and no student is rated at (1). Assessment goals can always be revisited within cycles.
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6b. Include the rubric that will be used for Connections assessment.

The following will be used for the assessment of the final 2 questions added to the final 2-3 page essay.

<i>Criteria/Scale</i>	<i>Capstone (4)</i>	<i>Milestones (3)</i>	<i>Milestones (2)</i>	<i>Benchmark (1)</i>
<p>Analyze the development of self in relation to others and society.</p> <p>(modified from item 4 of the Inquiry and Analysis AAC&U VALUE Rubric)</p>	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to diversity, inclusion, equity, and rights issues.	Organizes evidence to reveal important patterns, differences or similarities related to diversity, inclusion, equity, and rights issues.	Organizes evidence, but the organization is not effective in revealing important patterns, differences or similarities related to diversity, inclusion, equity, and rights	Lists evidence, but it is not organized and/or is unrelated to diversity, inclusion, equity, and rights issues.
<p>Examine diverse values that form civically engaged and informed members of society.</p> <p>(modified from item 5 of the Global Learning AAC&U VALUE Rubric)</p>	<p>The student can use deep knowledge of the legal, historic, and contemporary role and differential effects to diversity, inclusion, equity, and rights, to develop and advocate for informed, appropriate action to solve complex problems of diversity in America.</p> <p>The student understands the effects of diversity or lack of diversity in human institutions and organizations.</p>	<p>The student can examine major elements of American Diversity including legal, historic, and contemporary interconnections and the differential effects on human organizations and actions, to pose elementary solutions to complex problems of diversity in America.</p>	<p>The student examines the legal, historical, and contemporary roles, interconnections, and differential effects, or lack thereof, of American Diversity in human institutions and organizations.</p>	<p>The student identifies the basis role of some institutions, ideas, and processes in American Diversity, inclusion, equity, and rights.</p>
<p>Evaluate solutions to real-world social and</p>	The evaluation of solutions to diversity, inclusion, equity, inequalities, and	The evaluation of solutions to diversity, inclusion, equity, inequalities,	The evaluation of solutions to diversity, inclusion, equity,	The evaluation of solutions to diversity, inclusion,

<p>cultural problems.</p> <p>(modified from item 4 of the Problem Solving AAC& U VALUE Rubric)</p>	<p>biases, and rights issues is deep and meaningful (i.e., contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of the problem, reviews logic/reasoning, legal matters, examines feasibility of solutions, and weighs impact of solutions to how American Diversity can be transformed.</p>	<p>and biases, and rights issues is adequate (i.e., contains thorough explanation) and includes the following: considers history of problem, reviews legal /logic/reasoning, examines feasibility of solutions, and weighs impact of solutions for a more diverse inclusive America.</p>	<p>inequalities, and biases. and rights issues is brief (i.e., explanation lacks depth) and includes the following: considers history of problem, reviews legal /logic/reasoning examines feasibility of solutions, and weighs impact of solutions for a more diverse inclusive America.</p>	<p>equity, inequalities, and biases, and rights issues is superficial (i.e., contains limited explanation) and includes the following: considers history of problem, reviews legal /logic/reasoning , examines feasibility of solutions, and weighs impact of solutions for a more diverse inclusive America.</p>
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7. Evidence & Argument artifact.

The answers to several questions found in the final 2-3 page typed essay in the course's final essay will serve as the artifact for assessment of the Connections, and will be provided as the artifact in support of Evidence & Argument assessment. The students will be expected to answer several questions supported by fact and argument. Examples of the E&A artifact could be as follows, they will be presented with two questions:

Question 1. Is there room for diversity in a patriarchal culture? For instance, should STEM masculinity be questioned? Explain your response. Use American values such as (i.e., individualism, exceptionalism, capitalism) to focus on an analysis of the systemic impact inequality has on diversity in society. How global are norms and stereotypes in America? Use both historic and contemporary illustrations to make your arguments. Social practices and historical processes embraced in social institutions shape individual's chances for success. How does one's race, class, and gender as diversity categories of analysis hinder and/or support equal opportunity for success in America? Offer a discussion and an evaluation on how contemporary racism, sexism, ageism, discrimination, urban poverty, equal pay for equal work, economic insecurities impact Diversity in America. Using diversity, inclusion, equity, and rights as units of analysis, where do diverse background people go for information about scientific debates and current events that may or may not affect their lives?

Question2. Identify, explain, and evaluate how systemic inequality impacts diversity in family, friendships, education, economy, culture, politics, law, science, medicine, sports, public policy, crime, language and other issues that may impact diversity, inclusion, equity, and rights. For instances, what are the advantages of “integration” or “diversity” in schools? What are the disadvantages; why is it important for colleges and universities to pay attention to the kinds of diverse friendships networks the school environment facilitates. In what ways do diverse race, class, and gender, identities shape friendship networks? How can policy-makers ensure that the policies and solutions they are creating to foster economic growth reach a diverse population in America? In solutions for greater diversity, inclusion, equity, and rights; how can racial bias in institutions/organizations be reduced? What are some of the main arguments about the function and persistence of inequality in America? Do you buy into those arguments? What are some policy implications that may or can reduce inequality in America? What about arguing for wider-spread asset ownership as a way to spread opportunity in a growing diverse America.

Support all critical evidence with facts. Remember to cite your work.

8. Attach a sample course syllabus. See Attached Syllabus.

Sociology 375
Diversity in American Society

The question is not what you look at, but what you see.
~Henry David Thoreau

People only see what they are prepared to see.
~Ralph Waldo Emerson

We don't see things as they are; we see things as we are.
~Anais Nin

Instructor Contact Information

Professor Anne Onyekwuluje
(On Yea Kool La j)
106 Grise Hall
Western Kentucky University
1906 College Heights Blvd. # 21084
Bowling Green, Kentucky 42101-1084
270-745-2190
anne.onyekwuluje@wku.edu

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.”
~Martin Luther King, Jr.~

Course description

As a fundamental goal of the course, care will be practiced to show how an analysis of human diversity, including multiculturalism, ethnicity, race, class, and gender, community, tradition, nationalism, civilization, urbanization, globalization is studied from a sociological perspective—meaning the social history and how that history has affected society and our own life experiences. A look at the Sociology of Diversity in America—diversity, inclusion, equity, and rights and their uses and significances will frame how we think in diverse contexts about human diversity.

This course fulfills WKU's mission to prepare students to become engaged and socially responsible citizen leaders.

Course Learning Objectives and Goals:

- To learn the history of American Diversity
- To focus on diversity and community engagement projects—to address concerns of inequality, equity, and access in health-care, education, wealth, income, housing, social justice and more.
- To learn skills in critical social analysis about diversity, inclusion, equity, and human rights.

- To introduce the idea that many of the concepts we use to name “diversity” are culturally constructed experiences.
- To learn how to recognize the complexity of intersecting and sometimes divergent differences.
- Explore civilizations and cultures from an interdisciplinary point of view, and to learn to apply this understanding to contemporary problems.
- Extend an understanding of self, the relationship between self and American Diversity.
- Focus attention on how ideas, values, beliefs, and other aspects of culture express and affect human experience.
- Distinguish the various factors that inform and impact individual identity formation.
- Comprehend how group identities are formed in a heterogeneous society.
- Identify distinctive patterns of thought and behavior that contribute to the formation of a culture different from one's own.
- Students will learn to read analytically, write effectively, and communicate intelligently.
- To practice together extensive classroom interactions, to think critically, and to write reflectively on the subject of Diversity in America.
- The course offers a safe space to discuss diversity and identities in American diversity. Engage students in becoming informed and productive citizens of a democracy.

This learning course is very well suited to a liberal arts education. In this course you will begin your own process of asking big questions. You may not always find your answers and you may be uncomfortable at times but that is a normal stage in achieving diversity understanding. *Welcome to the challenge!*

Connections Student Learning Outcomes	How does the course meet these learning outcomes?
1. Analyze the development of self in relation to others and society.	<p>Students will critically identify, describe, and analyze the most recent and relevant studies of American Diversity. Students will analyze the development of self in relation to others and society in their course readings.</p> <p>Students will learn skills in <i>critical</i> social analysis about diversity and inequality. In their class exercises, writings, and discussions, students will focus on the elements of social organization and their relationships to diversity. For instance, students will participate in elevator conversations, these conversations are in the moment conversations from the reading material that may trigger a student or students to critically think and reflect upon a sociologically driven—diversity question or issue in America.</p>

	<p>In reflective responses, students can use topics from their local and/or global view and have a willingness to share how an applicable concept or theory from the reading(s), applies to their own experiences in diversity.</p> <p>The course readings and writings prepare students to move in and within—viewpoints, conceptualizations, theory, practice, action—to recommending policy changes. This is a skill building capstone process that will empower the student for life.</p>
<p>2. Examine diverse values that form civically engaged and informed members of society.</p>	<p>Students will learn skills in <i>critical</i> social analysis about diversity and inequality. Focus on the elements of organizations and their relationships to diversity.</p> <p>This courses prepares students with the tools to identify the concepts used to name diversity. For instance, the debate exercises are intended to gauge the student’s ability to analyze the material and support his or her value arguments on Diversity in America. Students must use facts and best practice evidence for support.</p> <p>Students may be instructed in a class discussion, to think critically and engage themselves in a conversation regarding inequity in general education processes, issues of behavior controlling, sexuality, health care, housing, income, wealth, political representation, incarceration matters, poverty, and much more—for a deeper understanding of how American society values, engages, or informs diversity in society.</p>
<p>3. Evaluate solutions to real-world social and cultural problems.</p>	<p>Students will understand diversity from both a historical and sociological perspective. They will be taught to understand sociological theories and analyses on ways societal institutions create and shape intergroup diversity.</p> <p>They will learn how to identify and evaluate solutions to real-world social and cultural issues of inequality, equity, inclusion, and rights problematic in American Diversity. Students will identify and evaluate public policy decision-making, regarding Diversity in America and know what solutions exist to improve, for instance, the immigration crisis.</p> <p>In a reflective response to a class diversity question, students</p>

	<p>may be asked, from an American Diversity perspective on inclusion, equity, and rights to respond to—can community activism change the world? Why? Or why not? Students must clearly demonstrate knowledge of course concepts and theories from a sociological perspective, and use their knowledge to search for solutions to real-world social and cultural problems.</p>
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***Course readings:**

According to the author of the text to be used, *the fourth edition of “Diversity in America” offers both a sociohistorical viewpoint and a sociological analysis to provide insights into US diversity. The author squarely addresses the topics generating so much invective, passion, and raucous debate in American society today: Do we have too much immigration? Is multiculturalism a threat? Are we no longer sufficiently American? How do terrorist threats and illegal immigration affect Americans’ receptivity to the constant stream of newcomers? What kind of people are we becoming? The book answers these questions by using history and sociology to shed light on socially constructed myths about our past, misunderstandings about our present, and anxieties about our future. Putting into perspective the fact that diversity is not a recent social phenomenon, the author takes the reader through different American eras, beginning with the indigenous populations and continuing through colonial times, the early national period, the age of expansion, the industrial age, the information age, and today. Intergenerational comparisons, examination of the pros and cons of multiculturalism, and extrapolation of present trends into future probabilities offer the reader a holistic analytic commentary to provide additional helpful insights and understanding.*

***Class discussions:**

Are effectively punctuated with a good amount of thought-provoking questions that lead students through unpacking difficult concepts and theories—the difficult questions invite students to experiment with different ways of thinking about diversity in America.

***Class debates:**

Are designed to prepare students for a world of unprecedented transformation and radical uncertainties. Students are constituents of our University and future. They must know how to debate the issues of diversity in America. A space to think and create for change. **This can be a high capstone experience for our undergraduate students.**

*** Group presentations: TBA for extra credit!**

Encourage team work, diversity of thought, and responsibility. Shared learning is powerful and can assist in solidifying understanding. Such learning can allow students to **birth** intangible goods like justice, wisdom, education, peace within a collaborated safe space on an agreed sociological topic that supports and attempts to explain American Diversity. **This can be a high capstone experience for undergraduate students.**

***Elevator conversations:**

Are in the moment conversations from the diversity text that may trigger a student or students to critically think about American Diversity in workplaces, homes, organizations, businesses, religious institutions, corporate American, institutions of higher learning, in medical care, sports, government, law, policing, schools, housing, and much more from their local and or global view; and have a willingness to share how an applicable concept or theory from the reading applies to their own experiences.

***Class exercises:**

Are designed to enhance learning. Students may be asked to design a wheel of success for an organization's ability to stay competitive. Who or whom is placed on the wheel? How will the student approach identity, diversity, and teamwork? The student must address different levels of skills for success. The student must also discuss interrupting implicit biases. The goal of this exercise is to explore how we are interconnected, how we are re-shaping human interactions and world point of views.

*** Reflective responses:**

Are written responses to a key question asked in class. Students are given large sticky notes to write their response(s). No names are attached to the responses. The responses are distributed throughout the classroom for others to read aloud, analyze, and reflect upon all potential answers to the key question. To illustrate, students may be asked to explore if there can be hate associated with a person's first and last name.

***Typed Essays:**

Are used as essay questions that can challenge a student to design and write a response rather than to simply select a response. Essays have the potential to reveal students' abilities to identify, create, reason, analyze, synthesize, understand, and evaluate the course material. Essays are used for the advantages they can offer the student.

Additional student learning outcomes that can guide student learning:

- The capacity for critical and logical thinking
- Skills in reading, writing, and speaking
- A sociological and historical perspective and an understanding of American Diversity
- An appreciation of the complexity and variety in the world's cultures
- An understanding of society and human behavior across interconnected economies, cultures, and identities

If you think education is expensive---try ignorance—Derek Bok

Required Book:

Diversity in America 4th edition
 Vincent N. Parrillo
 ISBN-10:1612052541
 ISBN- 13:978-1612052540
[Western Kentucky University Bookstore](#)
 Downing Student Union
 1906 College Heights Blvd. #11042
 Bowling Green. Kentucky 42101-1042
<http://www.wku.edu/wkustore>
 (270)745-2466 (800) 444-5155
 Also, can purchase/rent from Amazon

The first step towards the solution of any problem is optimism—John Baines

Grading:

Student course grade will be determined as follows:

- (11) required quizzes each @10pt. There are 10 questions per quiz (110)
- (11) required reading responses each @50pts. (550)
- (5) required essays/length-2-3 page/each @20pts. (100)
- (The final required 2-3 page essay out of the 5 will be used for connections assessment)
- TBA
- (11) required responses to chapter opening images each at 10pts. (110)
- (1) required final exam 200pts.

Distribution of course points:

970-1070= A
 869-969= B
 768-868= C
 667-767=D

Below 666=F

- ✚ **On the day an essay, a reading response, or a response to chapter images are due:**
 - Bring your typed 2-3-full page essay with all citations, your typed reading response, and your typed response to chapter images
 - **Be prepared to turn in these assignments either at the beginning, middle, or end of class time. You have to be present the entire class period to receive credit and a grade for the assignment.**
 - **I will not accept assignments after class has ended.... Do NOT ASK!!!!**
 - **Only students present in class may turn in an essay assignment.** The papers are collected one-at-a-time. *Because I am collecting so many papers regularly across multiple sections of courses, the only way I can treat all assignments fairly is if I only accept papers handed directly to me in class on the day they are due (not early). Your classmates are not allowed to turn in your assignments. I do not collect papers from a third party or via e-mail or post-office mail, nor from underneath my office door because the paper management leads to errors.*
 - ✚ **I want to see you in class each of the 27 days.**

If you have to miss class because of a legitimate reason (e.g., serious sickness with a note from the doctor on the doctor's letterhead; a death in family with an official note from the Dean of Student Affairs letterhead) please notify me by e-mail. Students who must be absent because of a commitment to WKU (e.g., sports team) must notify me in advance with a typed note from the sponsor. Others may discuss such attendance matters with me during my office hours. (Those who may need to turn in late essay papers for reasons listed above must see me directly to discuss such matters). Otherwise

✚ **NO LATE PAPERS ARE ACCEPTED**

Upon completion of these assignments, you may find that your researching of your topic and writing your essays, responses, and response to text images have value. That your writings are thematic, theoretical, and conceptually focused. That your shared values, reasons, traditions and experiences are used in your writings to reflect upon your own sociological and analytical thinking of how American Diversity is understood in an analysis of inequality, in an analysis of influence and power. And, too, in how societal institutions use structures and the ordering of society to organize it communities on issues of diversity, inclusion, equity, and rights or the lack thereof. You will find that there are deficiencies in the diversity, inclusion, equity, and rights discourse analysis in America.

The following rubric will be used for the assessment of the final 2 questions added to the final 2-3 page essay.

<i>Criteria/Scale</i>	<i>Capstone (4)</i>	<i>Milestones (3)</i>	<i>Milestones (2)</i>	<i>Benchmark (1)</i>
<p>Analyze the development of self in relation to others and society.</p> <p>(modified from item 4 of the Inquiry and Analysis AAC&U VALUE Rubric)</p>	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to diversity, inclusion, equity, and rights issues.	Organizes evidence to reveal important patterns, differences or similarities related to diversity, inclusion, equity, and rights issues.	Organizes evidence, but the organization is not effective in revealing important patterns, differences or similarities related to diversity, inclusion, equity, and rights	Lists evidence, but it is not organized and/or is unrelated to diversity, inclusion, equity, and rights issues.
<p>Examine diverse values that form civically engaged and informed members of society.</p> <p>(modified from item 5 of the Global Learning AAC&U VALUE Rubric)</p>	<p>The student can use deep knowledge of the legal, historic, and contemporary role and differential effects to diversity, inclusion, equity, and rights, to develop and advocate for informed, appropriate action to solve complex problems of diversity in America.</p> <p>The student understands the effects of diversity or lack of diversity in human institutions and organizations.</p>	<p>The student can examine major elements of American Diversity including legal, historic, and contemporary interconnections and the differential effects on human organizations and actions, to pose elementary solutions to complex problems of diversity in America.</p>	<p>The student examines the legal, historical, and contemporary roles, interconnections, and differential effects, or lack thereof, of American Diversity in human institutions and organizations.</p>	<p>The student identifies the basis role of some institutions, ideas, and processes in American Diversity, inclusion, equity, and rights.</p>
<p>Evaluate solutions to real-world social and cultural problems.</p> <p>(modified from item 4 of the Problem Solving</p>	<p>The evaluation of solutions to diversity, inclusion, equity, inequalities, and biases, and rights issues is deep and meaningful (i.e., contains thorough and insightful explanation) and</p>	<p>The evaluation of solutions to diversity, inclusion, equity, inequalities, and biases, and rights issues is adequate (i.e., contains thorough explanation) and includes the</p>	<p>The evaluation of solutions to diversity, inclusion, equity, inequalities, and biases, and rights issues is brief (i.e., explanation lacks depth) and includes the</p>	<p>The evaluation of solutions to diversity, inclusion, equity, inequalities, and biases, and rights issues is superficial (i.e.,</p>

AAC& U VALUE Rubric)	includes, deeply and thoroughly, all of the following: considers history of the problem, reviews logic/reasoning, legal matters, examines feasibility of solutions, and weighs impact of solutions to how American Diversity can be transformed.	following: considers history of problem, reviews legal /logic/reasoning, examines feasibility of solutions, and weighs impact of solutions for a more diverse inclusive America.	following: considers history of problem, reviews legal /logic/reasoning examines feasibility of solutions, and weighs impact of solutions for a more diverse inclusive America.	contains limited explanation) and includes the following: considers history of problem, reviews legal /logic/reasoning , examines feasibility of solutions, and weighs impact of solutions for a more diverse inclusive America.
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Grading Rubric for Essays

18-20 points	15-17 points (B)	12-14 points (C)	Below 11 points (D)
<p>1. Excellent typed essay; excellent use of sociological concepts and theories on diversity</p> <p>2. Thoroughly written analysis of American Diversity with valuable sociological examples and/or illustrations of how systems and structures of inequality, structures of power and political organizing principles are devised in and within American Diversity</p>	<p>Above-average essay</p>	<p>Average essay with limited details</p>	<p>Weak and poorly composed essay</p>
<p>3. Able to demonstrate, explain, and connect major sociological diversity themes throughout the essay,</p> <p>Able to connect self to diversity</p> <p>4. Able to demonstrate well, creative ways of analyzing data in research articles</p> <p>5. Well use of the</p>	<p>Above-average</p>	<p>Weaknesses noted</p>	<p>Major limitations noted</p>

<p>literature review process for additional supporting evidence on how diversity values can be both engaging and informative for civic growth in American culture</p> <p>6. Excellent use of including other related research for a fuller understanding of various solutions to social and cultural problems</p> <p>7. Able to make recommendations for future research questions or policy matters on diversity, inclusion, equity, and rights</p> <p>8. Excellent over-all written essay, well cited, sociologically framed in diversity thought and perspective.</p>			
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Rationale for Assessing Student Essays:

In a global society dominated by intersecting oppressions and vast inequality, the writings of and about American Diversity are crucial. Understanding the lens of race, class, gender, culture, disability, sexuality, geography, thoughts, perspectives, and so much more; an equity in diversity thinking, not only afford students a broad and multifaceted perspective on social justice issues related to diversity, but also engenders an understanding of how individuals and groups work for change on personal, communal and global levels. Diversity understanding betters society as a whole. The authenticity of diversity is about equalizing America.

The aim of this writing project is to expand student's awareness of how structured systems of inequality work in a diverse America. Through their writings students will understand how diversity inequalities affect people's health, life chances, self-concept, and material well-being; as well as the positive effects of privilege on those who are in the haves. The essay-writing projects (from a sociological diversity perspective) should help students gauge the adverse effects of institutionalized inequality on socially disadvantaged people. The notion of diversity, equity, inclusion, and rights must frame their analytical essays. **This can be a high capstone experience for undergraduate students.** Students, while being taught, can adjust their lens—their vision for a better America.

📌 Students use **both rubrics** to write and assess your essays.

- ❖ **In the course students will work to select their essay topics. Hopefully, their topics will capture their own learning goals and objectives.**
- ❖ **Other research/readings/text of the students' choice can be implemented into the writing of the required five typed (2-3) page essays to offer students a broader perspective.**
- ❖ **Students must clearly demonstrate how their essays relate to how race, class, and gender equities impact American Diversity.**
- ❖ **Students will need to invest an appropriate amount of time into their learning from the start.**

📌 Things to consider when writing and typing your (5) 2-3 page essays:

Title:

Catchy titles can entice the reader in amazing ways!

Introduction:

- a. Introduce your essay topic in an interesting way
- b. Provide a brief explanation of your theory/concept/topics
- c. Include a clear purpose statement in your essay (you should include a literature review)
- d. Provide a rationale for why your essay topic is important to study. (Cite a source or sources)
- e. What have other researchers asked about your essay topic's importance?

Preview the structure/main points of the essay (this is your transition into the body of your paper).


Body:

- f. Have a clear organization pattern for your main points. Three is a good number of main points for this length essay. Consider using subheadings.
- g. Discuss the readings/articles or other outside sources that fit within your main point. Include the basics of the sources such as the type of study, data collection methods, and major findings if applicable.
- h. Develop a clear transition into the next main point. Consider how the next topic fits with the previous topic.
- i. Repeat this pattern until your main points have been fleshed out

Conclusion:

- j. Restate the importance of your essay topic.
- k. Provide a list of limitations of studying your topic. What is hard about it? Here, cite sources. What do other authors discuss as being difficult about studying the topic?
- l. Discuss future directions for studying your essay topic. Cite sources.
- m. What do other author(s) suggest we should study about your topic in the future? Are there existing gaps in the research or gaps in our knowledge of the topic?
- n. What are these author(s) clear implications for scholars interested in race, class, and gender analysis?
- o. Propose your own additional research questions. Always be cognizant of what you are leaving out when you research your topic.

Reference Page:

- p. Cite all sources used in the essay
- q. Place all sources in alphabetical order
- r. For your essays follow the most current APA guidelines (Google search Purdue OWL) for additional help with citations
-  Don't forget to label the Header as References

- ✚ Don't forget to use a hanging indent (every line after the first line of the entry is indented)
- ✚ Don't forget to double space all entries

Editing Tips for the essays:

- READ YOUR ESSAY OUT LOUD (you'll catch lots of mistakes and unclear sentence structure)
- READ your essay again.
- CHECK use of APA style
- GO To the Writing Center for Input

Writing Center Assistance:

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

List of potential sociological topics for essays s: (Your own diversity topics from a sociological perspective are strongly encouraged)

Social practices and historical processes embraced in social institutions shape individual's chances for success. How does one's race, class, and gender, as diversity categories of analysis hinder and/or support equal opportunity for success in America ?

What things have—or haven't changed in the ways the media covers women's sports? When asked about the disproportionate coverage, some researchers report that TV producers claim they choose their programming in response to audience demand. Why might these pronouncements blur a more complex reality in America?

How can women attain status equal to men at work?

How do poverty and race intersect to create particularly problematic environments for some racial groups?

How can citizen and police review boards play a more proactive and reactive role in monitoring individual police behavior and in monitoring confounding institutional and organizational practices in America?

How can racial bias in institutions/organizations be reduced?

What do you think will happen to undocumented immigrants and children of undocumented immigrants, given the current political events?

Discuss how some institutions that millennials belong to, are trying to deconstruct gender stereotypes and “redefine masculinity.” Compare the United States, England and the Netherlands discourses on sexuality.

How is it that bathrooms came to be central in transgender-rights legislation?

In what ways is the economic system working against working-class young adults in America?

How can policy-makers ensure that the policies they are creating to foster economic growth reach a diverse population in America?

Think about your own life and diverse background. Do you think whether you grew up working class, middle class, or upper class has shaped how you approach your education and career plans?

In the future, what are different ways the institution of marriage may or may not be affected by the legalization of gay marriage?

Why is it important for colleges and universities to pay attention to the kinds of diverse friendships networks the school environment facilitates. In what ways do race, class, and gender identities shape friendship networks?

Regular reports of the “achievement gap” highlight how whites continue to outpace blacks and Latinos on just about every measure of academic attainment. The larger concern for sociologist is that the achievement gap produces racially defined income and wealth disparities later in life. Explore how a move toward a more inclusive and equity analysis of race, class, and gender may generate better understanding and better working solutions—closing the disparity gap.

How global are norms and stereotypes in America?

What are the advantages of “integration” or “diversity” in schools? What are the disadvantages?

List and explain some institutional policies that contribute to the current scarcity of U.S. doctors?

In terms of self-identification as well as identification with others, what are some implications behind receiving, or not receiving, a diagnosis for a medical condition?

What is cultural health capital?

How do opinions about breastfeeding differ based on culture, race/ethnicity, class and gender?

What are some of the challenges facing those who work inside the institutional and organizational framework of the criminal justice—to effect reform from within?

Using diversity, inclusion, equity, and rights as units of analysis, where do diverse background people go for information about scientific debates and current events that may or may not affect their lives?

Should STEM masculinity be questioned? Explain your response.

What gender is science?

How would you explain statistical discrimination?

Explain how natural gas extractions (fracking) hurt poor working Americans?

What are some potential explanations as to why female representation in engineering fields is generally weaker in advanced industrial societies than in emerging nations?

What can or should be done to deal with the widespread negative sentiment toward affirmative action programs?


What are some of the main arguments about the function and persistence of inequality in America? Do you buy into those arguments? What are some policy implications that may or can reduce inequality in America? What about arguing for wider-spread asset ownership as a way to spread opportunity in a growing diverse America.

What responsibility do cities and communities have when low-income housing is removed from an area?

What does the term gentrification mean?

Why are black and brown people disproportionately incarcerated? Explain your response using course concepts and theories.

About the Required Final exam: (Total 200 points)

-  The final exam is **comprehensive**. The questions will come from your chapter readings and quizzes. You will be given 50 M/C questions worth 4 points each. (200 Total points)

- ✚ For students with **excessive absences** a different type of final exam will be required.
- You will be given advanced notice.
- Your final exam will be changed to **an all** Answer Response format consisting of 50 questions, worth 4 points each, totaling 200 points.

About Discussions, Debates, Elevator Conversations, Reflective responses, Group Presentations:

I write self-notes about the quality of discussions, debates, elevator conversations, reflective responses, s in which each student contributes. I particularly notice when you express yourself with questions, uncertainty, or perhaps elation after having experienced a breakthrough understanding of the reading material. This assessment gives me insight into what you are learning academically and aids in justifying that:

Great attendance and participation can earn a student with a 57 (D) 67 (C) 77 (B) 87 (A) in the course. You may want to keep this opportunity in mind.

✚ **Influence of attendance and participation on grades**

Class Attendance :

- Reliable attendance, vital to having success in this course.
- Reliable participation, vital to having success in this course. If a student's grade is "sitting on the border" of a higher grade, attendance and participation will be considered in the decision to move a person to a higher score.

I understand that life presents challenges at times. If, a student knows that he or she has to leave early, that student should **let me know before class and sit in a location where you can depart with minimal interruption.**

Class Participation:

- By engaging in course readings, class discussions, class debates, elevator conversations, class exercises, writing reflective responses, and preparing for group presentations on selected research topics, you will be able to
- Better express your local and global sociological point of view.
- Become aware of your actual level of learning enabling you to improve.
- Describe opinions divergent from your own.
- Improve your responses to questions relating to course material.
- Write the best topic report

Participation means:

- (1) Thoughtful speaking and also
- (2) Active listening

- (3) In an atmosphere of mutual respect and
- (4) Freedom from distractions.

Speaking and Listening:

Every student in the class needs to engage in both speaking and listening. To avoid the unbalanced and unfair discussion of a few persons carrying the load of the conversation and to ensure everyone has an opportunity to learn to share as per the General Education objectives, the class expectation is that:

___ Quiet students will speak at least once per class and
 ___ Those who tend to dominate shall practice listening for 5 sequential minutes each class period.

If you are anxious, consider sitting in the front of the class so you can talk more one-to-one to me (although some feel better sitting in the back). If you are very anxious, consider contacting the Counseling Center (745-3159) for support in learning to overcome that fear and be free to engage in all of your classes.

If you tend to dominate, take careful notes of what others say and try to generate a summary statement and comment based on the conversation you heard to share when your time listening is over.

Mutual Respect:

Learning is most likely to take place where the classroom environment is characterized by mutual respect among students and between the instructor and students. The goal is to establish an atmosphere of mutual respect where both the instructor and students feel comfortable enough to take risks, make mistakes, and use their intuition in the pursuit of life-long learning. The exercise of common courtesy on the part of both the instructor and students will enhance the success of this class.

Mutual respect means presenting ideas with courteous words and respectful behaviors. It means listening to a full comment before replying. It means giving your full attention to whomever is speaking and taking your turn when it is assigned, not dividing your attention with another task. It means using proper names and arguments based in logic and clarity. It recognizes what the persons have in common, not just how they disagree. Persons expressing themselves honestly and respectfully own their own statements and accurately represent what another person has said, even if it undermines one's own point of view. Mutual respect is collaborative and constructively oriented.

Why is it important to consider mutual respect? Mutual respect is vital to the whole notion that university students should be free to exchange ideas, free of distractions. Such an exchange is more likely in an atmosphere free from ridicule, insults, or personal attacks.

Free from Distractions:

Learning is most likely to take place where the classroom environment is one characterized by mutual respect and freedom from unnecessary distractions. Time to focus on a single action is precious.

Be a great learner when you come to class, be present for class and the learning that will take place. Focus on the discussion and the instructor. Turn off all electronic devices and put away distracting materials.

 ***You are not allowed to record me unless I authorize you to do so.***

Electronic devices distract your cohorts around you and myself from my job, lowering the course experience for all. Furthermore, the research is very clear that all performance suffers when you try to do multiple tasks at once so it is in your best interest to be fully present for the course.

Enjoy the people you are physically with in the classroom and learn to increase your attention span for deep intellectual work. This will reward you the rest of your life.

Some individuals may need electronic devices for accommodations or other special circumstances arranged through proper university channels, generally starting with a conversation with me. Do not assume that because another person is using a device, you are free to do so.

Thank you in advance for taking the time and attention to be intellectually engaged with the course content and your peers.

General Course Policies

Student Disability Services:

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

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services

Academic Misconduct:

Academic Misconduct in any form is in violation of Western Kentucky University *Student Disciplinary Regulations* and will not be tolerated. This includes, but is not limited to:

1. Copying or sharing answers on assignments,
2. Plagiarism, and

3. Having someone else do your academic work and turn in your work for you. Depending on the act, a student could receive an F grade on all assignments, on the final examination, an F grade for the course, and could be suspended or expelled from the University. **Judicial Affairs will be contacted!**

Title IX Sexual Misconduct/Assault Policy:

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

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

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

Career Coaching:

The WKU Center for Career and Professional Development is located in the Downing Student Union, Room 2001. They will help you navigate your career by providing coaching on topics including: resumes, cover letters, internship/job searches and interviewing. Plan to attend the Potter College of Arts & Letters Career Fair, March 21st, 1:00-3:00 pm CST to speak with employers about job and internship opportunities. Jake Hamlin is the PCAL Career Coach.

Suggested Course Schedules

Week	Lessons to Complete
Week 1	Lessons 1 and 2
Week 2	Lesson 3
Week 3	Lesson 4
Week 4	Lesson 5
Week 5	Lesson 6
Week 6	Lesson 7
Week 7	Lesson 8
Week 8	Lesson 9
Week 9	Lesson 10
Week 10	Lesson 11
Week 11	Lesson 12

Week	Lessons to Complete
Week 12	Lesson 13
Week 13	Lesson 14
Week 14	Lesson 15
Week 15	Lesson 16 Final Exam/Assessment Essay Due

Lesson 1: Read Chapter 1 *Perception and Reality*

- Chapter 1 Reading Response
- Chapter 1 Image Response “*Café Wall Illusion*”
- Quiz 1

Lesson 2: Typed Essay 1(a topic of your choice relating to Diversity in America and/or around the world. Keep a focus on connections student learning outcomes).

Lesson 3: Read Chapter 2 *Diversity in Aboriginal America*

- Chapter 2 Reading Response
- Chapter 2 Image Response “*Amerikanska Folk*”
- Quiz 2

Lesson 4: Read Chapter 3 *Diversity in Colonial Times*

- Chapter 3 Reading Response
- Chapter 3 Image Response “*Broadway, New York*”
- Quiz 3

Lesson 5: Essay 2 (a topic of your choice relating to Diversity in America and/or around the world. Keep a focus on connections student learning outcomes).

Lesson 6: Read Chapter 4 *Diversity in Early National Period*

- Chapter 4 Reading Response
- Chapter 4 Image Response “*Scene at the Signing of the Constitution of the United States*”
- Quiz 4

Lesson 7: Essay 3 (a topic of your choice relating to Diversity in America and/or around the world. Keep a focus on connections student learning outcomes).

Lesson 8: Read Chapter 5 *Diversity in the Age of Expansion*

- Chapter 5 Reading Response
- Chapter 5 Image Response “*American Progress*”
- Quiz 5

Lesson 9: Essay 4 (a topic of your choice relating to Diversity in America and/or around the world. Keep a focus on connections student learning outcomes).

Lesson 10: Read Chapter 6 *Diversity in the Industrial Age*

- Chapter 6 Reading Response
- Chapter 6 Image Response “*Breaker Boys*”
- Quiz 6

Lesson 11: Read Chapter 7 *Diversity in the Informational Age*

- Chapter 7 Reading Response
- Chapter 7 Image Response “*ENIAC*”
- Quiz 7

Lesson 12: Read Chapter 8 *Diversity in Today’s world*

- Chapter 8 Reading Response
- Chapter 8 Image Response “*September 11*”
- Quiz 8

Lesson 13: Read Chapter 9 *Intergenerational Comparison*

- Chapter 9 Reading Response
- Chapter 9 Image Response “*Generations*”
- Quiz 9

Lesson 14: Essay 5 (a topic of your choice relating to Diversity in America and/or around the world. Keep a focus on connections student learning outcomes and remember two additional questions will be added to this essay for connections assessment).

Lesson 15: Read Chapter 10 *Is Multiculturalism a Threat?*

- Chapter 10 Reading Response
- Chapter 10 Image Response “*A Lightning Storm*”
- Quiz 10

Lesson 16: Read Chapter 11 *The Next Horizon*

- Chapter 11 Reading Response
- Chapter 11 Image Response “*International Space Station*”
- Quiz 11

The following checklist:

Will be used when grading your reading response assignments and image responses:

For each reading response assignment, you will:


- Respond to a section of the chapter reading that sparks your interest or expands a broader notion or a more thoughtful reflection of what diversity is to you.

- The material (s) for your essays can come from any **text** that explores the diversity, inclusion, equity, and rights concepts. I am particularly interested in essays that challenge perspectives for a Diverse America (i.e., identity, sexuality, religion as well as race, gender and class) again, these perspectives must be included in your typed(2-3) page essays
- An anthology of central texts can be used to challenge multiple point of views, and too, assist you in writing your essays (i.e., non-fiction essays, speeches, literature, songs, video clips, blogs and maps etc.,

___Your reading responses and image write-ups are to be typed doubled-spaced and full page where applicable.


___When your responses to the readings and images are subjective, your task is to demonstrate an understanding of the material by sharing what you think (i.e., is the reading sociological, or, is the image sociological, and if so, how? How do the readings and images challenge your own viewpoint or world perspective about diversity in America?


- Paraphrase the paragraph (s) as closely as possible, no plagiarism
- You can relate some paragraph (s) to something in your own life.
- You can also relate some paragraph (s) to other sociological concepts and theories learned in the reading or other readings.
- You can research related topics using Goggle Scholar. Evidence consists of good science and statistic. You are instructed, always to say and write what you can defend, and, to value persuasive writing.

 **Please print and keep copies of all assignments.**

 **Please refer often to your syllabus for instructions and or clarifications.**

Required Final Exam: (200 total points)

 **Again, the final exam is comprehensive.** The questions will come from your chapter readings and quizzes. You will be given 50 M/C questions worth 4 points each. (200 Total points)

 **Golden Rules for writing your 2-3 page essays in the —SOCL 375 Diversity in American Society course:**

- Read the suggested chapter readings
- Follow, strongly too, your own preferred reading and research on race, class, and gender diversity studies
- Select your topics
- Outline your 2-3 page essays as you study the significance of diversity, inclusion, equity, and rights

- Create, write and type your essays
- Do not copy and paste, write your essays yourself

Referencing:

Referencing is a reliable process of acknowledging another person's ideas, which you can use in your own typed essays.

Why cite references?

- Avoids Plagiarism.
- Acknowledges the work of other writers.
- Enables other researchers to trace your sources.
- Demonstrates the depth of your essay research.

Which style to use?

- There are many acceptable forms of referencing.
- Specific referencing styles may be used in some subject areas.
- All referencing styles change as new editions of the manuals are published and new methods of publishing are established.

🚩 These styles are international standards and have style manuals to refer to for further examples. The updates may have changed... so apply the latest rules. When in doubt, use **OWL**

🚩 **Referencing styles (See OWL Purdue Online writing lab) APA style is most applicable.**

The above schedule, requirements, and policies are subject to change due to extenuating circumstances.

Choosing to remain in this class means you accept the terms of this syllabus. You are responsible for all information contained in this syllabus. Bring your syllabus to each class (only if you have questions about requirements).

Dates to Remember:

Class starts, January 22, 2019
 Spring Break, March 4-8, 2019
 Final Exam Week, May 6-10, 2019

Thank you for your willingness to contribute to a great semester through conscientious and thoughtful behavior. *I really appreciate it.*

Have a great spring semester!

Colonnade Connections Course Proposal Local to Global Subcategory

Proposal Contact Name, E-mail, and Phone:

Name: Margaret M. Gripshover

Email: margaret.gripshover@wku.edu

Phone: 270-745-3032

College and Department: Ogden College of Science and Engineering; Department of Geography and Geology

Proposal Date: October 24, 2018

1. Course Details:

- 1.1 Course prefix (subject area), number and title: GEOG 386, Geography of Potent Potables
- 1.2 Credit hours: 3
- 1.3 Prerequisites¹: None
- 1.4 Crosslisted and/or equivalent courses (prefix and number): This course is not cross-listed but is an elective with the “Brewing and Distilling Arts and Sciences” certificate program.
- 1.5 Expected number of sections offered each semester/year: One.
- 1.6 Is this an existing course or a new course? Existing.
- 1.7 Proposed term of implementation?: Spring 2019
- 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Bowling Green Main Campus.

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

Students in this course will explore the geographies of alcoholic beverages, including the patterns of production, distribution, and consumption of beer, distilled spirits, and wine, as well as the associated cultural and environmental impacts at local and global scales. Breweries, wineries, and distilleries, or lack thereof, are important elements of many diverse cultural and economic landscapes and reflect local geographies and global influences. Students will be engaged in analyzing the geography of the alcoholic beverages at local to global scales, exploring local to global interrelationships, and evaluating the consequences of decision-making related to “potent potables” at local and global scales. Topics to be discussed include, but are not limited to the origins of and access to raw materials, the role of terroir, the rise of craft breweries and distilleries, sustainability, cultural prohibitions, and cultural attitudes toward the production and consumption of alcoholic beverages.

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.

Most college students, no matter their age, are generally aware of the wide variety of alcoholic beverages that are available. No doubt many WKU student have consumed alcoholic beverages, and perhaps some without the legal right to do so! But few of them understand the importance of where their “potent potable” of choice was produced, how the distribution, sales, and consumption of alcoholic beverages impact their communities or how the beverages they consume in Bowling Green link them to a broader national, regional, and global narrative. In this course, students are called upon to think in a very interdisciplinary way, digging into their intellectual tool kits that contain skills gained in other social sciences, natural sciences, and the humanities. Students in the course are responsible for completing a capstone project that consists of creating a hypothetical brewery/distillery/winery. Students are responsible for determining where to locate their company, taking into consideration such variables as traffic flows and logistics. They also have to dream up an original identity, logo, and product line for their business; and develop a tourism plan that integrates their

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

beverage company into a local and global network of “potent potable” trails and destinations. To do this, each student must use geographic methodologies and work collaboratively, creatively, and holistically.

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 Local to Global 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: Analyze issues on local and global scales.</i>	
1. Analyze issues on local and global scales.	<p>Students will explore the origins, diffusion, and cultural meaning of brewing, distilling, and winemaking traditions at local, state, regional, national, and global scales.</p> <ul style="list-style-type: none"> • For example: As a class, we will analyze the factors that led to the development of hops farming in Europe, how those practices diffused to the United States, why hop production declined, retrenched, and reinvented itself using new technologies, and why production shifted to different geographic regions in the world, the U.S., and even to some counties in Kentucky. • Students will critically assess, using salient evidence and argument, the pros and cons of the rapid rise of local and global craft breweries. They will examine, among other things, why, despite the popularity of craft beer and its place within our broader popular culture, many craft breweries have ceased operations or been absorbed by global mega-brewers.
2. Examine the local and global interrelationships of one or more issues.	<p>In this course, students will be exposed to geographic methodologies, which are, by their nature, based on local and global interrelationships.</p> <ul style="list-style-type: none"> • Example: Building upon their analysis of the craft brewing industry, students will evaluate the cultural meaning and identity of “craft beer,” and can a beer retain its “craft” label if the craft brewery that produces it is bought out by a global mega-brewer? In other words, students will be asked to interpret what is “authentic,” in both geographic and social contexts. • Example: Students will examine how the interrelationships between climate change and shifting consumer preferences, are influencing the wine industry at the local and global scales.
3. Evaluate the consequences of decision-making on local and global scales.	<p>Local to global connections will be evaluated through the consequences of decision-making by producers and consumers of “potent potables.”</p> <ul style="list-style-type: none"> • Example: Students will explore how local and national policies shape alcoholic beverage industries. For example, recent decisions to place tariffs on European Union (EU)

	<p>products, resulted in the EU placing tariffs on bourbon, much of it imported from Kentucky distilleries.</p> <ul style="list-style-type: none"> • Example: In this course, we evaluate the consequences of varying degrees of prohibition of alcoholic beverages at local and global scales. Students will discuss the impacts of local ordinances that prohibit or limit alcoholic beverage production and consumption, as well as the influences of cultural institutions and identities such as religion, gender, race, and ethnicity, on the consumption and perception of alcoholic beverages.
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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).

After completing GEOG 386, students will be able to:

- Extend what they have learned about the geography of alcoholic beverages and apply their understanding to the evolution of hearth regions in general, and to the diffusion of other types of material and non-material culture.
- Apply their newly acquired observational and research skills, to investigate, evaluate, and consider solutions for problem solving in their coursework in other classes or in their careers.
- Apply their writing and presentation experiences to other courses and to their work in the “real world.”
- Make connections between what they have learned about spatial and temporal patterns and processes to their major field of study.

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.
1. Analyze issues on local and global scales.	The artifact for assessment of the student’s mastering of analyzing problems at the local and global scales is the semester-long research project.	At the end of the semester, students will submit their research project which consists of plans for the creation and marketing of a brewery, distillery, and/or winery. A review panel consisting of the appropriate Geography faculty will then collect a random sample of 20% of student research projects and evaluate how students provide evidence of their understanding of how geographic scale is expressed in their final projects. At least

		50% of the projects sampled should score a “Good” or higher.
2. Examine the local and global interrelationships of one or more issues.	The artifact for assessment for the student’s mastering of analyzing local and global interrelationships is the semester-long research projects.	At the end of the semester, students will submit their research project which consists of plans for the creation and marketing of a brewery, distillery, and/or winery. A review panel consisting of the appropriate Geography faculty will then collect a random sample of 20% of student research projects and evaluate how students provide evidence of their understanding of how local and global linkages and interrelationships are expressed in their final projects. At least 50% of the projects sampled should score a “Good” or higher.
3. Evaluate the consequences of decision-making on local and global scales.	The artifact for assessment for the student’s ability to evaluate the consequences of decision-making at local and global scales is the semester-long research projects.	At the end of the semester, students will submit their research project which consists of plans for the creation and marketing of a brewery, distillery, and/or winery. A review panel consisting of the appropriate Geography faculty will then collect a random sample of 20% of student research projects and evaluate how students provide evidence of their understanding of how the consequences of local and global decision-making is addressed in their final projects. At least 50% of the projects sampled should score a “Good” or higher.

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. Identify and analyze the Geography of Potent Potables at Local and Global Scales	Demonstrates a comprehensive understanding of the geography of alcoholic beverages, and their connections to cultures and landscapes at local and global scales.	Demonstrates a workable understanding of the geography of alcoholic beverages, and their connections to cultures and landscapes at local and global scales.	Demonstrates some understanding of the geography of alcoholic beverages, and their connections to local and global cultures and landscapes, but is not clear in one’s analysis or conclusions.	Is unable to demonstrate meaningful understanding of the geography of alcoholic beverages, and their connections to cultures and landscapes at local and global scales. Their analysis and conclusions are not evident in their argument.

2. Understand cultural and environmental connections between spatial and temporal developments in the Geography of Potables using geographic methodologies	Demonstrates a comprehensive understanding of the influences and limitations of environmental and cultural factors on temporal and spatial geography of alcoholic beverages, including the development of types of beverages, their diffusion, and impacts on local and global cultures. The analysis includes geographic methodologies and conclusions are well-reasoned and insightful.	Demonstrates a workable understanding of the influences and limitation of environmental and cultural factors on temporal and spatial connections in the geography of alcoholic beverages, including the development of types of beverages, their diffusion, and impacts on local and global cultures. The analysis is based on geographic methodologies and conclusions are reasonable and supported by evidence.	Demonstrates some understanding of the temporal and spatial connections in the geography of alcoholic beverages, including the development of types of beverages, their diffusion, and impacts on local and global cultures, but the geographic methodologies are not entirely clear in one's analysis or conclusions.	Is unable to demonstrate a meaningful understanding of the temporal and spatial connections in the geography of alcoholic beverages, including the development of types of beverages, their diffusion, and impacts on local and global cultures. Geographic methodologies are not properly applied and the analysis and conclusions are flawed.
3. Evaluate the connections and consequences of the production, distribution, and consumption of alcoholic beverages at local to global scales.	Demonstrates a comprehensive understanding of the connections and consequences to the production, distribution, and consumption of alcoholic beverages, from the local to global scales. Provides convincing evidence to support their argument and conclusions.	Demonstrates a workable understanding of the connections and consequences to the production, distribution, and consumption of alcoholic beverages, from the local to global scales. Provides adequate evidence to support their argument and conclusions.	Demonstrates some understanding of the connections and consequences to the production, distribution, and consumption of alcoholic beverages, from the local to global scales. Provides incomplete evidence to support their argument and conclusions.	Is unable to demonstrate meaningful understanding of the connections and consequences to the production, distribution, and consumption of alcoholic beverages, from the local to global scales. Provides insufficient evidence to support their argument and conclusions.

In addition to the specific Student Learning Outcome detailed above, assessment of the learning objectives of GEOG 386 also will be accomplished via pre- and post-course survey for the purpose of enhancing the value of the course. Each Colonnade Systems Learning Objective will be individually assessed by three multiple-choice and/or short answer questions. A pass/fail evaluation will be made of the pre- and post-course assessments for each student in a particular class. A student will “Pass” when he/she correctly answers two of the three assessment questions (66%) for each Colonnade Learning Objective. At the end of the semester when the post-course assessment is complete, each student will have three Pass/Fail scores corresponding to the three Colonnade Systems Learning Objectives. Results obtained from each semester's assessment will be used to strengthen GEOG 386 in subsequent offerings.

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 for “Evidence & Argument” is the semester-long research project described above 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.

SYLLABUS

Fall 2017

GEOGRAPHY OF POTENT POTABLES: GEOG 386/GEOG 386 Honors*, Section 001 Wednesdays, 4:00pm-6:55pm, EST 328, 3 Credit Hours

INSTRUCTOR: Dr. Margaret. M. Gripshover, Professor

OFFICE: EST 309 **PHONE:** 270-745-3032 **E-MAIL:**

margaret.gripshover@wku.edu

OFFICE HOURS: Tuesdays, 8:30am-9:30am; Wednesdays, 2:00pm-4:00pm; Thursdays, 1:00pm-2:00pm. Note: You are *strongly* encouraged to meet the instructor if you have any questions or problems and *appointments are available at times other than listed here*. Every attempt will be made to meet your needs.

REQUIRED TEXTBOOKS:

Patterson, Mark and Nancy Hoalst-Pullen eds. *The Geography of Beer: Regions, Environment, and Societies*. (New York: Springer). 2014

Note: Additional readings from various sources will also be assigned during the semester. One such source is Dr. Neil Reid's (Professor of Geography at the University of Toledo), the "Beer Professor Blog." It is informative, scholarly, and fun to read (and free!). What's not to like? Check it out at: <http://www.thebeerprofessor.com/>

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

COLONNADE CONNECTIONS COURSE: LOCAL TO GLOBAL SUBCATEGORY

Student Learning Outcomes:

Students will be able to:

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

COURSE LEARNING OUTCOMES AND OBJECTIVES:

Students will explore the origins, diffusion, and cultural meaning of brewing, distilling, and winemaking traditions at local, state, regional, national, and global scales. In this course, students will be exposed to geographic methodologies, which are, by their nature, based on local and global interrelationships. Local to global connections will be evaluated through the consequences of decision-making by producers and consumers of "potent potables." Students will explore the geographies of alcoholic beverages, including the patterns of production, distribution, and consumption of beer, distilled spirits, and wine, as well as the associated cultural and environmental impacts at local and global scales. Breweries, wineries, and distilleries, or lack thereof, are important elements of many diverse cultural and economic landscapes and reflect local geographies and global influences. Students will be engaged in analyzing the geography of the alcoholic beverages at local to global scales, exploring local to global interrelationships, and evaluating the consequences of decision-making related to "potent potables" at local and global

scales. Topics to be discussed include (but are not limited to), the origins of and access to raw materials, the role of terroir, the rise of craft breweries and distilleries, sustainability, diffusion, cultural prohibitions, and cultural attitudes toward the production and consumption of alcoholic beverages.

NOTE: Field trips and field research are required. If a required field trip is scheduled, it will take place during our regular class time. You will also be required to work on individual and collaborative research projects. *This course fulfills a requirement for the major in Geography and Environmental Studies, Tourism and Development, minor in Geography, and is an elective in the Brewing and Distilling Arts and Sciences Certificate program. It may also be used in some programs as an upper-division elective graduate requirement.*

NOTE: The consumption of alcoholic beverages is NOT required for this course. You do NOT have to be 21 years old to take this class! We will be “consuming” beverages on an intellectual level—not actually drinking them in class! So if you are underage, or do not drink alcoholic beverages, you are more than welcome to take this course!

HOW YOU WILL BE EVALUATED: Your final grade will reflect your performance on three exams and three assignments. Exams consist of questions drawn from the lectures, maps, readings, class discussions, assignments---essentially anything that happens from the time the class begins until the end of class is fair game for the test. There are 400 possible points that can be earned in the course. There are three exams worth 100 points each for a total of 300 points. There are three assignments, and, when added together, are worth 100 points, equal to one exam. The three assignments are combined to form a semester-long research project and involve individual and collaborative work, and field work/field research/archival research. The following is the point scale used to calculate your final grade in the class.

400-360 = A

359-320 = B

319-280 = C

279-240 = D

239- 0 = F

FYI: An “A” requires *extra effort* and to earn one is a great honor. Doing the bare minimum will not result in an “A”---not even a “B”! Students who earn “A’s” are attentive, never (or very rarely) miss class, are prepared for the lecture, score the highest on exams, are leaders in discussions, and put extra effort into their assignments. Do not underestimate the amount of time you will need to devote to studying and preparing for this class. You will need to do much more than just read the textbook and take exams. Also, since this class only meets one day per week and for nearly three-hours at a time, be honest with yourself—if you know you will miss classes due to outside obligations or do not thrive in such a learning environment, this may not be the class for you.

NOTE: Just because you are on the borderline between two letter grades does not mean you will be automatically moved up to the next grade level. The points you earn will determine your grade. ***Do not expect to receive a grade higher than what you have earned.*** Do not ask for a grade higher than the grade you have earned.

***NOTE: Students enrolled in GEOG 386 Honors will be expected to perform at a high level, provide classroom leadership, and produce a lengthier final project.**

CLASSROOM DECORUM:

- As a courtesy to the professor and your fellow students, all cellular phones, headphones, etc., must be turned off during lectures and exams.
- You are **not permitted** to record lectures or any class events in any electronic or digital audio and/or video formats.

- **No texting during class.** This is distracting and annoying to those around you and your professor. Be courteous and aware that you are sharing a learning environment. It is not all about you.
- Students may use laptops in class for note-taking only as long as they do not disturb other students around them. Other computer use is not permitted. **Anyone using a computer for non-class activities will lose their computer use privileges for the semester. One strike and you are out. No exceptions.**
- **Any electronic gadgetry, such as cell phones, that “go off” during an exam will result in an *automatic five point deduction* to the offender’s exam score.**
- Any student failing to demonstrate mature and respectful behavior **will be removed from the class.**
- Please keep aisles clear of backpacks and personal materials.
- No reading newspapers, web surfing, e-mailing, texting, messaging, cell phone use, or use of any non-class materials during class. This is very distracting to others in the classroom.
- **No eating, drinking, e-smoking or tobacco use is permitted in my WKU classrooms.**
- In deference to others, **please be on time for class.** Arrive early as to minimize the chaos. It is very distracting to have students wandering into the classroom during the lecture.
- If you must leave before class has ended, **please notify the professor before class.**
- If you know you are going to be **absent for a class, notify the professor in advance** and, if you are working on a group project, inform your fellow team members.
- If you are absent from class, it is **your responsibility** to find a fellow student who is willing to share the notes. Dr. G. does not share her notes or PowerPoint slides.
- It is understood that all students have **read the WKU student “Code of Conduct”** and will abide by these rules: <http://www.wku.edu/judicialaffairs/student-code-of-conduct.php>.
- **Plagiarism and cheating are serious violations** and students should familiarize themselves with these issues. <http://www.wku.edu/csa/policies/plagiarism.php>. For further information, take a look at this explanation of plagiarism from the Department of English: <http://people.wku.edu/jan.garrett/dptengpl.htm>

DEPARTMENT OF GEOGRAPHY AND GEOLOGY POLICY:

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

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

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

DISABILITY STATEMENT: Students with documented disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Accessibility Resource Center, DSU 1074. The OFSDS telephone

number is (270)745-5004; TTY is 745-3030. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation.

ATTENDANCE POLICY: Attendance will be taken at the beginning of each class. If you are late, you will be counted absent so please, be on time so you won't be left off the day's roll. **Attendance is not used as a direct grading variable but it does have a direct impact on your grade.** The penalty for failure to attend class will be borne by the student, as he or she will be unable to perform satisfactorily on exams or participate in class discussion. **ATTENDANCE IS MANDATORY FOR ALL EXAMINATIONS.** Make-up exams will only be administered if the professor is notified at least 48 hours prior to the absence with an approved excuse and it will be up to the **professor's discretion to determine the justification of a make-up exam.** **NOTE: MAKE-UP EXAMS MAY BE IN ESSAY FORM.** Assignments that are not handed in on time will be subject to **major point deductions.** If your **alibi for your absence does not check out** (and I will check), you will receive an **automatic "F"** for an exam or any other graded work. And leaving early for a family vacation or Fall Break **do not qualify as acceptable excuses** for missing and exam or assignment due date.

FIELD TRIPS: It is possible that we may travel off campus if a learning opportunity arises that relates to our course objectives. You will be notified in advance if a field trip is scheduled during our class time.

FINAL EXAM: There is no make-up for the final exam. If you are not on time, you will not take the exam. No exceptions. There is no make-up exam for the final exam. **No accommodations will be made for rescheduling the final after October 20, 2017. No exceptions.**

HOW TO SUCCEED IN GEOG 386: If you strive for an above average grade in this course there are several things you can do to enhance your chances of achieving your goal. First, attend class. Given that much of the exam material comes from lecture notes and class discussions, **missing just one class meeting will be detrimental to your grade.** You won't just miss one class—you will miss an entire week since we only meet on Wednesdays! Since much of the lecture material is supplemental to the reading materials, it would be difficult to do well if you are not present to participate and take notes. In addition, field experiences and group projects cannot be replicated. Missing class is not something that can be "made up." Second, read the assignments and take notes. Good note taking skills are essential for both lectures and assignments. If you need help with these skills, please see the professor for guidance. Third, listen or read the news on a daily basis. I strongly suggest you listen to NPR's (WKYU, 88.9FM), "Morning Edition," (4-9am), or "All Things Considered," (3:00pm-5:00pm), which also include local and state news segments.

Other media sources such as network or cable news, newspapers and journals are also good alternative to stay informed about the latest trends and information related to this course. You should also check out Dr. G's "W-o-W" on Web Links on the Blackboard page for helpful advice about your college career.

NOTE: This syllabus functions rather much like a contract. By remaining enrolled in this class it is understood that it is your responsibility to read, understand, and adhere to the policies herein. The professor will inform you as to any policy or scheduling changes and it is your responsibility to make these adjustments.

CALENDAR OF EVENTS*

*Refer to this schedule of upcoming class meetings, assignments, events, and examinations. Activities are subject to change at the professor's discretion. **It is your responsibility to make these schedule changes.**

AUGUST

UNIT I: Geography of Alcoholic Beverages: Origins, Ingredients, and Environments

NOTE: "Geography of Beer" textbook readings listed as "GOB." "Beer Professor" readings listed as "BP" and have a "hot link." Other readings are available on Blackboard under "Course Material."

NOTE: Do not be alarmed by the number of reading assignments. In most cases, each item is less than 15 pages in length. And the best thing is that are generally very enjoyable. ☺

- 23 WEDNESDAY LECTURE: Discuss Syllabus, Introduction to Potent Potables
READ: GOB: Chapters 1, 2, 3
READ: Blackboard: BP: "Professor Beer"
- 28 MONDAY *** *Last Day to Add a Course or Drop Full Semester Course without a Grade, Last Day to Change from Audit to Credit, Last Day to Register for Full-Time Course Load, Last Day to Receive a 100% Refund for Full Semester Course****
- 30 WEDNESDAY LECTURE: We Are Where We Drink: Diffusion of Alcoholic Beverages
READ: GOB: Chapters 7, 8, 9
READ: BP: "Norwalk This Way"
(<http://www.thebeerprofessor.com/?p=1893>)
READ: BP: "Beck's A Lawsuit and Terroir"
(<http://www.thebeerprofessor.com/?p=2720#more-2720>)
DISCUSS: Directions for Assignment I

SEPTEMBER

4 MONDAY ***** LABOR DAY HOLIDAY—NO CLASSES! *****
*** Catch up on your readings while you are celebrating the holiday! ☺ ***

- 6 WEDNESDAY LECTURE: Water, Hops, Grapes, and Grain: A Recipe for Alcohol
READ: BP: Reid: "Upside of Nano Brewing"
(<http://www.thebeerprofessor.com/?m=201702>)
READ: Blackboard: deBlij (1987), "Viticulture"
READ: Blackboard: Storrie (1962), "The Scotch Whisky Industry"
- 13 WEDNESDAY LECTURE: Cheers to Geography: Put a Cork in It!
Guest Lecture: Dr. David J. Keeling
Local and Global Production Patterns of Wine
READ: GOB: Chapters 10, 11
READ: Blackboard: Bulman (1991) "Development of Grape Monoculture"
- 20 WEDNESDAY LECTURE: Last Call?: Sustainability and Climate Change
- 27 WEDNESDAY LECTURE: States of Alcohol: Exploring Landscapes of Potent Potables
DISCUSS: Assignment I
REVIEW: Study Guide for Exam I

OCTOBER

- 4 WEDNESDAY ***** EXAM I
HAND IN: Assignment I
READ: GOB: Chapters 4, 5, 6
READ: BP: Reid: Global Beer Trends
(<http://www.thebeerprofessor.com/?p=1827>)

***** **FALL BREAK, OCTOBER 5-6, 2017** *****

*** *Fall break is the perfect time to catch up on your reading assignments!* ☺ ***

UNIT II:

Economic and Cultural Impacts and Consequences of Potent Potables: Where to Drink--- Or Not!

- 11 WEDNESDAY LECTURE: Liquid Gold: Economic Geographies of Alcohol
DISCUSS: Directions for Assignment II
READ: GOB Chapters 12, 13, 14
READ: BP: Reid: “Beer Oriented Development”
(<http://www.thebeerprofessor.com/?p=604>)
READ: BP: Reid, “Wonderful, Wonderful Copenhagen,”
(<http://www.thebeerprofessor.com/?m=201707>)
READ: BP: Reid, “Global Beer Trends”
(<http://www.thebeerprofessor.com/?p=1827>)
READ: Blackboard: Reid et al, “From Yellow Fizz to Big Biz” (2014)
READ: Blackboard: Reid and Gatrell, “Brewing Growth” (2015)
** Last Day to Drop a Full Semester Course with a “W,” Change from Credit to Audit **
- 18 WEDNESDAY LECTURE: NO IN-CLASS LECTURE TODAY!
This is your “Research Day”! Dr. G. will be available during class time for guidance. Stop by and check in with your progress report.
- 25 WEDNESDAY LECTURE: Local to Global to Local: Shifting Patterns of Production
READ: Blackboard: Durand, “Mountain Moonshining” (1956)
READ: Blackboard: Brunn and Appleton, “Wet-Dry Referenda in Kentucky” (1999)
READ: Blackboard: Peine and Schafft, “Moonshine, Mountaineers, and Modernity” (2012)

NOVEMBER

- 1 WEDNESDAY LECTURE: Wet, Moist, and Dry: Culture of Prohibition
DISCUSS: Assignment II
REVIEW: Study Guide for Exam II

8 WEDNESDAY *** EXAM II *******

HAND IN: Assignment II

READ: GOB: Chapters 15, 16
READ: BP: Reid, “The Columbus Ale Trail”
(<http://www.thebeerprofessor.com/?p=604>)
READ: BP: Reid, “Last Call?”
(<http://www.thebeerprofessor.com/?p=3590>)
READ: BP: Reid, “Beer for Women?”
(<http://www.thebeerprofessor.com/?p=2546>)
READ: BP: Reid, “Ohio City and Duck Island”
(<http://www.thebeerprofessor.com/?m=201708>)
READ: Blackboard: Barajas et al, “Neighborhood Change, One Pint at a Time” (2017)

READ: Blackboard: Nilsson et al, "Geographic Patterns of Craft Breweries" (2017)

UNIT III: Getting Crafty: Tourism, Localism, and Identity

15 WENDESDAY LECTURE: On the Trail of Potent Potables: Brewing, Distilling, and Winemaking and Tourism

22 WEDNESDAY**** No Class Meeting: Thanksgiving Holiday ****

***** NO CLASSES, NOVEMBER 22-23, 2017 THANKSGIVING HOLIDAY *****

*** The Thanksgiving holiday is a perfect time to share
all you have learned about Potent Potables

with your family and friends...and work on Assignment III! ☺ ***

Where will Dr. G. be during Thanksgiving week? I am glad you asked! She will be attending the Southeastern Division of the Association of American Geographers annual meeting, held this year at Southern Miss University.

Do you know anything about the craft beer landscape of Starkville, Mississippi?
I am glad you asked about that too!

Here you go: <https://www.pastemagazine.com/blogs/lists/2015/05/the-craft-beer-guide-to-mississippi.html>

29 WEDNESDAY LECTURE: You Buy the Next Round: Research Project Presentations
*** Last Class Meeting ***
DISCUSS: Assignment III
REVIEW: Study Guide for Exam III

DECEMBER

4 FRIDAY ****Roster Freeze Day—no late adds or withdrawals after this date****

6 WEDNESDAY***** EXAM III 3:35-5:45pm, EST 328 *****
HAND IN: Assignment III

COLONNADE PROGRAM COURSE PROPOSAL

FOUNDATIONS CATEGORY (AH)

Literary Studies

ENG 200 or other approved courses. (3 hours)

Literary Studies courses provide an introduction to a variety of literature at the college level. Assignments encourage critique and analysis and give students introductory knowledge of key literary terms, concepts, and reading strategies. Students apply this knowledge in discussing and writing about literary texts and consider how literature inscribes the human experience. Because these classes emphasize the reading of primary texts, instructors will focus on literacy skills to supplement content course work.

Students will demonstrate the ability to:

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

NOTE: *Literary Studies* courses must fulfill the **Humanities** requirement per the state transfer agreement. Courses are intended to provide an introduction to the reading and analysis of fiction, poetry, and drama. Moreover, these courses are intended to be writing-intensive.

- Courses should give students introductory knowledge of key literary concepts and reading strategies.
- Students should read and discuss at least three different literary genres. (This is not an introduction to the literature of a discipline.)

- Written literary analyses with a total word count of at least 3600 for all formal writing in the course. Essays should demonstrate the ability to apply appropriate terms, strategies, and textual evidence, and use appropriate professional style guidelines (e.g., MLA, *Chicago*, APA).

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

1. What course does the department plan to offer in *Foundations: Literary Studies*?
Modern Languages 200 (MLNG 200): Introduction to Literature in Translation
2. How will this course meet the specific learning objectives for this category? Please address **all** of the learning outcomes listed for the appropriate subcategory. The learning objective is in **bold**, the response follows each objective.

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

The course will utilize basic formal elements, techniques, concepts, culture and history of the target culture represented, in addition to the knowledge of key literary terms, concepts, and reading strategies.

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

Assignments encourage critique and analysis and give students introductory knowledge of key literary terms, concepts, and reading strategies. Students apply this knowledge in discussing and writing about literary texts and consider how literature inscribes the human experience. Instructors will guide students in their critical and analytical writing through the use of explanatory texts such as *Writing about Literature* (Acheson, 2010) and *Bedford Glossary of Critical and Literary Terms* (Murfin, 2008)

3. Demonstrate how social, cultural, and historical contexts influence creative expression in the Arts and Humanities.

Students will use critical thinking to connect, compare and contrast different elements using the literature, history and culture discussed in the course. Through the different readings, students will be able to appreciate the historical and cultural contexts expressed in the course texts. The texts of the course are shaped by their social, cultural and historical contexts. Students will explore how these elements shape the composition and theme of the works chosen for the course.

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

Students will use this ontological framework to establish their understanding of the course readings and lectures and apply this to their own human experience. The texts used in the course raise some of the most important questions and dilemmas of the human experience: literature has provided ample works that often grapple with profound philosophical questions, particularly those that bear on the meaning of life, the relation of

the individual to society and to other individuals, the character of justice, definitions of ethics and morality, the nature and calling of the artist, and the tension between thought and emotion, how youth play a greater role in shaping their destiny. Done in the context of a specific cultural background, the literature could bring greater understanding and connections to other events at the time or into the reader's own understanding.

5. Evaluate enduring and contemporary issues of human experience.

Literature enables every reader a connection. Students will engage in reflection about enduring and contemporary issues of the human condition through reading, writing and discussion of these texts.

6. Read, comprehend, and analyze primary texts independently and proficiently.

Through class participation and discussion as well as periodic quizzes, the student's ability to read and understand the primary texts will be assessed. Through written work and essays, their ability to synthesize and analyze the materials read will be assessed. Analytic and argumentative writing will be evaluated through their interpretation of the primary texts. This assessment will be done through in-class writing and writing assignments.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Foundations* category (i.e., why should this course be in Colonnade)? Discuss in detail.

This course provides a chance for students to experience a culture at the introductory level through literature; a culture which they may not have had the opportunity to explore before arriving at WKU. This course is designed to meet the needs of students interested in a different literary experience outside of the traditional English 200 course. The course will offer students the opportunity to be presented with, examine, and criticize the literature of a specific culture through fiction, poetry, and drama not originally written in English.

This course offers students the opportunity to gain insight into a specific culture through literature in translation. The course is also taught by faculty who have degrees in language and literature, which would give the students a chance to receive in depth analysis.

Possible texts or selections for a section might include (but not limited to):

Poetry: Johann W. von Goethe, Friedrich Schiller, Friedrich Hölderlin, Clemens Brentano, Joseph von Eichendorff, Heinrich Heine, Annette von Droste-Hülshof, Hugo von Hofmannsthal, Rainer Maria Rilke, Georg Trakl

Fiction: Johann W. von Goethe, *The Sorrows of Young Werther*; Robert Musil, *The Confusions of Young Törless*; Annette von Droste-Hülshof, *The Jew's Beech Tree*; Theodor Storm, *The White Horse Rider*; E.T.A. Hoffmann, *The Devil's Elixers*

Drama: Franz Wedekind, *Spring's Awakening*; Friedrich Hebbel, *Maria Magdalene*; Georg Büchner, *Danton's Death*; Gerhart Hauptmann, *The Weavers, Before Sunrise, Bahnwärter Thiel*

4. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus. MLNG 200 helps to fulfill the Arts and Humanities (AH) Colonnade requirement. Upon completion of this MLNG 200, students will demonstrate the ability to:

- Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.
- Distinguish among various kinds of evidence by identifying reliable sources and valid arguments.
- Demonstrate how social, cultural, and historical contexts influence creative expression in the Arts and Humanities.
- Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
- Evaluate enduring and contemporary issues of human experience.
- Read, comprehend, and analyze primary texts independently and proficiently.

5. Give a brief description of how the department will assess the course beyond student grades for these Colonnade learning objectives.

The instructor of each section in MLNG 200 will join faculty in the English Department – led by the Director of Composition – in assessment of all Literary Studies courses. The assessment will include sampled student materials from both ENGL 200 and MLNG 200. A random sample of student papers from the departments will be evaluated by inter-departmental teams that will read a mix of MLNG 200 and ENGL 200 papers. Student papers will be read using a Literary Studies rubric modeled on the AAC&U's VALUE rubrics. The results of the evaluations will be discussed by the Literary Studies assessment committee, shared with the relevant faculty and all department heads, and forwarded to the Colonnade Committee.

6. How many sections of this course will your department offer each semester?
one section per semester.

7. Please attach sample syllabus for the course.

The course has not been taught yet, but the attached is an example of how it might be approached.

Western Kentucky University: Department of Modern Languages
MLNG 200 (section 001): Introduction to Literature in Translation
MWF 8:00 – 8:55am (sect 001: German), 3 credit hours

Instructor: XXXXXXXXXX
Office: XXXXXX
Office hours: XXXXXXXXXX

Phone: XXX-XXXX
E-mail: XXXX.XXXXXX@wku.edu

Program goals: Through course work, experience abroad, and other cultural encounters, the Modern Languages Program cultivates communicative skills and cultural awareness that prepare students at Western Kentucky University to be more knowledgeable and sensitive citizens of the global community.

Colonnade Course Description: MLNG 200 provides an introduction to a variety of literatures at the college level. Assignments encourage critique and analysis and give students introductory knowledge of key literary terms, concepts, and reading strategies. Students apply this knowledge in discussing and writing about literary texts and consider how literature inscribes the human experience. Because these classes emphasize the reading of primary texts, instructors will focus on literacy skills to supplement content course work.

Fulfilling Requirements: *Disclaimer:* Check TopNet to ensure you know what catalog term you are on and verify the information with your adviser. The below information is intended as a guideline but individual cases may vary. All catalog information is available here: <http://www.wku.edu/undergradcatalog/index.php>

Colonnade (Fall 2014 and later) Learning Outcomes met by this Course: MLNG 200 helps to fulfill the Arts and Humanities (AH) Colonnade requirement. Upon completion of this MLNG 200, students will demonstrate the ability to:

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

Class format and participation: The focus of this section of Modern Languages 200 (MLNG 200) is German Literature in translation. This section focuses on literary works that define identity in German literature. Younger people have a lot to offer. German literature has provided ample works that often grapple with profound philosophical questions, particularly those that bear on the meaning of life, the relation of the individual to society and to other individuals, the character of justice, definitions of ethics and morality, the nature and calling of the artist, and the tension between thought and emotion. In this course we will read, in English translation, works where youth play a greater role in shaping their destiny. This course will introduce three genres of literature: poetry, fiction, and drama. Teaching methods will include short lectures, group work, and full class discussion. Those students who actively involve themselves in class activities get the most out of the class, tend to write the strongest papers and exams, and have the most fun. One of my hopes for the course is that we will have lively discussions. I hope it will become one of your goals as well, as that will make class more fun for all of us. Because we will study a wide range of texts, some of which address controversial issues, each of us will inevitably disagree with ideas expressed in some

of the material. I want you to feel free to disagree, intelligently and respectfully, with characters, authors, each other, and me. Finding material offensive, however, does not absolve you of your responsibility to learn the material, which includes understanding and being able to explain authors' and characters' reasoning and beliefs.

Taking notes during class is highly encouraged. This course is designed both to convey content and to enhance your interpretive skills, so your note taking and studying need to address both. Content I emphasize in class or give you on a handout is obviously important, but you should also mark text passages anyone in class points out. Reviewing the marked passages is excellent preparation for tests, both to remind you of what we have read and discussed and to hone your interpretive skills by asking yourself why the passage is important to the interpretation of the whole text. Finally, actively engaging with the texts and class conversation is the best preparation of all mark passages, write down ideas, ask questions and make comparisons in your notes and the margins of your books.

Grading:

Quizzes	15 %
Paper #1 (poetry)	20 %
Paper #2 (drama)	20 %
Paper #3 (prose/fiction)	25 %
Final Exam	20 %

Grading scale:

98% - 100% = A+	93% - 97% = A	90% - 92% = A-
88% - 89% = B+	83% - 87% = B	80% - 82% = B-
70% - 79% = C+	73% - 77% = C	70% - 72% = C-
60% - 69% = D	Below 60% = F	

The writing assignments are as follows:

Paper # 1: Literary analysis of poetry (4 pages). Primary research required. Students will write an in-depth analysis of one or two poems using close-reading and other interpretive strategies. You must incorporate quotations and specific details from the text(s) to support your claims and to use appropriate literary terminology.

Paper # 2: Literary analysis of drama (4 pages). Primary research required. Students will write an in-depth analysis of the drama using close-reading and other interpretive strategies. You must incorporate quotations and specific details from the text and to use appropriate literary terminology.

Paper #3: Comparative paper on fiction (6 pages). Paper prompts will be distributed in class (students may write on a topic of their choosing with prior consent of the instructor). Primary and secondary research required. You must incorporate quotations and specific details from each text to support your claims and to use appropriate literary terminology.

Prerequisites: ENG 100. MLNG 200 is designed for students who have completed English 100. MLNG 200 (section 001) does not require any previous experience with the German language.

Texts/Materials: Johann W. von Goethe, *The Sorrows of Young Werther*

ISBN-13: 978-0199583027

Franz Wedekind, *Spring Awakening*

ISBN-13: 978-0865479784

Robert Musil, *The Confusions of Young Törless*

ISBN-13: 978-0199669400

Access to Blackboard for Poetry Materials: Poetry from Johann W. von Goethe, Friedrich Schiller, Friedrich Hölderlin, Clemens Brentano, Joseph von Eichendorff, Heinrich Heine, Annette von Droste-Hülshof, Hugo von Hofmannsthal, Rainer Maria Rilke, Georg Trakl

The poems we will study will be provided on Blackboard. Always bring hard copies with you to class. You will need to purchase paper copies of the following editions – The texts listed above. (No e-books or alternate editions.) I have ordered these from the WKU Store, but they are also widely available from other booksellers.

Murfin, Ross, Bedford Glossary of Critical and Literary Terms, 3rd edition,
Bedford / St. Martin's, 2008 ISBN-13: 978-0312461881,

The text above is recommended. A copy is available in FAC 250 to view. All students will have **literarydevices.net** and **writingaboutliterature.com** available to them. The links will be posted on the course Blackboard site.

Course policies: University-established policies on attendance and on academic integrity apply: (1) students enrolled in the course are expected to attend and (2) students shall not represent work taken from another source as their own (See pp. 28 and 260 of the University Catalog). Cheating is UNACCEPTABLE and you will receive an **F**.

-- **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 present a borrowed passage without reference to the source after having changed a few words is plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

-- **Attendance:** Frequent absences will reflect in a student's daily grade and are likely to reduce the student's chances of performing well on exams. **Attendance is mandatory.** If you will be missing class for any reason, **please** let me know. Students are responsible to check email and Blackboard every day, even when class is missed or canceled for any reason. You are expected to attend every class, more than **THREE absences (EXCUSED OR UNEXCUSED) WILL** result in the drop in your grade as follows: **Four (total) absences = drop 1 letter grade (i.e. 93% becomes 83%)**

Five (total) absences = drop 2 letter grades (i.e. 93% becomes 73%)

Six (total) absences = drop 3 letter grades (i.e. 93% becomes 63%)

Seven (total) absences = drop 4 letter grades (i.e. 93% becomes 53%)

This policy will be strictly enforced!

Vacation accommodations will NOT be made (NOR for the FINAL EXAM!), therefore plan your time wisely. Exams and Quizzes **may not** be made up, and the student will receive a ZERO. ALL exams and essays must be completed, including the final exam, or the student will automatically receive a grade of **F**. Papers must be handed in during the class meeting, if you expect to receive full credit. Papers will be accepted late, BUT the value will decrease by **50%** for each day the assignment is late. Documented papers will conform to MLA format where author and page number are cited in the text of the paper. Any student caught plagiarizing anyone else's work will receive a zero for that work.

All students are expected to help maintain a courteous learning environment. **PLEASE DO NOT EAT** during class, since it is disruptive to the class and will impact your ability to participate properly, and it is just plain rude.

DO NOT turn your cellphone on during class unless asked by the instructor. If you must have it on, please speak to me before class. **ABSOLUTELY DO NOT** text message people during class. **DO NOT** have the cellphone on in your lap, on your desk, in your pocket, or in view, otherwise you will be asked to leave the room

and you will receive a **ZERO** participation grade for that day. **ALL** cellphones **MUST** be turned off during tests and quizzes, otherwise you will receive a ZERO for that work.

Laptop/Tablet Policy: You are welcome to use this tech during class, but you must be using it for GERMAN class related activities. For ANY other use (i.e. Facebook, email, other classwork etc.) during class time, you will be asked to leave class, receive a **0** participation grade for the day, and may not bring laptop/tablet back to class.

Special Needs: “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](tel:270-745-5004) [[270-745-3030](tel: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.”

Please view me as a resource person for your interest in German. WKU offers a German major and minor, and cooperates in the administration of the International Business Minor (21 hours), 12 hours of which may be taken in foreign language. If you want to be on the German Club-mail list, send me an E-mail. I advise students about summer study abroad through the *Kentucky Institute for International Studies* (Munich, Regensburg, Bregenz).

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

at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040)

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

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

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

Online resources:

Modern Languages at WKU/Majoring: <http://www.wku.edu/modernlanguages/>

Note! The syllabus and schedule are subject to change at the discretion of the instructor.