

Colonnade General Education Committee Report

University Senate

October 9, 2018

Action Items (course proposals and syllabi attached):

Approval of:

1. CRIM 434: Organized Crime (Connections: Local to Global)
2. SOCL 389: Stigma and Society (Connections: Social and Cultural)
3. FLK 275: Supernatural Folklore (Explorations: Arts and Humanities)
4. HIST 391: History of Sport (Connections: Systems)
5. HIST 420: History of Sexuality (Connections: Social and Cultural)
6. ECON 385- Development Economics (Connections: Local to Global)
7. PLS 375: Comparative Legal Systems (Connections: Systems)
8. PS 374: Women and Politics (Connections: Social and Cultural)
9. PS 370: American Political Parties and Interest Groups (Connections: Systems)
10. PS 369: Central European Politics (Connections: Systems)
11. PS 367: Russia and Eastern European Politics (Connections: Systems)
12. PS 361: Government and Politics of Western Europe (Connections: Systems)
13. PS 352: International Relations of the Middle East (Connections: Systems)
14. PJ 131: Introduction to Digital Photography (Explorations: Arts and Humanities)
15. PJ 390: Cultural History of Photography (Connections: Local to Global)

Information Items:

1. The “International” Connections Subcommittee held its first meeting on Sept. 19, 2018. It identified problems (non-WKU Study Abroad opportunities, registration issues, the Colonnade approval process, costs to students, student perspectives, and the role of Modern Languages) and determined to move forward concerning learning outcomes, assessment and gathering data.

Colonnade Connections Course Proposal Local to Global Subcategory

James Kanan, james.kanan@wku.edu, 270-745-2404
College and Department: PCAL and Sociology

Proposal Date: September 6, 2018

1. Course Details:

- 1.1 Course prefix (subject area), number and title: CRIM 434 Organized Crime
- 1.2 Credit hours: 3.0
- 1.3 Prerequisites¹: None (Current prerequisite of 6 hours of SOCL or CRIM is proposed to be removed at next college and university curriculum meetings.)
- 1.4 Crosslisted and/or equivalent courses (prefix and number): None
- 1.5 Expected number of sections offered each semester/year: 1 – 2 per year.
- 1.6 Is this an existing course or a new course? Existing Course
- 1.7 Proposed term of implementation? Immediately
- 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Bowling Green Campus and/or online.

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

Organized crime is an ever-present international phenomenon that has a profound impact on the daily lives of many people around the world. The world is becoming increasingly globalized in economic, political, and educational terms and organized criminal groups and activities are following suit. This course provides an exploration into the structure and operations of transnational criminal groups and how their activities affect lives at a local level. Organizational network analysis is used to demonstrate how organizational decisions made in South America, Asia, Europe, Africa, and North America can sway crime flows around the world.

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

There are elements to this course that are introductory in nature in that most students may have a Hollywood-based notion of what organized crime is, few understand the broader scope and extent to which transnational organized crime networks may often operate like multi-national corporations. Colonnade courses in Social and Behavioral Sciences (Explorations), including such disciplines as Sociology, Criminology, Economics, and Psychology provide a launch point for expanding students' understanding of social and economic causes for organizational behavior, only in this case, the organization behavior is of a criminal nature. Students not only become exposed to the activities of organized crime groups, but they are then asked to analyze the societal characteristics that allow for the formation and evolution of such groups and to evaluate national and international efforts to confront the problem.

Although much of the mastery of the material is evaluated through the use of exams, at least one written assignment will require students to examine and discuss some aspect of the organized crime world that has both local and global implications.

4. List the *course goals* (see Glossary of Terms), and explain how they are 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.

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

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze issues on local and global scales.	<p>Students will analyze the phenomenon of transnational criminal organizations and the services and products they supply by looking at them through economic, management, and sociological/criminological lenses.</p> <ul style="list-style-type: none"> The course utilizes social network theory and well as some organizational theory in the examination of known international networks and organizations. Students will apply those perspectives as they trace different criminal organization networks and activities including such things as illegal drug trafficking flows through the organizational elements of drug trafficking organizations (DTO's).
2. Examine the local and global interrelationships of one or more issues.	<p>Students will examine the important relationship between local criminal activities (e.g., drug trafficking, human trafficking) and functioning of large-scale, global criminal networks and organizations.</p> <ul style="list-style-type: none"> This course focuses on both the nature of criminal organizations, why they emerge, and how they operate at both the local and transnational levels. For example, students will explore the corporate-like process of producing drugs overseas, transporting them around the world (including to the US), and marketing/trafficking them on the streets in US urban areas. More than just trace the production processes, students will evaluate several economic, network, sociological, and criminological theories and explanations for the persistence of these criminal organizations and their related activities.
3. Evaluate the consequences of decision-making on local and global scales.	<p>In one section of the course, students will evaluate both the social contexts that have produced large-scale criminal networks and organizations over the year AND the efforts by governments and law enforcement to contain and/or curtail those organizations/networks and their activities.</p> <ul style="list-style-type: none"> Students will become more familiar with the legislation and statutes as well as the law enforcement agencies, strategies and tools used to combat organized crime on a large scale. They will also evaluate the effectiveness of things like the “war on drugs” and intended and unintended consequences of international governmental policies (e.g., war in Afghanistan and Iraq, Viet Nam War, immigration policies) on criminal activities like human trafficking/smuggling and drug trafficking.

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

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

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i> . Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
1. Analyze issues on local and global scales.	Students will be engaged through an analysis of organized crime issues on local to global scales throughout the course, through completion of the required reading and participation in classroom discussion, through demonstrated mastery on midterm and final examinations, and through completion of either a case study (a detailed description and analysis of a particular criminal organization using some combination of economic, sociological, organizational, and/or criminological theory) or criminal issue/activity analysis in which they research, document, and demonstrate a mastery of how their chosen topic does or can have impact at local and global levels. Given nature of this course, there is a wide range of potential foci for case study or issue/activity analysis.	The final case study or issue/ activity -based analysis project will serve as the artifact for assessment of the <i>Connections</i> -level Colonnade expectations. The instructor will evaluate the success of meeting the student learning outcomes for each student, and will work with faculty in the Department of Sociology to determine an appropriate sample size of projects to be reviewed for departmental and Colonnade assessment purposes.
2. Examine the local and global interrelationships of one or more issues.	Students will examine the presence, impact, and flow of some organized crime group, activity, and/or attempts to control it as they have relevance	The final research project/paper will serve as the artifact for assessment of the student learning outcomes for this Connections course. The instructor will evaluate the success of meeting the

	<p>at both local and global levels. Each student will select the group, activity, or control strategy of his/her choice and then research and describe its existence and impact on local lives and global interactions, flows, and patterns. Students' examinations of these phenomena will take the form of end-of-term research papers in which they demonstrate the interconnectedness of criminal groups, criminal activities, and/or the efficacy of local, national, and international governmental control strategies.</p> <p>For example, a student may choose to examine a topic of interest, such as the increasing role of crypto-currency in the facilitation and completion of several activities of organized criminal groups. A successful project will clearly demonstrate how the criminal group case study or criminal activity analysis exists both at local spheres and in transnational spheres.</p>	<p>student learning outcomes for each student, and will work with faculty in the Department of Sociology to determine an appropriate sample size of projects to be reviewed for departmental and Colonnade assessment purposes.</p>
<p>3. Evaluate the consequences of decision-making on local and global scales.</p>	<p>The Organized Crime course includes elements that focus on historical context and decision-making processes that influenced the evolution of criminal organizations from localized entities to global enterprises. Thus, the course will highlight how economic forces along with local, national, and international government policy decisions have curtailed the expansion and activities of some aspects of organized criminality while simultaneously facilitating and exacerbating its growth and influence internationally. Part of the final research project will be</p>	<p>The final research project/paper will serve as the primary artifact for assessment of the student learning outcomes for this Connections course. The instructor will evaluate the success of meeting the student learning outcomes for each student, and will work with faculty in the Department of Sociology to determine an appropriate sample size of projects to be reviewed for departmental and Colonnade assessment purposes.</p>

	<p>to examine the evolution of the criminal group (case study) or activity in some historical or longitudinal context thus allowing the student to evaluate the roles of local to international governmental policy-making and enforcement strategies that have attempted to control the growth and influence of organized crime groups and their activities.</p>	
--	--	--

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

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
<p>1. Analyze Issues on local and global scales</p> <p>(modified from item 4 of the Inquiry and Analysis AAC&U VALUE Rubric)</p>	Organizes and synthesizes evidence to demonstrate insightful patterns and characteristics related to organized criminal groups/networks and criminal activities and their impact at local and global levels.	Organizes evidence to demonstrate patterns and characteristics related to organized criminal groups/networks and criminal activities and their impact at local and global levels.	Organizes evidence, but the organization is not effective in revealing important patterns or characteristics related to organized criminal groups/networks and criminal activities and their impact at local and global levels.	Lists evidence, but lacks organization and is not effective in revealing patterns or characteristics related to organized crime groups/networks and criminal activities and their impact at the local or global levels.
<p>2. Examine the local and global interrelationships of one or more issues.</p> <p>(modified from item 1 of the Critical Thinking AAC&U VALUE Rubric)</p>	The local and global influences of organized criminal groups/networks and activities are stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	The local and global influences of organized criminal groups/networks and activities are stated, described, and clarified so that understanding is not seriously impeded by omissions.	The local and global influences of organized criminal groups/networks and activities are stated, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	The local and global influences of organized criminal groups/networks and activities are not stated clearly or are presented without clarification or description.
<p>3. Evaluate the consequences of decision-making on local and global scales.</p>	Evaluation of policies and enforcement strategies to address and respond to	Evaluation of policies and enforcement strategies to address and respond to	Evaluation of policies and enforcement strategies to address and respond to	Evaluation of policies and enforcement strategies to address and respond to organized criminal

(modified from row 4 of the Problem Solving AAC&U VALUE Rubric)	organized criminal groups/networks and activities is thorough and clearly-written (i.e. contains thorough and insightful explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solutions, and weighs impacts of solutions at the local and global levels.	organized criminal groups/networks and activities is adequate (i.e., contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solutions, and weighs impacts of solutions at the local and global levels.	organized criminal groups/networks and activities solutions is brief (i.e., explanation lacks depth) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solutions, and weighs impacts of solutions at the local and global levels.	groups/networks and activities is superficial (i.e., contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solutions, and weighs impacts of solutions.
---	--	--	--	--

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

The final paper in the course will be provided as the artifact in support of Evidence & Argument Assessment.

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.

CRIMINOLOGY 434 Organized Crime

CONTACT INFORMATION

Dr. Jim Kanan

Office: 112 Grise Hall

Office phone: 745-2404

Office Hours: TBD

Email: james.kanan@wku.edu

COURSE DESCRIPTION:

Hollywood and the mass media have familiarized most people with some of the more colorful and dramatic aspects of organized crime in the United States. In fact, given the popularity of TV and movies, one might even say that America holds a fascination with the concept of organized crime—at least, Hollywood's version of it, that is. Most of us recognize and are familiar with some of the more notorious figures (e.g., Al Capone, John Gotti, Pablo Escobar) and activities of the mafia. However, there is more to contemporary organized crime than simply the activities of the mob. We will apply an academic approach to analyzing organized crime both in the United States and around the globe. Indeed, organized crime has become transnational in its influence and reach, thus highlighting its presence in local to global contexts.

COURSE OBJECTIVES:

This course fulfills the WKU Colonnade Connections Course Requirement – **Local to Global** Category (3 hours). That means that successful completion of the course will include each of the following:

- Analysis of organized criminal groups/networks and/or issues on local and global scales.
- Examination of the local and global interrelationships of criminal groups/networks and/or criminal activities.
- Evaluation of the consequences of decision-making regarding organized crime and its activities on local and global scales.

In other words, you should be able to recognize what organized crime refers to and what it is not along with analyzing, examining, and evaluating its presence, influence, and impact on local lives in a global environment.

COURSE WEBSITE (BLACKBOARD): <http://ecourses.wku.edu>.

- You will use this website to check grades, stay abreast of course updates, and have access internet readings.

TEXTBOOK AND OTHER READINGS:

- Albanese, Jay and Philip Reichel (eds.). *Transnational Organized Crime: An Overview from Six Continents*. 2014. Sage Publications. (ISBN: 978-1-4522-9007-2)
- Additional readings will be available in .pdf format accessible through the Blackboard course site.

EXAMS: There will be three exams worth 100 points each that will consist of multiple choice, short answer, and essay questions covering the lectures, reading, and any videos we may watch. Take note that the final exam is NOT cumulative, meaning it will only cover material from the last third of the course.

Make-up exams may be necessary provided an acceptable reason for issuing one (as determined by the instructor). Make-up exams are typically offered the next class day during office hours.

RESEARCH PAPER: In this course you will write a case study-like paper (worth 100 points, or 25% of final grade) for which you will research your choice of a criminal organization, network, and/or activity, in which you will analyze and examine the emergence and evolution of the group/activity. **Your analysis should include a clear demonstration of how the course materials, including theories, help to place the topic within the context of both local and global environments. Moreover, your paper should include some description and evaluation of the efficacy and consequences of the policies and decision-making processes employed by local, national, and even international governments and bodies who have tried to address and remediate those groups/activities.**

COURSE GRADING: Your final **grade** will be determined by your performance on three in-class exams (300 points) plus the points earned the capstone research paper (100 points). The grading components are summarized as follows:

Final grades will be calculated according to points (NOT percentages).

Three Exams	(3 x 100 pts)	= 300
<u>Research Paper</u>	<u>(1 x 100 pts)</u>	<u>= 100</u>
Total Possible points		= 400

Final Grade scale:

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

ATTENDANCE

Note-taking is VERY important. Exam questions will come primarily from classroom lectures and discussions as well as from the assigned readings. They may include definitions, names, statistics, and examples. Attendance is important because there is not textbook back up to lecture material. I will use Powerpoint to outline my lectures but do not expect that the Powerpoint slides alone will be enough for adequate exam preparation. I will not make these available to you for missed class periods, so be sure to make arrangements with someone in the class who can provide you with missed notes.

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, Garrett 101. The OFSDS telephone number is (270) 745-5004 V/TDD. Please **DO NOT** request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

ACADEMIC DISHONESTY

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor or tampering with the academic work of other students. I will not tolerate it and any evidence of violations of this policy will result in a score of 0 for the assignment or exam in question. Extreme cases may result in failure of the course without possibility of withdrawal. Of particular note here is plagiarism. When you write your book review papers, it is critical that you use your own words in summary and analysis.

CLASSROOM COURTESY

Please respect the following basic rules:

- Do NOT pack up and prepare to leave class before the end of the class period.
- DO NOT leave class before it is over without advising me beforehand. If you need to use the restroom, PLEASE do so before you come into the classroom.
- Turn off or silence cell phones and pagers upon entering class and refrain from texting during class. Use of electronics during exams will result in immediate forfeiture of your exam.
- Do not text, listen to music, facebook, surf the web, or engage in other electronic activities beyond the scope of this class.

TITLE IX MISCONDUCT/ASSAULT STATEMENT

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

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

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.*

ADA ACCOMMODATION STATEMENT

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

COURSE OUTLINE

Meeting Dates	Topics	Assigned Readings *Blackboard
---------------	--------	----------------------------------

Section 1	<p>Introduction to the study of OC</p> <p>Definition and Structure of OC</p> <p>Theories that try to explain it.</p> <p>Organized Crime in the 19th and 20th Centuries in the U.S.—<i>La Cosa Nostra</i>—and Crime in North America</p> <p>Activities: Illicit Services, Labor Racketeering and Money Laundering</p> <p>Exam 1</p>	<p>*Finckenhauer_Problems of Definition</p> <p>*McIllwain_Social Network Theory</p> <p>A&R_Chapter 1</p> <p>A&R Chapter 2</p> <p>*Malm and Bichler_Money Laundering</p>
Section 2	<p>Black OC in America</p> <p>African OC</p> <p>Outlaw Bikers Prison Gangs</p> <p>Latino Organized Crime</p> <p>Activities: Drugs, drugs, and more drugs</p> <p>Exam 2</p>	<p>*Williams&Roth_Jamaican Posses</p> <p>A&R Chapter 5</p> <p>*Barker_Outlaw Bikers</p> <p>A&R Chapter 3</p> <p>*Beittel_Mexico’s Drug Orgs</p> <p>*Morris_Drugs, Corruption, Violence in Mexico</p> <p>*Natarajan_Drug Org Structure</p>

<p>Section 3</p>	<p>European Organized Crime</p> <p>Asian Organized Crime</p> <p>OC in Oceania</p> <p>Activities: Human Trafficking and Counterfeit Goods</p> <p>OC and Terrorism</p> <p>Committees, Commissions, and Statutes—Trying to control OC</p> <p>Research Paper is Due</p> <p>Final Exam @ 10:30 AM</p>	<p>A&R Chapter 5</p> <p>A&R Chapter 6</p> <p>A&R Chapter 7</p> <p>*Feingold_Human Trafficking</p> <p>*Siskin & Wyler_Trafficking Report</p> <p>A&R Chapter 8</p> <p>*Blakey_RICO</p>
-------------------------	--	--

Proposal Date: 9/22/18

**Potter College of Arts and Letters
Department of Sociology
Colonnade Connections Course Proposal
Social and Cultural Subcategory**

Contact Person: Matt Pruitt, Sociology, Grise Hall 127, matt.pruitt@wku.edu, 270-745-2376

1. Identification of proposed course:

1.1 Course prefix (subject area), number, and title: SOCL 389, Stigma and Society

1.2 Credit hours: 3

1.3 Prerequisites: N/A

Crosslisted and/or equivalent courses (prefix and number):

Approximately 15% of the content of Stigma and Society necessarily overlaps with content in Social Deviance (SOCL 309) as both the deviation from norms and the attendant sanctioning of individuals (and groups) for such deviations—whether volitional or not—are directly associated with stigmatization.

While other courses in sociology, public health, psychology, psychological sciences, criminology and social work are likely to include discussions of stigma, there is no other course at the University which is centrally focused on stigmatization and its effects.

SOCL 389 could be of interest to those in several disciplines, including criminology, public health, psychology, psychological sciences, and social work.

1.4 Expected number of sections offered each semester/year: Every spring (45 students).

1.5 Is this an existing course or a new course? Existing.

1.6 Where will this course be offered? Bowling Green main campus. .

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

WKU Undergraduate Catalog description: Sociological examination of the conceptualization, types, consequences, and management of stigma. Course will cover associative stigma, stigma resistance, and reintegration.

This course offers students a more comprehensive understanding of the conceptualization, sources, consequences, and management of stigma as well as an exposure to programs that are designed to reintegrate some stigmatized individuals into the community. Completion of the course will provide students an enhanced understanding of the sources and effects of stigma on both stigmatized individuals themselves and their associates as well as the ways stigmatized individuals may manage and/or resist stigmatization—understandings

that will better prepare and situate graduates whose work entails interacting with marginalized individuals and populations. In addition those individuals who currently, or after graduation, volunteer at organizations that offer services to such populations will also benefit from their exposure to material contained within the course.

Topics in the course include the conceptualization and measurement of stigma; associative (courtesy stigma); stigma management; exclusion and discrimination; stigma and the body (e.g. obstetric fistula, disability); stigma and health (e.g., mental illness, HIV); stigma and sexuality and gender (LGBTQ); stigma and sex work; stigma and the use of alcohol and other drugs; stigma resistance; and stigma and criminal justice system interaction.

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

This course emphasizes what the WKU Colonnade Program has already embodied in the student: knowledge of human culture and focusing on a historical perspective and understanding of connections between past and present, intellectual and practical skills focusing on the capacity for critical and logical thinking, personal and social responsibility focusing on an understanding of society and human behavior, and integrative learning.

This course is cross-disciplinary in nature, drawing primarily from the disciplines of sociology, criminology, public health, social work, and psychology. Although nearly all studies of stigma draw upon Goffman's classic sociological work, *Stigma*, the construct and its effects clearly extend beyond sociology and are especially likely to be used in criminology, psychology, public health, and social work. For example, stigma associated with mental health issues as well as stigmas associated with certain diseases are studied by academics in sociology, psychology, and public health. Likewise, the stigma associated with prostitution is a likely topic of discussion in certain sociology, public health, and social work courses. When the course draws upon literature from other disciplines, the content largely focuses upon the social aspects of stigma. For example, an article used in this course might discuss the associative stigma of mental illness on a patient's family without delving into the diagnosis of the condition itself—a task more directly related to psychology or psychological sciences. Similarly, one can discuss the stigma management practices associated with those who are living with HIV without addressing epidemiological aspects of the disease that are likely to be given more prominence in a public health course.

Students will draw critically from Colonnade courses which have prepared them to be able to evaluate issues, both historically and in the contemporary cases examined in this course. In addition to drawing upon the literatures of disciplines to which students are exposed in the completion of the Foundations and Explorations components of Colonnade, students will be exposed to differing

methodologies used by academics to investigate social behavior—primarily surveys, content analyses, ethnographies, and experiments. Rather than using a textbook as is common in Foundations and Explorations courses, source material for lecture and readings is drawn primarily from articles published in peer-reviewed journals, providing students with material that academics and practitioners use as sources of information. Thus, students are exposed to scholarly evidence that will enhance their ability to think critically about important social issues and structure arguments accordingly.

This course provides a capstone learning experience for Colonnade courses, including sociology, criminology, public health, social work, and psychology. In evaluating how social processes and power are associated with creating, sustaining, at (at times) contesting stigmatization, this course fulfills WKU’s mission to prepare students to become engaged and socially responsible citizen leaders.

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

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 analyze ways in which stigmatization and the attendant effects of exclusion and/or discrimination impact the lives of individuals in society. The risk of stigmatization may deter individuals from engaging in certain behaviors and/or from associating with stigmatized individuals and groups. In addition to individuals experiencing stigmatization related to volitional acts, some individuals experience stigmatization associated with conditions that are not the result of any agency on their part. Exclusion and discrimination from others can be codified into rules and laws or informally enacted via interactions with others. The effects of stigmatization are not limited to those who are directly stigmatized themselves; associates may experience a courtesy stigma due to the connections they have with stigmatized individuals. In addition societal members may work toward maintaining existing stigmatized statuses, creating new stigmatized statuses, and/or contesting existing stigmatized statuses.</p> <ul style="list-style-type: none"> • A variety of topics covered in the course will provide students sufficient material from which they can demonstrate their understanding of the various impacts of stigma listed above. The aforementioned components and correlates of stigma will be discernible from lectures, course readings, classroom discussion, videos, and guest speakers. Performance on examinations can provide a partial assessment of students’ understanding of how the development of the self is in part a social process impacted

	<p>by interactions with others and society. In addition, one of three course papers will provide students the opportunity to demonstrate their understanding of the various ways society impacts individuals' development of self in relation to stigmatized statuses within the larger society or various subcultures.</p>
<p>2. Examine diverse values that form civically engaged and informed members of society.</p>	<p>Different values often impact individuals' and groups' support of different normative structures. Students will examine and identify groups/organizations with competing viewpoints regarding stigmatized statuses in society, noting whether each group supports the hegemonic normative structure or seeks to contest it and normalize specific stigmatized statuses. The desired outcomes of civic engagement reflecting competing normative standards can be diametrically opposed with regard to statuses that have been stigmatized in the past and those that remain stigmatized or have recently become stigmatized. At times various groups promote strikingly different normative structures, and the role of social power is therefore necessarily examined. Moral entrepreneurs view the stigmatization of certain groups as essential to maintaining certain values, while tertiary deviants have value systems that seek to reduce or eliminate the stigmatization they or others experience. The relationship between differentials in social power and stigmatization will be demonstrated with regard to both <i>de jure</i> and <i>de facto</i> discrimination.</p> <ul style="list-style-type: none"> • The fact that various components of society have differing perspectives concerning the appropriateness of various types of stigmatized statuses will be explored throughout the semester and illustrated in lecture, course readings, classroom discussions, and videos. One of the course papers will require students to identify groups and/or organizations whose values lead them to opposing positions concerning specific changes in the normative structure of society related to issues such as marriage equality, the decriminalization and/or legalization of marijuana, the de-stigmatization of sex work, civil rights and legal protections for sexual minority and/or transgendered individuals, religious liberty, and so on. Depending upon the topic chosen, students may be able to use polling data to identify changes in public opinion, allowing students to present empirical evidence of changes in societal values over time.
<p>3. Evaluate solutions to real-world social and cultural problems.</p>	<p>Students will evaluate solutions (when appropriate) to the problems some stigmatized persons face when attempting to reintegrate into the community and/or larger society.</p> <ul style="list-style-type: none"> • From lectures, course readings, videos, and guest speakers, students will be able to document that exclusion from the larger society or various components thereof (e.g.,

	<p>employment, housing) varies considerably among stigmatized statuses with some statuses experiencing comparatively minor instances of informal discrimination and exclusion and others experiencing significant forms of exclusion and discrimination, including in some instances elements that are codified into law. One of the papers in this course will require students to identify stigmatized statuses that are associated with significant reintegration/reentry problems. In addition students will be asked to provide arguments in favor of and proposed solutions to the reintegration of at least one stigmatized population (e.g., formerly incarcerated individuals, persons with stigmatized statuses associated with the use of alcohol or other drugs).</p>
--	---

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

- List the attendant components of stigma.
- Discuss primary techniques of stigma management.
- Define and provide examples of associative (or courtesy) stigma.
- Identity examples of concealable stigmas.
- Define and provide examples of enacted stigma.
- Provide examples of stigmatized identities associated with the body, health status, sexuality, sex work, and interactions with the Criminal Justice System (CJS).
- Note various types of stigma resistance.
- Provide examples of programs designed to aid the reintegration of select, stigmatized individuals into the community.

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

<p>1. Analyze the development of self in relation to others and society.</p>	<p>Students will work through this analysis by completing the required reading, attentively listening to lectures, and participating in classroom discussions. Students may also be provided with opportunities for short reflections and written analysis related to the SLO within class. Students will demonstrate their mastery of this information through their performance on four exams. In addition, one of the course papers (see attached syllabus) is explicitly structured to assess students' ability to synthesize and analyze ways in which stigmatization impacts the development of the self.</p>	<p>One of the course papers will serve as the artifact for assessment of this Connections SLO using the rubric provided below. The professors will work with the department's assessment team to determine the most appropriate sample size. For purposes of this artifact, The initial goal will be that 70% of students in the sample are rated at least a (2) and no student is rated at (1). Assessment goals will be revisited after an initial six-</p>
--	---	---

		year cycle.
2. Examine diverse values that form civically engaged and informed members of society.	Students will examine diverse values through their reading assignments, reflections upon course lectures, viewing of in-class videos, and various informed classroom discussions in which they participate. Students may also be provided with opportunities for short reflections and written analysis related to this SLO within class. In addition, one of the course papers (see attached syllabus) will require students to identify groups and/or organizations whose values lead them to opposing positions concerning specific changes in the normative structure of society related to issues such as marriage equality, the decriminalization and/or legalization of marijuana, the de-stigmatization of sex work, civil rights and legal protections for sexual minority and/or transgendered individuals, and so on. Depending upon the topic chosen, students may be able to use polling data to identify changes in public opinion, allowing students to present empirical evidence of changes in societal values over time.	One of the course papers will serve as the artifact for assessment of this Connections SLO using the rubric provided below. The professors will work with the department's assessment team to determine the most appropriate sample size. For purposes of this artifact, The initial goal will be that 70% of students in the sample are rated at least a (2) and no student is rated at (1). Assessment goals will be revisited after an initial six-year cycle.
3. Evaluate solutions to real-world social and cultural problems.	One of the course papers (see attached syllabus) will require students to provide evidence of the reentry/reintegration difficulties faced by some stigmatized individuals. In addition students will be asked to provide arguments in favor of and proposed solutions to the reintegration of at least one stigmatized population (e.g., formerly incarcerated individuals, persons with stigmatized statuses associated with the use of alcohol or other drugs).	One of the course papers will serve as the artifact for assessment of this Connections SLO using the rubric provided below. The professors will work with the department's assessment team to determine the most appropriate sample size. For purposes of this artifact, The initial goal will be that 70% of students in the sample are rated at least a (2) and no student is rated at (1). Assessment goals will be revisited after an initial six-year cycle.

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

The following will be used for the assessment of the final research paper.

<i>Criteria/Scale</i>	<i>Capstone (4)</i>	<i>Milestone (3)</i>	<i>Milestone (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 the effects of stigmatization on the development of the self and one’s interactions with others.	Organizes evidence to reveal important patterns, differences or similarities related to the effects of stigmatization on the development of the self and one’s interactions with others.	Organizes evidence, but the organization is not effective in revealing important patterns, differences or similarities related to the effects of stigmatization on the development of the self and one’s interactions with others.	Lists evidence, but it is not organized and/or is unrelated to the effects of stigmatization on the development of the self and one’s interactions with others.
<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>	The student can use deep knowledge of the historic and contemporary role and differential effects on human organizations and social groups, to develop and advocate for informed, appropriate solutions related to creating, maintaining, and contesting <i>de facto</i> and <i>de jure</i> stigmatization.	The student can examine major elements of the US social structure (primarily organizations and groups), including their historic and contemporary interconnections and the differential effects of said groups and organizations to pose elementary solutions related to creating, maintaining, and	The student examines the historical and contemporary roles, interconnections, and differential effects of organizations and groups that facilitate the creation, maintenance, and contestation of stigmatized identities within society.	The student identifies the basic role of some institutions, ideas, and processes in creating, maintaining, and contesting stigmatization within society.

		contesting stigmatization.		
<p>Evaluate solutions to real-world social and cultural problems.</p> <p>(modified from item 4 of the Problem Solving AAC&U VALUE Rubric)</p>	<p>The evaluation of solutions to the reintegration/reentry (when appropriate) of individuals into the community is deep and elegant (i.e., contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of the problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.</p>	<p>The evaluation of solutions to the reintegration/reentry (when appropriate) of individuals into the community is adequate (i.e., contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solutions, and weighs impact of solution.</p>	<p>The evaluation of solutions to the reintegration/reentry (when appropriate) of individuals into the community is brief (i.e., explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solutions.</p>	<p>The evaluation of solutions to the reintegration/reentry (when appropriate) of individuals into the community is superficial (i.e., contains cursory explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.</p>

7. Evidence & Argument artifact.

It is often argued that individuals with significant stigmas face hardships and barriers, including exclusion and discrimination, which negatively impact their lives. As one of three written assignments, students will be asked to draw upon lecture, course readings, videos viewed, and, possibly, guest speakers to demonstrate ways in which the lives of stigmatized individuals and/or their associates are negatively impacted (e.g., exclusion and discrimination) by various types of stigma. Students will also be asked to assess differentials with regard to the degree to which individuals with different stigmatized statuses experience various forms of discrimination and exclusion as well as assess the differential in stigma experiences between the stigmatized themselves versus the associates of stigmatized persons while noting what types of stigmatized identities are more likely to have an element of contagion that spills over to and adversely affects their associates. Thus, students will use the scholarly evidence to which they are exposed in this

course in order to enhance their ability to think critically about important social issues and will draw from this evidence in order to structure arguments accordingly. This paper will be used as the artifact in support of Evidence & Argument assessment.

8. Attach a sample course syllabus. Attached.

SOCL 389: Stigma and Society

Fall 2017

Instructor: Dr. Matt Pruitt

Office: 127 Grise Hall (745-2376)

Email: Matt.Pruitt@wku.edu

Office Hours: MW 1:45-3:15

Proceed with caution:

Please do not enroll in this course if you are uncomfortable reading about, discussing, watching videos, doing projects, writing papers, or taking exams which cover the following topics: drug use, stigmas associated with body shape or function, homicide, co-marital sex, prostitution, pornography, sexual acts, STIs, LGBTQ issues, stripping, HIV, mental illness, imprisonment and other interaction with the CJS, or related topics. SOME OF THE READINGS, LECTURES/DISCUSSION, AND VIDEOS VIEWED DURING THE SEMESTER ARE EXTREMELY EXPLICIT IN THEIR PRESENTATION OF MATERIAL RELATED TO THIS COURSE.

Readings:

You will not purchase a textbook for this course. Instead of using a textbook, you will be reading journal articles that I have placed on Blackboard (as PDF files).

Course Description:

Sociological examination of the conceptualization, types, consequences, and management of stigma. Course will cover associative stigma, stigma resistance, and reintegration.

Graduates in some disciplines (e.g., sociology, criminology, public health, and psychology) often select employment in positions within either the private or public sectors that will require them to interact with and/or offer services to marginalized populations who endure the consequences of social stigma. An enhanced understanding of the sources and effects of stigma on both stigmatized individuals themselves and their associates as well as the ways stigmatized individuals may manage and/or resist stigmatization will better prepare and situate graduates whose work entails such interactions. In addition those individuals who currently, or after graduation, volunteer at organizations that offer services to such populations will also benefit from their exposure to material contained within the course.

Course Content:

The primary topics covered via lecture and/or readings for each exam follow. (Note: this is not an exhaustive listing of material covered in the course and is subject to change.)

Exam 1: conceptualization and measurement of stigma; associative or courtesy stigmatization

Exam 2: stigma management; stigma and the body (e.g., obesity, fistula, disability); stigma and health status (e.g., mental illness, HIV); stigma and sexuality/gender (LGBTQ)

Exam 3: stigma and sex work; stigma and the use of alcohol and other drugs; Stigma and CJS interaction

Exam 4: stigma and CJS interaction (cont'd); stigma resistance; reintegration

Course Objectives:

Colonnade Connections Student Learning Outcomes:

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

In addition, upon completion of the course students should be able to:

- List the attendant components of stigma.
- Discuss primary techniques of stigma management.
- Define and provide examples of associative (or courtesy) stigma.
- Identify examples of concealable stigmas.
- Define and provide examples of enacted stigma.
- Provide examples of stigmatized identities associated with the body, health status, sexuality, sex work, and interactions with the Criminal Justice System (CJS).
- Note various types of stigma resistance.
- Provide examples of programs designed to aid the reintegration of select, stigmatized individuals into the community.

Examinations:

There will be four exams given during this course. Material for the exams will come from the text, readings, lecture, classroom discussion, videos viewed during the semester, assigned website material, and guest speakers. Each exam is worth 100 points. **If you miss an exam for any reason other than a university-related absence, your opportunity to make up the missed exam will occur immediately upon completion of your final exam during the final exam period.** During exams you are expected to either not wear a baseball cap (or other hats with lids) or to wear it backwards. Also, hoodies are not to be covering your head during an exam. Cell phones must not be visible during exams, and the use of headphones/earbuds/etc. is also prohibited.

EXAM DATES (tentative):

Exam 1: Monday, September 18

Exam 2: Friday, October 13

Exam 3: Wednesday, November 8

Final: Monday, December 4, 8:00 AM

Course Papers:

Students will submit three papers of approximately 3-4 pages. Each paper is designed to assess one of the student learning outcomes associated with the Social and Cultural category of the Connections component of Colonnade. Each paper is worth 50 points.

Development of self in relation to others and society:

Draw upon lecture, course readings, and videos viewed in order to analyze ways in which stigmatization and the attendant effects of exclusion and/or discrimination impact the lives of individuals in society. When possible, provide evidence to support your arguments. In the order listed, address the following questions/statements, providing where possible empirical evidence

to support your answer. 1) How does the risk of stigmatization impact people's behaviors? 2) Why do individuals avoid associations with some stigmatized individuals? 3) Provide evidence of exclusion and/or discrimination faced by individuals with stigmatized identities. 4) Provide evidence of individuals experiencing exclusion and/or discrimination related to conditions that are unassociated with any agency on their part. 5) Provide evidence of stigmatized individuals experiencing exclusion and/or discrimination from others in relation to codified rules and laws. 6) Discuss the concept of an associative or courtesy stigma and provide examples.

Diverse values and norms:

Different values often impact individuals' and groups' support of different normative structures. Some individuals will become involved in various types of civic engagement (e.g., joining groups, attending rallies, providing financial support) related to either the maintenance or contestation of normative standards regarding issues such as decriminalization/legalization of marijuana; marriage equality; de-stigmatization of sex work and support of sex workers' rights; de-stigmatization of mental illness; transgender civil rights and protections; religious liberty, and so on. The desired outcomes of such civic engagement reflecting competing normative standards can be diametrically opposed with regard to statuses that have been stigmatized in the past and those that remain stigmatized or have recently become stigmatized. In this paper you need to use information available on the Internet to 1) identify and examine groups/organizations with competing views regarding stigmatized statuses in society, noting whether each group supports the hegemonic normative structure or seeks to contest and normalize the stigmatized status, 2) provide arguments, value statements, and/or evidence used by these groups in order to support their goal of maintaining or contesting the stigmatized status, 3) identify whether current laws and/or norms largely reflect the position of each group, and 4) if possible given the selected topic, provide data from public opinion polls showing whether society's views of this topic have changed over time.

Solutions to real-world social and cultural problems:

Some stigmatized individuals experience significant difficulties related to reentry/reintegration into the community and the larger society given that stigmatized identities are master statuses that shape individuals' interactions with others. In writing this paper, draw as appropriate from lectures, course readings, discussion, videos, and guest speakers. In the order listed, address the following questions/statements, providing where possible empirical evidence to support your answer. 1) Provide a discussion of stigmatized statuses that are associated with significant barriers to reentry/reintegration. 2) Document various types of barriers and discrimination that individuals with specific stigmatized statuses face in relation to reentry/reintegration. 3) Provide arguments in favor of and proposed solutions to the reintegration/reentry of at least one stigmatized population (e.g., formerly incarcerated individuals, persons with stigmatized statuses associated with the use of alcohol or other drugs). 4) How does the reintegration of certain stigmatized individuals serve the interests of the stigmatized person, the family of the stigmatized person, and the larger society?

Course Grades:

Course grades will be determined according to the following scale:

Total Points	Grade
495-550	A
440-494	B
385-439	C
330-384	D
≤ 329	F

In addition, please do not ask me to provide extra-credit opportunities or to assign you a grade that is higher than what you have earned in the course. Such requests will not be honored, and I will not respond to emails in which such requests are made. To wit, please don't ask if there is "anything I can do to raise my grade in the class," and I am aware that you're "only a few points away" from a given grade. Moreover, it is inappropriate to attempt to leverage a grade by making appeals regarding the effect of a course grade on one's academic standing or athletic eligibility, the renewal of a scholarship or financial aid, the likelihood of your being admitted into law school or a post-graduate program, and so on.

IF in order to raise the median score on an exam I decide to make any extra-credit opportunities available, I will announce such opportunities during class. Such opportunities may occur during class or involve some assignment that would be due at the beginning of class on another day. There are no "makeups" for missed extra-credit opportunities.

The Learning Center

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. www.wku.edu/tlc

Technology-free Classroom:

An article that appeared in the Washington Post containing some ruminations by a NYU professor on the use of technology in the classroom really resonated with me when I read it. He both articulated many concerns I have had regarding the use of laptops/tablets and cellphones in the classroom and raised some issues I had not previously considered. Since reading that piece another article citing additional adverse effects of computers in the classroom has appeared in the Post. In the hopes of enhancing your learning potential and that of classmates seated nearby, discouraging rude behavior, and possibly helping you to develop a sense of comfort and ease with being disconnected from virtual worlds, I am banning the use of cellphones and laptops/tablets (unless necessary to accommodate a disability) during class. I will make a few comments about this decision on the first day of class. If you would like to peruse the aforementioned articles, they are posted on Blackboard.

Other:

I neither lend out video tapes, nor do I arrange for students to view videos that were shown on days that they missed class. Additional expectations regarding classroom etiquette will be discussed on the first day of class. No audio or video recording without SDS accommodation requirement.

Disability Accommodations:

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. The phone number is 270.745.5004 [270.745.5121 V/TDD] or email at sarc@wku.edu. Please do not request accommodations

directly from the professor or instructor without a letter of accommodation (LOA) from The Student Accessibility Resource Center.

Title IX, Sexual Misconduct/Assault, Discrimination, and Harassment:

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

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

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.

Colonnade Program Course Proposal: Explorations Category

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

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

The Department of Folk Studies and Anthropology proposes offering **FLK 275: Supernatural Folklore** as an Explorations course in the Arts and Humanities subcategory.

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

Explorations Category SLO's	Students in the course will:
1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.	<ul style="list-style-type: none"> • Define folklore and compare and contrast it with popular culture • Students will apply basic folkloristic concepts and methodologies to the study of the supernatural
2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.	<ul style="list-style-type: none"> • Describe and evaluate predominant popular, scholarly, and scientific attitudes and arguments regarding supernatural phenomena • Compare and contrast standards of evidence, belief systems, and epistemologies of the natural and supernatural world
3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.	<ul style="list-style-type: none"> • Identify and enumerate examples of supernatural traditions in cultures around the world • Connect specific historical and cultural contexts to the creation of different beliefs and practices related to the supernatural
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.	<ul style="list-style-type: none"> • Explain how specific instances and expressions of supernatural belief have resulted in wide-ranging religious and historical incidents and changes • Evaluate the changing role over time of supernatural belief in popular, academic, legal, medical, religious, artistic, and other contexts

<p>5. Evaluate enduring and contemporary issues of human experience.</p>	<ul style="list-style-type: none"> • Design and conduct a research project about a particular aspect or genre of supernatural experiences, through ethnographic, archival, and/or library research • Interpret and analyze supernatural experiences in a manner respectful of personal belief and cultural contexts
--	---

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

The following statement will appear on all FLK 275 syllabi:

Course description: Ghosts, vampires, werewolves and other supernatural beings are immensely popular and appear in contemporary novels, video games, films, and other media. Belief in the supernatural is explored in television shows that detail the exploits of “ghost hunters” or probe the possibility of extraterrestrial encounters. Statistics gathered by Gallop Poll indicate that an extremely large percentage of North Americans not only believe in the supernatural, but in fact believe that they themselves have had a supernatural or paranormal experience. “Evidence” of the supernatural is, in this sense, all around us. What do people find so compelling about the supernatural? And why, as scholars, should we concern ourselves with the study of supernatural tradition? This course examines the many forms of supernatural belief that people express through traditional genres and through popular media. We will explore the forms supernatural tradition and belief take in everyday life, and develop models for understanding how supernatural belief relates to other aspects of worldview and culture.

Learning Objectives for Colonnade Program: *This course fulfills the Colonnade Program’s requirements for the Arts and Humanities subcategory of the Explorations Category. As part of that program, FLK 275 has the following learning objectives:*

Students will demonstrate the ability to:

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

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

- define folklore and compare and contrast it with popular culture, and apply basic folkloristic concepts and methodologies to the study of the supernatural*
- describe and evaluate predominant popular, scholarly, and scientific attitudes and arguments regarding supernatural phenomena, and compare and contrast standards of evidence, belief systems, and epistemologies of the natural and supernatural world*

- *identify and enumerate examples of supernatural traditions in cultures around the world, while connecting specific historical and cultural contexts to the creation of different beliefs and practices related to the supernatural*
- *explain how specific instances and expressions of supernatural belief have resulted in wide-ranging religious and historical incidents and changes, and evaluate the changing role over time of supernatural belief in popular, academic, legal, medical, religious, artistic, and other contexts*
- *design and conduct a research project about a particular aspect or genre of supernatural experiences, through ethnographic, archival, and/or library research, and interpret and analyze supernatural experiences in a manner respectful of personal belief and cultural contexts*

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

Explorations Category SLO's	Students in the course will:	Department Assessment
1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.	On the midterm and final exams, students will define folklore and compare and contrast it with popular culture, and apply basic folkloristic concepts and methodologies to the study of the supernatural.	A department assessment team will conduct a review of a common final exam question to determine student competency for Explorations Learning Outcomes. Deficient outcomes will initiate a process of review and revision of course components.
2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.	Students will engage with course readings through class discussions and writing assignments, demonstrating their understanding of predominant popular, scholarly, and scientific attitudes and arguments regarding supernatural phenomena. On the midterm and final exams, students will compare and contrast standards of evidence, belief systems, and epistemologies of the natural and supernatural world.	A department assessment team will conduct a review of a common final exam question to determine student competency for Explorations Learning Outcomes. Deficient outcomes will initiate a process of review and revision of course components.
3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.	On the midterm and final exams, students will identify and enumerate examples of supernatural traditions in cultures around the world, and connect specific historical and	A department assessment team will conduct a review of a common final exam question to determine student competency for Explorations Learning

	cultural contexts to the creation of different beliefs and practices related to the supernatural.	Outcomes. Deficient outcomes will initiate a process of review and revision of course components.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.	<p>Students will engage with course readings through class discussions and writing assignments, demonstrating their understanding of how specific instances and expressions of supernatural belief have resulted in wide-ranging religious and historical incidents and changes</p> <p>On the midterm and final exams, students will evaluate the changing role over time of supernatural belief in popular, academic, legal, medical, religious, artistic, and other contexts</p>	A department assessment team will conduct a review of a common final exam question to determine student competency for Explorations Learning Outcomes. Deficient outcomes will initiate a process of review and revision of course components.
5. Evaluate enduring and contemporary issues of human experience.	In their culminating project, students will design and conduct research about a particular aspect or genre of supernatural experiences, through ethnographic, archival, and/or library research, then write a paper in which they interpret and analyze supernatural experiences in a manner respectful of personal belief and cultural contexts.	A department assessment team will conduct a review of a common final exam question to determine student competency for Explorations Learning Outcomes. Deficient outcomes will initiate a process of review and revision of course components.

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

Our department is prepared to offer two or more sections of this course each semester.

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

A sample syllabus for FLK 275 is below.

Supernatural Folklore FLK 275

Course Description

Ghosts, vampires, werewolves and other supernatural beings are immensely popular and appear in contemporary novels, video games, films, and other media. Belief in the supernatural is explored in television shows that detail the exploits of “ghost hunters” or probe the possibility of extraterrestrial encounters. Statistics gathered by Gallop Poll indicate that an extremely large percentage of North Americans not only believe in the supernatural, but in fact believe that they themselves have had a supernatural or paranormal experience. “Evidence” of the supernatural is, in this sense, all around us. What do people find so compelling about the supernatural? And why, as scholars, should we concern ourselves with the study of supernatural tradition? This course examines the many forms of supernatural belief that people express through traditional genres and through popular media. We will explore the forms supernatural tradition and belief take in everyday life, and develop models for understanding how supernatural belief relates to other aspects of worldview and culture.

Learning Objectives: This course fulfills the Colonnade Program’s requirements for the Arts and Humanities subcategory of the Explorations Category. As part of that program, FLK 275 has the following learning objectives:

Students will demonstrate the ability to:

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

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

- define folklore and compare and contrast it with popular culture, and apply basic folkloristic concepts and methodologies to the study of the supernatural
- describe and evaluate predominant popular, scholarly, and scientific attitudes and arguments regarding supernatural phenomena, and compare and contrast standards of evidence, belief systems, and epistemologies of the natural and supernatural world
- identify and enumerate examples of supernatural traditions in cultures around the world, while connecting specific historical and cultural contexts to the creation of different beliefs and practices related to the supernatural
- explain how specific instances and expressions of supernatural belief have resulted in wide-ranging religious and historical incidents and changes, and evaluate the

changing role over time of supernatural belief in popular, academic, legal, medical, religious, artistic, and other contexts

- design and conduct a research project about a particular aspect or genre of supernatural experiences, through ethnographic, archival, and/or library research, then interpret and analyze supernatural experiences in a manner respectful of personal belief and cultural contexts

Required Texts

Goldstein, Diane, Sylvia Grider, and Jeannie Banks Thomas. *Haunting Experiences: Ghosts in Contemporary Folklore*. Logan: Utah State UP, 2007.

(at bookstore or free e-book: http://digitalcommons.usu.edu/usupress_pubs/18/).

Additional required readings on Blackboard.

Course Requirements and Assessment

10% Attendance and Participation

Includes attendance (see policy below) and verbal participation in class discussions and activities.

10% Quizzes

You will take 6 quizzes throughout the semester. Each quiz will be one question on key terms and/or concepts from that week's assigned reading. Quizzes will be given at the beginning of class (see daily schedule). The lowest quiz grade will be dropped.

10% Discussion Prompts

You will complete 6 short discussion prompts throughout the semester (see Blackboard for details). These are written responses to readings that will facilitate engagement with key course concepts. Each prompt will be due at the beginning of the respective class (see daily schedule). The lowest prompt grade will be dropped.

20% Research Project

You will conduct a personal, ethnographic interview about supernatural experiences in everyday life, analyze the interview in order to connect it to course concepts, and synthesize your findings in a formal 5-page paper. Detailed instructions to follow.

25% Midterm Exam

The Midterm Exam will be on **Wednesday, March 8th**, during our regular class **meeting**. It will consist of multiple choice, short answer, and essay questions.

25% Final Exam

The Final Exam will be on **Thursday, May 11th**, from **1:00 to 3:00pm**. It will consist of multiple choice, short answer, and essay questions. It will not be cumulative.

Policies & Resources

Academic Integrity: From the WKU Office of Counseling and Student Affairs: “Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Students who have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an ‘F’ for the assignment in question or ‘F’ for the course.” All instances of academic dishonesty will be reported to the Office of Student Conduct, which may impose additional sanctions.

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

Attendance: Absences may be excused with appropriate documentation of extraordinary circumstances (such as documented health problems, death or illness in family, travel sanctioned by university organizations, and religious observance). *Unexcused absences after the first three will lower your attendance and participation grade by one letter grade per absence. Exceeding ten unexcused absences may be grounds for failure of the course.* You are expected to arrive on time for class; consequently, excessive late arrivals will also detract from your attendance and participation grade. Your attendance requires your alert, attentive, focused mental presence. Signaling that presence means being awake, refraining from doing work for other classes, and restricting your use of any electronic devices to note-taking on laptops. Signaling your mental absence will result in a lower attendance and participation grade.

Email and Blackboard: You will use Blackboard and your WKU email regularly. Please make an appointment with me now if you have concerns about using technology; technological issues will not be an excuse for late or missing work. Before emailing me, check the syllabus first for answers to your questions. You can usually expect a response from me within 24-48 hours during the workweek. Please use professional etiquette in your correspondence (salutation, signature, full sentences, etc.).

Extra credit: You can earn up to two percentage points of extra credit by completing a 1-page review of a film related to class. See detailed instructions on Blackboard.

Late or missed work: Missed discussion prompts or make-up quizzes will only be accepted in cases similar to unforeseen excused absence (with appropriate documentation). Grades for your research project will decrease by 1 letter grade for each day beyond the due date (e.g., a B+ goes down to a C+). Any make-up midterm or final exams will be scheduled at my discretion, dependent on adequate documentation of extraordinary circumstances (prior notice is always preferable). It is your responsibility to keep up with the material if you miss class. Lecture notes will not be online, but you may schedule an appointment with me or with my graduate assistant to help you catch up in the event of illness, etc. However, you should always check with classmates and consult the syllabus first.

Respect: Please exhibit it for yourself, your instructors, your classmates, and the people and traditions that we discuss at all times through your words and actions.

Learn more about the [Folklore Minor](#) and [Master's Degree in Folk Studies](#).

[WKU Syllabus Information](#)

Weekly Schedule

HE = Haunting Experiences: Ghosts in Contemporary Folklore

All other readings available on Blackboard

Date	Topic	Reading Due	Other Assignments
Week 1 1/23	<ul style="list-style-type: none"> • Introductions & Overview 		
1/25	<ul style="list-style-type: none"> • Basic Concepts 	<ul style="list-style-type: none"> • Sims and Stephens (Folklore: 1-21) 	
1/27	<ul style="list-style-type: none"> • Basic Concepts 	<ul style="list-style-type: none"> • HE (Introduction: 1-22) 	<ul style="list-style-type: none"> • Quiz 1
Week 2 1/30	<ul style="list-style-type: none"> • Ghosts 	HE (Chapter 1: 25-59)	
2/1	<ul style="list-style-type: none"> • Ghosts 	HE (Chapter 2: 60-78)	
2/3	<ul style="list-style-type: none"> • Ghosts 		<ul style="list-style-type: none"> • Discussion Prompt #1
Week 3 2/6	<ul style="list-style-type: none"> • Ghosts 	HE (Chapter 6: 171-205)	
2/8	<ul style="list-style-type: none"> • Ghosts 	HE (Conclusion: 206-227)	
2/10	<ul style="list-style-type: none"> • Ghosts 		<ul style="list-style-type: none"> • Quiz 2
Week 4 2/13	<ul style="list-style-type: none"> • Belief 	<ul style="list-style-type: none"> • Bennett (Belief and Disbelief: 9-38) 	
2/15	<ul style="list-style-type: none"> • Belief 	<ul style="list-style-type: none"> • Hufford (Beings Without Bodies: 11-40) 	
2/17	<ul style="list-style-type: none"> • Belief 		<ul style="list-style-type: none"> • Discussion Prompt #2
Week 5 2/20	<ul style="list-style-type: none"> • Witchcraft 	<ul style="list-style-type: none"> • Kors and Peters (Witchcraft in Europe Introduction: 1-22) 	

2/22	<ul style="list-style-type: none"> Witchcraft 	<ul style="list-style-type: none"> Rieti (Making Witches Triptych: 125-150) 	
2/24	<ul style="list-style-type: none"> Witchcraft 		<ul style="list-style-type: none"> Quiz 3
Week 6 2/27	<ul style="list-style-type: none"> Witchcraft 	<ul style="list-style-type: none"> DeRosa (Selling the Story: 152-186) 	
3/1	<ul style="list-style-type: none"> Witchcraft 		<ul style="list-style-type: none"> Discussion Prompt #3
3/3	<ul style="list-style-type: none"> Project Introduction 		
Week 7 3/6	<ul style="list-style-type: none"> Midterm Review 		<ul style="list-style-type: none"> Prepare your questions
3/8	<ul style="list-style-type: none"> Midterm Exam In Class 		
3/10	<ul style="list-style-type: none"> Project planning 		
Week 8 3/13	<ul style="list-style-type: none"> NO CLASS (Spring Break) 		
3/15	<ul style="list-style-type: none"> NO CLASS (Spring Break) 		
3/17	<ul style="list-style-type: none"> NO CLASS (Spring Break) 		
Week 9 3/20	<ul style="list-style-type: none"> Fairies 	<ul style="list-style-type: none"> Arensberg (The Good People: 163-191) 	
3/22	<ul style="list-style-type: none"> Fairies 	<ul style="list-style-type: none"> "Irish Fairy Legends" 	
3/24	<ul style="list-style-type: none"> Fairies 	<ul style="list-style-type: none"> Film: <i>FairyTale: A True Story</i> (99 minutes) 	<ul style="list-style-type: none"> Quiz 4
Week 10 3/27	<ul style="list-style-type: none"> Fairies 	<ul style="list-style-type: none"> Film: <i>FairyTale: A True Story</i> (99 	

		minutes)	
3/29	<ul style="list-style-type: none"> • Aliens 	<ul style="list-style-type: none"> • Rojcewicz (Between One Eye Blink and the Next: 477-514) 	
3/31	<ul style="list-style-type: none"> • Aliens 		<ul style="list-style-type: none"> • Discussion Prompt #4
Week 11 4/3	<ul style="list-style-type: none"> • Aliens 	<ul style="list-style-type: none"> • Ellis (The Varieties of Alien Experience: 142-159) 	
4/5	<ul style="list-style-type: none"> • Aliens 	<ul style="list-style-type: none"> • Dégh (UFO's and How Folklorists Should Look at Them: 242-248) 	
4/7	<ul style="list-style-type: none"> • Aliens 		<ul style="list-style-type: none"> • Quiz 5
Week 12 4/10	<ul style="list-style-type: none"> • Monsters 	<ul style="list-style-type: none"> • Asma (On Monsters Introduction: 1-18) 	
4/12	<ul style="list-style-type: none"> • Monsters 	<ul style="list-style-type: none"> • Cohen (Monster Culture – Seven Theses: 3-25) 	
4/14	<ul style="list-style-type: none"> • Monsters 		<ul style="list-style-type: none"> • Discussion Prompt #5
Week 13 4/17	<ul style="list-style-type: none"> • Monsters 	<ul style="list-style-type: none"> • Tucker (Great New England Vampire Panic: 1-8) 	
4/19	<ul style="list-style-type: none"> • Monsters 	<ul style="list-style-type: none"> • Senn (Romanian Werewolves: 206-215) 	
4/21	<ul style="list-style-type: none"> • Monsters 		<ul style="list-style-type: none"> • Quiz 6

Week 14 4/24	<ul style="list-style-type: none"> • Presentation of projects 		<ul style="list-style-type: none"> • Project due in hard copy at the beginning of class
4/26	<ul style="list-style-type: none"> • Presentation of projects 		
4/28	<ul style="list-style-type: none"> • Research Reflection 		<ul style="list-style-type: none"> • Discussion Prompt #6: in-class writing
Week 15 5/1	<ul style="list-style-type: none"> • Conclusions 	<ul style="list-style-type: none"> • Film: <i>Young Frankenstein</i> (106 minutes) 	
5/3	<ul style="list-style-type: none"> • Conclusions 	<ul style="list-style-type: none"> • Film: <i>Young Frankenstein</i> (106 minutes) 	
5/5	<ul style="list-style-type: none"> • Final Exam Review 		<ul style="list-style-type: none"> • Prepare your questions

Final Exam: see WKU final exam schedule

Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact Name, E-mail, and Phone: Eric Reed, eric.reed@wku.edu, x54665

College and Department: PCAL, History Department

Proposal Date: 8/30/2018

1. Course Details:

- 1.1 Course prefix (subject area), number and title: *HIST 391: History of Sport*
- 1.2 Credit hours: *3.0*
- 1.3 Prerequisites¹: *HIST 101 or 102. Students should have taken 21 hours of Colonnade Foundations and Explorations courses before enrolling.*
- 1.4 Crosslisted and/or equivalent courses (prefix and number): *N/A*
- 1.5 Expected number of sections offered each semester/year: *every third semester*
- 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? *BG main campus, online.*

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

A study of key topics and themes in the history of sport, as well as the historical context in which sport evolved. The course will consider the history of sport in American, Western, and global contexts.

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

Students apply foundation-level learning, content, and skills to complex, system-level analysis. This course covers the entire history of sport, beginning in human pre-history, and touches on sport history across the globe. Thus, the subject is ideally suited for system-level thinking about patterns of human life, society, and culture over a long period of time and across a broad geography. Students must examine how different levels (local, regional, global) and types (political, cultural, social, economic, racial, religious) of human systems of activity are related. The course will appeal to a variety of students in majors across colleges. The course's content focus is broad, and uses sport as a prism through which many related systems can be examined and evaluated. Students are required to use an interdisciplinary skillset that includes applying skills learned in Foundations courses. Students will have the ability to develop research projects that fit their scholarly interests and apply skills they have learned in a variety of disciplines.

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

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

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze how systems evolve.	<i>The class examines how the history of sport changed over time in response to the evolution of political, economic, social, and cultural systems and processes. The evolving process of globalization, and how it shaped cultural practices like sport, is an organizing concept of the course. For example, students investigate the how European imperialism made playing soccer a part of global sporting culture, and how the decline of European empires led to new, multi-directional exchanges of soccer culture and personnel.</i>
2. Compare the study of individual components to the analysis of entire systems.	<i>Students are required to draw connections between the specific case studies of sport examined in narrow contexts, and the functioning of sport as an overarching human experience that transcends the narrow contexts of local, national, and international boundaries. For example, students investigate the history and meanings of the Tour de France as a French sport, but also as a component of the global system of commercialized, mass-mediated sport entertainment that includes many nations and many sports.</i>
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	<i>Students are required to examine systematic contexts, how those contexts change, and how they shape sport history in ways that caused or prevented change over time. For example, students investigate the history of baseball in the United States to understand the interplay between cultural and legal systems of racial discrimination and sport. They examine how the whites-only foundations of segregated professional baseball emerged in the early 20th century, as well as how changes in systems of racial discrimination resulted in end of segregated professional baseball in the mid-20th century.</i>

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

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

- *Demonstrate knowledge of the development of the history of sport, and the historical contexts in which sport evolved.*
- *Demonstrate the ability to analyze critically major themes of sport history.*
- *Demonstrate the ability to analyze and interpret historical primary sources*
- *Synthesize primary and secondary material into a concise interpretation of the past*
- *Read and understand scholarly articles concerning the history of sport*
- *Understand how professional historians collect and deploy evidence to prove arguments*
- *Assess the strengths and weaknesses of scholarly arguments*

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

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i>. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
1. Analyze how systems evolve.	<i>An essay on the cumulative exam asks students to analyze the evolution of sports and relevant human systems in a broad context and time-frame. (For example, how the Industrial Revolution effected modern sporting structures between 1750 and the present.)</i>	<i>Each term, 33% of the essays will be randomly selected and evaluated. The goal is to have 70% of the sample achieve at least a 3 on this objective, and 25% a 2 or greater.</i>
2. Compare the study of individual components to the analysis of entire systems.	<i>Students will complete a research assignment in which they examine a case study in sport history that illustrates trends in broader systems.</i>	<i>Each term, 33% of the research assignments will be randomly selected and evaluated. The goal is to have 70% of the sample achieve at least a 3 on this objective, and 25% a 2 or greater.</i>
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	<i>An essay on the cumulative exam will ask students to analyze system-level decision-making effected relevant sporting structures. (For example, how the enactment and repeal of racial segregation laws established and then undermined segregated sport.)</i>	<i>Each term, 33% of the essays will be randomly selected and evaluated. The goal is to have 70% of the sample achieve at least a 3 on this objective, and 25% a 2 or greater.</i>

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

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Analyze how systems evolve	Provides detailed analysis of primary and secondary material to explain how different systems developed in reciprocal relation to each other.	Can show based on primary and secondary sources some major interactions between multiple systems.	Is aware that systems evolve due to the interaction of different component parts, but analysis is incomplete.	Cannot identify the major systems or overly simplifies systemic change.

2. Compare the study of individual components to the analysis of entire systems.	Provides detailed analysis of primary and secondary material to show reciprocal feedback between an individual component of and the whole system.	Can show based on primary and secondary sources how a component of a system affects the whole, but not <i>vice versa</i> or cannot show feedback.	Is aware the component parts and whole systems interact, but cannot provide adequate evidence based on primary and secondary sources.	Is unable to clearly relate individual components to the whole system.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself	Provides detailed analysis of primary and secondary material to explain how major or influential decisions both affected, and were affected by the state of the system as a whole.	Clearly uses source material to show how major or influential decisions reshaped the system, or how the decisions responded to systemic conditions, but cannot do both.	Describes major or influential decisions, with some difficulty explaining either systemic causes or consequences. Inadequate evidence in sources.	Cannot demonstrate understanding of concrete impact of major or influential decisions.

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 assessment will be a research assignment. Students will be required to investigate and develop a case study of a narrow event or phenomenon in the history of sport. To build the case study, students must uncover and interpret primary source evidence and data. Students must compare the results of their research to the research of other scholars in the historiography of their subject. Finally, students must write a cogent, persuasive paper in which they present a synthesis of their case study results and the historiography.

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.

HISTORY OF SPORT (HISTORY 391)

(Adopted from the Fall 2017 Course Offering)

Instructor: Eric Reed
200 Cherry Hall
eric.reed@wku.edu

Course Description

A study of key topics and themes in the history of sport, as well as the historical context in which sport evolved. The course will consider the history of sport in American, Western, and global contexts.

Readings

The following books are required for our course:

Allen Guttman, *Sports: The First Five Millennia*
Brian Ingrassia, *The Rise of Gridiron University*
Peter Alegi, *African Soccerscapes*

You are responsible for obtaining a copy of these books. They are available at the WKU Store, and you may be able to find a good deal on the Internet. Other readings and course materials will be provided by the instructor.

Colonnade Learning Objectives of HIST 391

A *Systems* course in the Colonnade program will ask students to examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking. Students who complete this course will be able to:

- Analyze how systems evolve.
- Compare the study of individual components to the analysis of entire systems.
- Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

Evaluation of Student Achievement of Colonnade “Systems” Learning Objectives

The cumulative exam and research project students complete will be evaluated to determine the extent to which students have achieved the Colonnade learning objectives for HIST 391.

Additional Course Learning Objectives of HIST 391

Students who complete this course will be able to:

- Demonstrate knowledge of the development of the history of sport, and the historical contexts in which sport evolved.
- Demonstrate the ability to analyze critically major themes of sport history.
- Demonstrate the ability to analyze and interpret historical primary sources.
- Synthesize primary and secondary material into a concise interpretation of the past.
- Read and understand scholarly articles on and historiography of the history of sport.
- Understand how professional historians collect and deploy evidence to prove arguments.
- Assess the strengths and weaknesses of scholarly arguments.

Schedule of Classes and Assignments

NOTE: The course syllabus may be changed during the course of the semester. I will make announcements of any changes in class.

Week	Readings and Assignments
Week 1 (Aug. 21) Topic: What is sport? Why study it in a class? Some basic theory on sport as a human system	Readings: <ul style="list-style-type: none"> • Guttman, Introduction • Maguire, "Sport and Globalization"
Week 2 (Aug. 28) Topic: Pre-Modern Sport in a Global Context	Readings: <ul style="list-style-type: none"> • Guttman, Chapters 1-7 • Primary Sources: Aristotle, Richard II's Jousts, James I's Lawful Sports, Chinese Archery
Week 3 (Sept. 4) Topic: The Industrial Revolution as a Turning Point in Sport History	Readings: <ul style="list-style-type: none"> • Guttman, Chapters 8-10 • Primary Sources: NY Baseball Crowds, Australia's "Body-Line" Controversy, Spalding's World Baseball Tour
Week 4 (Sept. 11) Topic: Industrialization, Mass Production, Globalization, and Sport – The Bicycle	Readings: <ul style="list-style-type: none"> • Guttman, Chapters 11-13 • Esfehni, "The Bicycle's Long Road to China" • Primary sources: Chinese Bicycle Advertising Posters (1930s)
Week 5 (Sept. 18) Topic: Sport and New Urban Communities	Readings: <ul style="list-style-type: none"> • Goldstein, "The Base Ball Fraternity" • Primary sources to be assigned
Week 6 (Sept. 25) Topic: Sport and Empire – Soccer	Readings: <ul style="list-style-type: none"> • Guttman, Chapters 14-15 (for Tuesday) <p>Assignment: In-Class Exam, Thursday, Sept. 28</p>
Week 7 (Oct. 2)	

<p>Topic: Post-Colonial Sport – Soccer</p> <p>No Class on Thursday, Oct. 5 (Fall Break)</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Alegi, <i>African Soccerscapes</i>, to the end of the book. <p>Assignment: Paper on Alegi due Thursday, Oct. 5</p>
<p>Week 8 (Oct. 9)</p> <p>Topic: Sport as International Competition – The Olympics</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Guttman, Chapters 17 and 20 • Mandell, “Nazi Olympics” selections • Guttman and Thompson, “Japan at the Olympics”
<p>Week 9 (Oct. 16)</p> <p>Topic: Primary Source Research in Sport History</p>	<p>Assignment: Complete the Mini Research Project by Tuesday, Oct. 17, start of class</p> <p>Assignment: Submit Independent Research Project Proposal by Thursday, Oct. 19, start of class</p>
<p>Week 10 (Oct. 23)</p> <p>Topic: Sport and Race on the Global Stage– Baseball in a Global Context</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Rader, “Age of Ruth” • Roden, “Baseball and the Quest for National Dignity in Meiji Japan”
<p>Week 11 (Oct. 30)</p> <p>Topic: Collegiate Sport</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Ingrassia, <i>The Rise of Gridiron University</i>, entire book <p>Paper on Ingrassia due Thursday, Nov. 2, at beginning of class</p>
<p>Week 12 (Nov. 6)</p> <p>Topic: Sport as Anti-Modernity</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Guttman, Chapters 18-19 • Primary sources to be assigned
<p>Week 13 (Nov. 13)</p> <p>Topic: Sport and Globalization</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Guttman, Chapter 21 • Reed, <i>Selling the Yellow Jersey</i>, selections <p>Individual student meetings with instructor about research paper during Week 13 and Week 14</p>
<p>Week 14 (Nov. 20)</p>	

No Class Thursday, Nov. 23 (Thanksgiving Break)	
Week 15 (Nov. 27) Topic: Student Presentations of Research	Assignment: Research Paper Due, Friday, Dec. 1
Finals Week (Dec. 4)	Assignment: Final Exam (scheduled by the University)

BACK MATTER: COURSE REQUIREMENTS, POLICIES, AND OTHER IMPORTANT INFORMATION

Follow History Here:

Facebook:

<https://www.facebook.com/wkuhistory>

Twitter:

@HistoryDeptWKU

History's web site:

<http://www.wku.edu/history>

Course Requirements

1. *Exams and written work:* You will take two examinations and write three papers. Two papers will be written about *Gridiron University* and *African Soccerescapes*. One paper will be a research paper written about a topic in the history of sport. You must complete all written work to receive a grade for the class, regardless of your grade average for the course.

2. *Attendance:* You are permitted to miss three meetings during the course of the semester. Your grade will be lowered if you miss additional meetings.

3. *Participation in discussions and end-of-semester presentation:* Your participation in class discussions will be important to making this course succeed. We will discuss a wide variety of topics together over the course of this semester, and the instructor will judge the quality of your participation in these discussions. Participation will be worth 100 points, so make an effort to contribute your valuable thoughts and insights as early and as often during the semester as you can. You will also give a presentation of your research to the class in the final week of the semester, worth up to 50 points.

Note for Popular Culture Studies Students

This course counts as an elective in the major in Popular Culture Studies. This program offers WKU undergraduates the chance to broaden their understanding of the arts and culture of everyday life including such areas as television, film, music, sports, advertising, customs and

rituals. Through innovative interdisciplinary coursework the major helps students critically analyze a wide range of popular cultural forms, their uses by audiences, and their impact on the broader social, political and economic landscape. If you are interested in learning more about this exciting and innovative program, contact your instructor or check out the Popular Culture Studies website at www.wku.edu/pop.

Grading

At the end of the semester, all the points you earned on required work will be added up. Final grades will be determined as follows:

<u>Total Points Earned During Semester</u>	<u>Grade for the Course</u>
90% of possible points or better	A
80% and 89.99% of possible points	B
70% and 79.99% of possible points	C
60% and 69.99% of possible points	D
59.99% of points or less	F

The instructor reserves the right to award discretionary points (up to 10% of the total points possible) to each student. Such points will be given only to students that merit them because they **participate frequently in class discussions** or **show significant improvement** in the quality of their written work over the course of the semester. Discretionary points are not given to any student automatically and will only be awarded at the end of the semester, if at all, and only to students who merit them. Each student must earn any discretionary points by demonstrating the above-mentioned qualities to the instructor. The number of discretionary points awarded will vary from student to student according to the instructor's subjective evaluation of each student's participation and improvement. Students who, in the opinion of the instructor, do not warrant discretionary points will not receive them.

The instructor may decide to assign quizzes and other work. If such work is assigned, the point value of the assignments will be added to the total points possible for the course and your grade will be determined according to the percentages mentioned in the grade table above.

Late Papers and Make-Up Exams

1. *Late Papers.* All papers must be handed in on time. Late papers will be penalized heavily: each will be dropped one full grade (ten points) for each calendar day that is late. For example, if a paper due on Thursday is turned in Monday, the best possible grade that the paper can earn is a D, since the paper would be three days late and would have 40 points subtracted from its final grade. (And such a paper would have to be absolutely perfect, since anything below 60% of the total possible points would drop the paper's grade to an F.)

2. *Make-Up Exams.* Students must take all exams on the day and time that they are scheduled. Only under very special circumstances, such as a death in the family or a medical emergency, will students be excused from an exam. All excuses must be approved by the instructor before the exam or they are not valid. All make-up exams, regardless of the excuse offered by the student, will be scheduled for the last week of classes.

Plagiarism and Academic Dishonesty

Dishonest plagiarism and other forms of academic dishonesty will not be tolerated. Students who cheat or plagiarize dishonestly will be penalized heavily because these are the worst academic offenses that it is possible for a student to commit. Any instance of dishonest plagiarism or academic dishonesty will result in a score of 0 points awarded for the assignment. In some cases, if the instructor feels that the occurrence of plagiarism or academic dishonesty is extremely grave, the instructor may assign the student a grade of "F" for the entire course, regardless of the quality of the student's prior work in the course. The university's policies on plagiarism and academic dishonesty are outlined in detail in the student handbook and at the following internet address:

<http://www.wku.edu/handbook/academic-dishonesty.php>

If you do not understand what plagiarism is, ***it is your responsibility to approach the instructor for clarification.*** Just as ignorance of the law is not an excuse for committing a crime, ignorance of what constitutes plagiarism is not an excuse for committing plagiarism.

Other Comments

Disability Information: I am glad to accommodate students with disabilities. 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. The phone number is 270-745-5004 [270-745-3030 V/TTY] or 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.

Sexual Misconduct/Harassment Information: 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://www.wku.edu/policies/docs/205.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.

Electronics in the Classroom: Please do not record lectures. Please do not use your mobile devices during class.

Colonnade Connections Course Proposal Social and Cultural Subcategory

Proposal Contact Name, E-mail, and Phone:

Prof. Marko Dumančić, marko.dumancic@wku.edu, 202 997 9979

Prof. Tamara Van Dyken, tamara.vandyken@wku.edu,

College and Department: History Department, Potter College

Proposal Date: 09/27/2018

1. Course Details:

- 1.1 Course prefix (subject area), number and title: **HIST 420, History of Sexuality**
- 1.2 Credit hours: **3**
- 1.3 Prerequisites: **HIST 101 or HIST 102 [Foundations]**
- 1.4 Cross-listed and/or equivalent courses (prefix and number): **N/A**
- 1.5 Expected number of sections offered each semester/year: **Once every three semesters**
- 1.6 Is this an existing course or a new course? **Existing.**
- 1.7 Proposed implementation term? **Spring 2018**
- 1.8 Where will this course be offered? **Bowling Green campus**

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

This course examines the social, political, and cultural histories of human sexuality within a primarily Western context from the ancient times to the present. Our geographic focus will be Europe and the United States. We will examine sexuality as a social construct, a discursive category, as well as a lived reality. We will study how governments, lawmakers, medical professionals, psychiatrists, and the religious establishments defined and regulated (or at least attempted to regulate) human sexuality between the ancient times to the present. Second, we will consider how different nationalities, races, religions, classes, and other types of groups lived and performed their sexuality—often in ways that contradicted official notions of sexuality.

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

This course is truly interdisciplinary in nature. Students will draw on various disciplines as they consider the history of Western sexuality. Government, race, economics, criminology, religion, and sociology, among others, have all shaped the evolution of dominant ideas about human sexuality in the West. The course has been designed to build on the Foundations and Explorations courses students have already taken with the aim of further elevating their analytical and problem-solving skill set. HIST 420 provides a capstone learning experience a range of disciplines/programs including Religious Studies, Sociology, Psychology, Gender and Women's Studies, Institute for Citizenship and Social Responsibility, Economics, African American Studies, Political Science, Public Health, Social Work, and Criminology.

For instance, the class will discuss the history of the forced sterilization program in the US. Used as a means of controlling "undesirable" populations (immigrants, people of color, poor people, unmarried mothers, the disabled, the mentally ill), the federally-funded sterilization programs took place in 32 states throughout the 20th century. By examining the evolution of eugenics and the forced sterilization drive, students will analyze the period-specific fears about over-population/immigration, ideas about race and poverty, as well as the growing authority of the medical/public health community. They will also analyze how the medical, legal, and political institutions worked together on a local and national level to conduct tens of thousands of forced sterilizations over the course of several decades.

In evaluating how sex and sexuality has defined the history of Western societies, HIST 420 builds upon multiple disciplines and fulfills WKU's mission to prepare students to become engaged and socially responsible citizen leaders.

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

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
<p>1. Analyze the development of self in relation to others and society.</p>	<p>This course critically examines topics relating to gender and sexualities as they relate to</p> <ul style="list-style-type: none"> A. the Western historical record and B. the dominant interpretation of that record. <p>Students will learn how to discern and evaluate the prevailing social and cultural paradigm regarding sex and sexual identities, past and present. The benefit of focusing on these dominant norms is that it allows students to examine their own views in relation to accepted practices and identities.</p>
<p>2. Examine diverse values that form civically engaged and informed members of society.</p>	<p>This course encourages viewing sexuality as central to national priorities and agendas rather than as a merely a personal/private activity. In particular, the course will examine how dominant paradigms on sex, when translated into policy, reward and punish individuals and specific groups. This dynamic is evident in a range of historical scenarios: from the creation of the “marriage tax” to the forced sterilization movement. Studying the various groups’ reactions to dominant norms (and policies resulting for these norms) will shed light on the diverse ways in which sexuality is understood and practiced.</p>
<p>3. Evaluate solutions to real-world social and cultural problems.</p>	<p>This course prompts reflection about instances where exclusive attention to the dominant paradigm of sex and sexuality has led to lopsided policies and practices. An historical perspective encourages a more inclusive approach to policy-making based on historical precedent. For instance, an investigation of the AIDS crisis origins reveals how dominant views of sex and sexuality prevented an effective intervention to stem the spread of the virus.</p>

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

None.

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> .	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
1. Analyze the development of self in relation to others and society.	<p>The 10-12-page final paper is the artifact for assessment for all three SLOs. The essay topic will be broad enough to enable an effective evaluation of all three SLOs. For instance, the final research project might involve discussing the origins of the AIDS pandemic.</p> <p>To address SLO # 1, students might be asked how the view of the initial HIV patients in relation to others in society created conditions in which HIV spread at a rapid pace.</p>	A 50% sample will be randomly selected from all students who complete the course in a single academic year. Two faculty members—one who regularly teaches the course and one who does not—will individually evaluate the final paper using the proposed Connections rubric below. The initial goal will be that 60% of students are rated as “Excellent” or “Good” and 85% are rated above “Needs Work.” Assessment goals will be revisited after an initial three-year cycle.
2. Examine diverse values that form civically engaged and informed members of society.	To address SLO # 2, students might be asked how various governmental and/or civic groups reacted to the crisis and how their actions (or lack of action) either sped up or slowed down the spread of the AIDS pandemic.	A 50% sample will be randomly selected from all students who complete the course in a single academic year. Two faculty members—one who regularly teaches the course and one who does not—will individually evaluate the final paper using the proposed Connections rubric below. The initial goal will be that 60% of students are rated as “Excellent” or “Good” and 85% are rated above “Needs Work.” Assessment goals will be revisited after an initial three-year cycle.
3. Evaluate solutions to real-world social and cultural problems.	To address SLO # 3, students might be asked what the AIDS pandemic has taught us about solving future medical emergencies that might involve a sexual component.	A 50% sample will be randomly selected from all students who complete the course in a single academic year. Two faculty members—one who regularly teaches the course and one who does not—will individually evaluate the final paper using the proposed Connections rubric below. The initial goal will be that 60% of students are rated as “Excellent” or “Good” and 85% are rated above “Needs Work.” Assessment goals will be revisited after an initial three-year cycle.

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

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Analyze the development of self in relation to others and society	Provides detailed, complete, and nuanced analysis on how individuals in distinct economic, gender, ethnic, and racial groups responded to dominant gender/sexuality norms as well as to the policies based on said norms.	Thoughtfully but incompletely explains how individuals in different economic, gender, ethnic, and racial groups responded to gender/sexuality dominant norms and policies based on said norms.	Demonstrates partial understanding of how individuals from varied economic, gender, ethnic, and racial groups responded to dominant norms on human sexuality as well as policies based on said norms.	Shows limited understanding of individual perspectives and responses to dominant norms on sexuality and does not discuss policies based on said norms.
2. Examine diverse values that form civically engaged and informed members of society	Provides a nuanced and complete analysis of how contrasting values regarding sex and sexuality have formed historical and contemporary ideas about human sexuality.	Provides a nuanced but incomplete analysis of how contrasting values regarding sex and sexuality have formed historical and contemporary ideas about human sexuality.	Gives mostly a descriptive record of how varied and/or contrasting values regarding sex and sexuality have formed historical and contemporary ideas about human sexuality.	Gives an incomplete, descriptive, and/or erroneous record of how varied and/or contrasting values regarding sex and sexuality have formed historical and contemporary ideas about human sexuality.
3. Evaluate solutions to real-world social and cultural problems	Analytically evaluates both governmental policies regarding sexuality as well as the methods citizens' employed to advance their own agenda. Evaluation of solutions to real-world social and cultural problems is descriptive, accurate, and nuanced.	Analytically evaluates both governmental policies regarding sexuality as well as the methods citizens' employed to advance their own agenda. Evaluation of solutions to real-world social and cultural problems is descriptive and accurate but lacks nuance.	Describes specific problems related to context, but has difficulty explaining motivations and strategies using examples. Limited understanding of government's control over colonial. Evaluation of solutions to real-world social and cultural problems is descriptive but contains some inaccuracies and lacks nuance.	Relies on sweeping generalizations; demonstrates lack of understanding of specific goals and motivations of colonial subjects and royal authorities. Evaluation of solutions to real-world social and cultural problems is not very descriptive, contains inaccuracies, and lacks nuance.

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

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

(1) Evidence-Gathering – gathering sound and relevant evidence to address an issue; Students will determine relevant evidence from the narratives (fiction, non-fiction, memoir) in order to support a thesis. Students will determine relevant theory and cultural analysis from class reading assignments, an optional reading list, and their own research.

(2) Sense-Making – analyzing and synthesizing the assembled evidence; Critical reflections will provide one opportunity for analyzing and synthesizing; they will provide “practice” for the more advanced analysis and synthesis of theory, narrative, and cultural analysis in the research paper.

(3) Argumentation – articulating a logical and supported argument based on the analysis. Students will be provided with workshops and skills-based training on developing a thesis, from which a logical argument can proceed. All research papers must take a position and argue it based on the evidence (1) and experts’ and their own analysis and synthesis (2).

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

HIST 420: HISTORIES OF SEXUALITY

“Sex, which ought to be an incident of life, is the obsession of the well-fed world.”
Rebecca West (1912)

“The one duty we owe to history is to rewrite it.”
Oscar Wilde, *The Critic as Artist* (1890)

Course Description

This course examines the social, political, and cultural histories of human sexuality within a primarily European context from the ancient times to the present. We will dedicate time to the Greek and Roman period, the Middle Ages, the Victorian Era, as well as the 20th century. Our geographic focus will be Europe and the United States. We will examine sexuality as a social construct, a discursive category, as well as a lived reality. This means that our approach to the study of sexuality will be two-pronged. First, we will study how governments, lawmakers, medical professionals, psychiatrists, and the religious establishments defined and regulated (or at least attempted to regulate) human sexuality between the ancient times to the present. Second, we will consider how different nationalities, races, religions, classes, and other types of groups **lived and performed** their sexuality—often in ways that contradicted **official notions** of sexuality.

Course Goals:

This course is intended to introduce you to the latest scholarship on the study of sexuality and provide you with the tools to allow you to understand the main issues sexuality studies scholars wrestle with as they study the sexuality of our predecessors.

In this process, the aim is to make you proficient in three key learning objectives:

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

Course Questions:

Over the course of the semester we will grapple with the following questions:

1. What were the official or governing discourses of sexuality—in religion, the law, government, psychiatry, and sexology? What were the relationships of these ideas to sexual regulation and politics?
2. What were popular beliefs and practices toward sexuality? How did they change over time? How can/should historians understand the response of ‘ordinary’ people to the governing discourses on sexuality? What is the relationship between sexuality and other forms of social difference, such as gender, class, race and ethnicity?
3. What factors caused dramatic transformations in sexual attitudes and behavior? What are the causes and consequences of sexual revolutions, and how many sexual revolutions have there been in West European and U.S. history?

Required Texts

- ✓ Harry Bruinius, *Better for All the World: The Secret History of Forced Sterilization and America’s Quest for Racial Purity* (Doubleday Books, 2007)
- ✓ Andrea Tone, *Devices and Desires: A History of Contraceptives in America* (Farrar, Straus & Giroux, 2002).
- ✓ **All the movies will be available either on YouTube or in the Library Reserve Stack.**
- ✓ All other materials will be available on Blackboard, under the **Readings** tab.

Course Assignments:

- **Contributions to Class Discussions (20%)** This is not a lecture class. I will provide a few lectures to frame our discussions, but class time will be spent in conversation. The idea is to develop your speaking and listening skills. I will be evaluating you in three areas:
 1. Do your comments demonstrate that you’ve read and understood the assigned material?
 2. Do your comments push the conversation forward (rather than repeat something that’s already been said or introduce material that is not relevant to the ongoing discussion)?
 3. Do you volunteer your opinions on a consistent basis?
 4. Do you contribute and improve the quality of discussion in your small discussion groups?

Please take this element of the class seriously. **This is not a freebie grade; in the past there have been a number of instances I have had to fail students who have shown up but not been active in class. There will be no trophies for simply showing up.**

- **Final Research Paper (30%)**

This research paper will deal with the origins and spread of HIV and the resulting AIDS epidemic.

You will be asked to reflect on three concrete issues:

1. How did the view of initial HIV patients affect the response to the AIDS crisis?
2. Identify the various groups/participants that played a role in responding to the crisis. Did their involvement slow or accelerate the spread of the virus?
3. How is the AIDS pandemic a learning lesson for future medical crises that involve a sexual dimension?

- **Short Papers (30%)** Three short papers (approximately 750 words in length) will be written over the course of the semester. The short papers are designed to allow you to reflect on the material we just covered and synthesize that material in a coherent and precise way. See the syllabus for when the essays will be due. All essays are to be submitted on blackboard. No need to bring hard-copies to class. No late submissions shall be allowed.

- **Blogging (20%)** On weeks 5, 7, 9, 11, and 13 (every other uneven week) you will jointly create a blog that will consider contemporary discussions on the phenomenon of sexualities by comparing/contrasting them to their historical antecedent. How do we conceptualize sexualities today? In what ways are popular/mass media depictions/discussions of sexualities similar or different from the ways in which society reflected on sexuality in the past? You may consider visual or written text from popular/mass media as your source base. You should aim for a 500-word entry for both posts and responses.

Aim to find material that would appeal to as many as your peers as possible; alternatively, write about a somewhat obscure issue(s) that you care about in a way to make others engaged and interested.

The class will be divided into two groups that will alternate between composing and responding to blog posts. On week 5, half of the class will be responsible for posting, and the other half will respond. On week 7, the roles will switch. Those posting will have the first half of the week (Sunday to Wednesday at noon) to post; those responding will have the second half of the week (Wednesday at noon to Sunday at 5 p.m.) to respond.

I will grade your blog posts based on the following scale:

Exceptional. (90-100) The blog entry is **focused** and coherently integrates concrete examples from contemporary daily life/politics/art/economics and links them to examples from the past. The entry reflects in-depth engagement with the topic.

An exceptional response adds to the original post with an additional example that will not simply rehash the original response. Instead, it will add an additional dimension and a new perspective to the original post. In other words, it will show a way in which we can look at the original response in a different light/from a different angle—either by disagreeing with it or by complicating it.

Satisfactory (75-90) The original blog entry is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between the present and the past, and though insights are offered, they are not fully developed. The entry reflects moderate engagement with the topic and is mostly descriptive.

A satisfactory response adds to the original post with an additional example but does not fully and directly fit the original post. There's clearly an attempt to engage with the original post but the response is either partly repetition or does not straightforwardly engage with the original post.

Underdeveloped. (60-75) The blog entry is mostly description or summary, without consideration of alternative perspectives, and few connections are made between the past and the present. The original post/response reflects passing engagement with the topic.

Limited. (30-59) The blog entry is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic.

No Credit. The journal entry is missing or consists of one or two disconnected sentences.

Policies on Attendance, Tardiness, and Make-up Work

- ✓ All written work must be turned in to receive a passing grade.
- ✓ Attendance is mandatory. Although I will keep track of your attendance, I primarily rely on your observance of the Honor Code when you miss class due to illness/family emergencies/extenuating circumstances. I will do everything in my power to make class a productive and enjoyable endeavor and your attendance and participation are crucial elements of this goal. If you have more than four unexcused absences, I reserve the right to assign you a failing grade for one portion of the course or fail you for the course entirely.
- ✓ Extensions will be considered on a case-by-case basis and will be given in the case of emergency/illness or if you ask for an extension because of a heavy workload during a week when an assignment is due in this class. In the latter case an extensions will be given provided you give me no less than a ten-day notice.
- ✓ The grade for any late assignment will drop one-third of a letter grade (from a "B" to a "B-," for example) for each 12-hour period. You will also not be allowed to turn in further assignments until late work has been submitted.

Getting Help On Essays, Study Skills, & Note-Taking

If you ever need help with any aspect of this class, please do not hesitate to contact me. Also, the History Department has a tutoring center that is located on the second floor of Cherry Hall, right next to the History Department office. Tutors are available to help you from 9 am – 2 pm, Monday-Friday. No appointments are necessary.

Honor Code

Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious

offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To “lift” content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. If you plagiarize, I will fail you for the first instance (and request a re-write of the assignment) of plagiarism. For the second instance, I will fail you for the course.

Accomodation For Students With Disabilities

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

WKU’s 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.

Date	Topic	Readings/Viewings
Week 1		
M.	Introductions	Main themes and concepts: Sex, Gender, & Sexuality. Acts vs. Identities.
W.	The History Behind the History of Sexuality	Watch three videos [Available on BB] <ul style="list-style-type: none"> ➤ The History of Michael Foucault ➤ The History of Sexuality according to Foucault ➤ Discipline and Punishment in the Modern Era
F.	What is Liberation?	<ul style="list-style-type: none"> ➤ Watch Paris is Burning! [Available on BB] ➤ Read bell hooks, "Is Paris Burning?"
Week 2		
M.	Roman and Greek Sexuality	<ul style="list-style-type: none"> ➤ Read: Stephen Garton, <i>Histories of Sexuality</i>, Chapter 2 [BB] Watch two video on sexuality during antiquity: <ul style="list-style-type: none"> ➤ Overview of Sexual Practices During Sexuality ➤ Queen of Sappho

W.	Prohibitions on [Homo]Sexuality	➤ Byrne Fone, <i>Homophobia: A History</i> , 17-71.
F.	Celibacy in the Ancient World	➤ Elizabeth Abbott, <i>A History of Celibacy</i> , Chapter 1.
Week 3		
M.	The Middle Ages	➤ Watch "Dark Ages of Sex"[On BB] ➤ Stephen Garton, <i>Histories of Sexuality</i> , Chapter 3 [On BB]
Tu.	Essay 1 Due	Short Essay 1 Due on Blackboard by 8 pm.
W.	The Middle Ages	➤ Stephen Garton, <i>Histories of Sexuality</i> , Chapter 4 [On BB]
F.	The Middle Ages	➤ Byrne Fone, <i>Homophobia: A History</i> , 75-107. ➤ Elizabeth Abbott, <i>A History of Celibacy</i> , 47-82.
Week 4		
M.	Towards Modernity	Stephen Garton, <i>Histories of Sexuality</i> , Chapter 5
W.	The Era of the One Sex	Thomas Laqueur, <i>Making Sex</i> , 25-62.
F.	Victorianism	Stephen Garton, <i>Histories of Sexuality</i> , Chapter 6
Week 5		
M.	Female Friendship	Stephen Garton, <i>Histories of Sexuality</i> , Chapter 8
W.	Female Friendship Cont.	Sharon Marcus, <i>Friendship, Desire, and Marriage in Victorian England</i> , pgs. 111-166.
F.	Albert Nobbs: Acts vs Identities	➤ Be sure to watch <i>Albert Nobbs</i> for discussion
Week 6		
M.	Empire, Race, and Sexuality	Stephen Garton, <i>Histories of Sexuality</i> , Chapter 7
M.	The Sara Bartman Story	➤ Watch movie Saartjie Baartman's Story [On BB]
F.		Short Essay 2 Due on Blackboard by midnight on BB.
Week 7		
W.	Imagining Perversion	Stephen Garton, <i>Histories of Sexuality</i> , Chapter 9

M.	Freud and The Subconscious	Watch two videos on Freud: <ul style="list-style-type: none"> ➤ Freud and Theory of Sexuality ➤ PsychoTherapy
F.	Comstockery	<i>Devices and Desires: A History of Contraceptives in America</i> Pgs. 3-66
Week 8		
	SPRING BREAK	SPRING BREAK
Week 9		
M.	From Smut to Science	<i>Devices and Desires</i> , pgs. 67-115.
W.	Science, Sex, and Commerce	<i>Devices and Desires</i> , pgs.117-182.
F.	No Class	No Class.
Week 10		
M.	Guest Lecturer	Guest Lecturer
W.	Medicalization of Contraceptives	<i>Devices and Desires</i> , pgs 183 - 231.
F.	Medicalization of Contraceptives	<i>Devices and Desires</i> , pgs. 233-292.
Week 11		
M.	History of Forced Sterilization in the US	<i>Better for All the World: The Secret History of Forced Sterilization and America's Quest For Racial Purity</i> , Pgs. 3-49.
W.	History of Forced Sterilization in the US	<i>Better for All the World: The Secret History of Forced Sterilization and America's Quest For Racial Purity</i> , Pgs. 50-107.
F.	History of Forced Sterilization in the US	<i>Better for All the World</i> , Pgs. 107-153.
Week 12		
M.	History of Forced Sterilization in the US	<i>Better for All the World</i> , pgs. 154-216.
W.	History of Forced Sterilization in the US	<i>Better for All the World</i> , pgs. 217-286.
Fri.	History of Forced Sterilization in the US	<i>Better for All the World</i> , pgs. 287-365.
Week 13		
M.	Normalizing Sexuality	Stephen Garton, <i>Histories of Sexuality</i> , Chapter 10
W.	Keynes	➤ Short Paper 3 Due based on Keynes, the movie
F.	Sexual Revolution	Stephen Garton, <i>Histories of Sexuality</i> , Chapter 11
Week 14		

M.	Stonewall	➤ Watch documentary <i>American Experience: Stonewall Uprising</i>
W.	A Different Kind of Revolution	➤ China's Sexual Revolution [documentary on BB]
F.	The Age of AIDS	➤ Watch documentary on the history of AIDS [The First 1h and 55m]
Week 15		
M.	The Age of AIDS	➤ Watch documentary on the history of AIDS [The Remainder]
W.	Fighting for Visibility	➤ Watch <i>How to Survive a Plague</i>
F.	Conclusions	Conclusions

Colonnade Connections Course Proposal Local to Global Subcategory

Proposal Contact Name, E-mail, and Phone:

Susane Leguizamon, susane.leguizamon@wku.edu, 270-745-2635

College and Department: Economics Department, Gordon Ford College of Business

Proposal Date: September 12, 2018

1. Course Details:

- 1.1 Course prefix (subject area), number and title: ECON 385- Development Economics
- 1.2 Credit hours: 3
- 1.3 Prerequisites¹: Econ 202 and 203
- 1.4 Crosslisted and/or equivalent courses (prefix and number): None
- 1.5 Expected number of sections offered each semester/year: Once per year
- 1.6 Is this an existing course or a new course? Existing
- 1.7 Proposed term of implementation? Spring/Summer 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).

This course provides an introduction to the economic challenges faced by developing economies. Development economics focuses primarily on the poorest three-fourths (to be precise, 78 percent) of the world's population. Topics will include the role of education, health care markets, employment, migration, income distribution, investment, the role of government and local financial markets. Students will learn how local microeconomic conditions contribute to macroeconomic development differently in developed versus undeveloped economies. Economic growth and social change will be presented in a comparative perspective to understand how economic, historical and political differences in local markets translate to differences in global market.

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.

Development economics is a study which, at its core, attempts to answer the question of why some countries are rich and some are poor and how they got there. To properly consider this question, students are exposed to a history of our "economic evolution" as we moved from hunter-gatherers to farmers to modern economies. Of primary interest is the consequences of our economic system and how different societies tackle these consequences. In doing so, students will consider the historical roots and political influences of the economic outcomes we see today. This involves reflecting on the intersection of politics, philosophy and economic structures.

This course devotes considerable attention to the nature of income inequality, both between countries and within countries. Students complete a term paper related to inequality and these papers are then presented to the entire class. Additionally, I assign weekly readings which the students must summarize/analyze and we discuss in class. These discussions require students to link knowledge from other fields to the nature of development economics.

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

4. List the *course goals* (see *Glossary of Terms*), and explain how are they aligned with the **Connections student learning outcomes.** In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the 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)
1. Analyze issues on local and global scales.	<p>Learning Outcome #3 on syllabus: Demonstrate an understanding of the historical contributing factors of differing economic outcomes evident today.</p> <p>In the first portion of the course we discuss the history of economic development and what role individual choice and circumstances contributed to the broader trend. For example, we discuss how economic institutions arose differently in North and South America as a result of the particular type of economic activity undertaken by individuals in these areas, and how those different economic institutions motivated individuals to behave differently. The emphasis on silver mining in South America resulted in top-down processes which created a wealthy class and peasant class while in North America the propensity of many families to engage in small scale farming created a strong middle class and bottom-up political processes. During the Industrial Revolution, the areas which had a strong middle class fared much better due to economic incentives of powerful players. In particular, the wealthy class in many South American areas strongly resisted innovation and mass education over fear of loss of power while the powerful middle class in North America took advantage of the opportunities created. This led to much different outcomes which are evident today.</p>
2. Examine the local and global interrelationships of one or more issues.	<p>Learning Objective #4 on syllabus: Demonstrate familiarity with the empirical debate over the causes and consequences of trends in income inequality.</p> <p>In class, the effect of income inequality at the local and global level is explored. We discuss how inequality within countries is different from inequality between countries and the consequences of these economies interacting. Business practices and the structure and influence of social welfare programs are compared between these groups of countries.</p>
3. Evaluate the consequences of decision-making on local and global scales.	<p>Learning Objective #2 on syllabus: Demonstrate the understanding of major growth theories, the measurement of</p>

	<p>inequality, significance of agriculture in developing countries, poverty and population issues facing the world, international trade, and importance of foreign aid.</p> <p>The second portion of the course considers the effectiveness of various types of international aid given to developing countries with an emphasis on randomized controlled experiments. An analysis of these experiments requires students to consider the individual incentives faced by families in these areas and how the aggregated effect of these families' choices may result in unintended outcomes. Students will consider how incentives may be structured to avoid dis-incentivizing desired behavior. The course continues with applications to various policy issues, including the education, health, inequality and local/global financial markets. We conclude with a discussion how the localities, regions and countries may improve their growth rates over time.</p>
--	---

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

This course contributes uniquely to the Connections category because it deals with the analysis of issues related to poverty and growth from an economic point of view. Students will leave this course with a broader consideration of macroeconomic and microeconomic consequences of government policies related to investment, redistribution and long-run growth and an appreciation for how these policies influence individual choices.

Students will leave the course with an understanding of how economists, and the economic way of thinking, can best contribute to the consideration and adoption of government policies in general. One of the books students will read, "Poor Economics", highlights the importance of empirical integrity and robust data analysis. Students will discover that one of the best ways for economists to serve the political process is to produce studies that are as clear and objective as possible while also providing information to policymakers on alternative courses of action. Additionally, the students' research projects allow them to gain experience with data analysis which is intended to provide them with an appreciation of the benefits and limitations of working with data from developing countries.

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	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.
--	--	---

	artifact(s) provides evidence of student learning for each Connections SLO.	
1. Analyze issues on local and global scales.	Students will answer an essay question linking local observed economic outcome to a global economic outcome on the midterm or final.	Students will submit their essay question on the midterm or final, which will be assessed by the instructor.
2. Examine the local and global interrelationships of one or more issues.	Students will answer an essay question on the midterm or final which requires examining the local and global interrelationship of an observed economic outcome.	Students will submit their essay question on the midterm or final, which will be assessed by the instructor.
3. Evaluate the consequences of decision-making on local and global scales.	Students will answer an essay question on the midterm or final where they are required to analyze local and global effects of a specified economic policy.	Students will submit their essay question on the midterm or final, which will be assessed by the instructor.

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

The rubric employed will follow the Colonnade Connections rubric as follows:

SLO #1: Analyze Issues on a Local and Global Scale

Capstone (4): Organizes and synthesizes evidence to reveal insightful patterns, difference, similarities related to the specified economic outcome at the local and global level.

Milestone (3): Organizes and synthesizes evidence to reveal important patterns, difference, similarities related to the specified economic outcome at the local and global level.

Milestone (2): Organizes evidence, but the organization is not effective in revealing insightful patterns, difference, similarities related to the specified economic outcome at the local and global level.

Benchmark (1): Lists evidence, but it is not organized and/or is unrelated to the specified economic outcome at the local and global level.

SLO #2: Examine the local and global interrelationships of one or more issues.

Capstone (4): The local and global influences of the specified economic outcome are stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.

Milestone (3): The local and global influences of the specified economic outcome are stated, described, and clarified so that understanding is not seriously impeded by omissions.

Milestone (2): The local and global influences of the specified economic outcome are stated, but some description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.

Benchmark (1): The local and global influences of the specified economic outcome are not stated clearly or are presented without clarification or description.

SLO #2: Evaluate the consequences of decision-making on local and global scales.

Capstone (4): Evaluation of a specified economic policy to address poverty is deep and elegant (i.e. contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of poverty related to the policy, reviews logic/reasoning, examines feasibility of solutions, and weighs impacts and solutions at the local and global levels.

Milestone (3): Evaluation of a specified economic policy to address poverty is adequate (i.e. contains thorough explanation) and includes the following: considers history of poverty related to the policy, reviews logic/reasoning, examines feasibility of solutions, and weighs impacts and solutions at the local and global levels

Milestone (2): Evaluation of a specified economic policy to address poverty is brief (i.e. explanation lacks depth) and includes the following: considers history of poverty related to the policy, reviews logic/reasoning, examines feasibility of solutions, and weighs impacts and solutions at the local and global levels

Benchmark (1): Evaluation of a specified economic policy to address poverty is superficial (i.e. contains cursory, surface level explanation) and includes the following: considers history of poverty related to the policy, reviews logic/reasoning, examines feasibility of solutions, and weight impacts of solutions.

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 will be the essay portion of the midterm and/or final exam.

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.

Economic Development
Spring 2018
Econ 385
M,W,F 12:40-1:35

Instructor: Dr. Susane Leguizamon (*Lay-geez-á-mon*)
Office: 423 Grise Hall
Office Hours: M,W 1:45-2:45, Tues: 10am-Noon or by appt.
Email: susane.leguizamon@wku.edu

Materials

Required:

Angus Deaton The Great Escape: Health, wealth and the origins of inequality (2013), Princeton University Press.

Abhijit Banerjee and Esther Duflo. Poor Economics, Selected Chapters, Public Affairs.

Course Description

Description: This is a survey course designed to appeal to students interested in interdisciplinary study. This course provides an introduction to the economic challenges faced by developing economies. Development economics focuses primarily on the poorest three-fourths (to be precise, 78 percent) of the world's population. Topics will include the role of education, health care markets, employment, migration, income distribution, investment, the role of government and local financial markets. In this course we will discuss why some countries are rich while other countries are poor. The first part of the course will offer a brief economic history of the world and different theories related to the divergence of economic growth in the last 200 years. We will discuss the historical importance of geography and institutions in shaping different economies.

The second part of the course focuses on the influence of present day factors on economic growth and development. These include different growth models of saving, investment and productivity. The course will conclude with the state of extreme poverty and the effectiveness of international aid for developing countries. An emphasis will be placed on the results of various randomized experiments related to poverty reduction in these developing areas.

Learning Objectives: On successful completion of this course, students will be able to:

1. Demonstrate familiarity with some central themes and issues of economic development.

2. Demonstrate the understanding of major growth theories, the measurement of inequality, significance of agriculture in developing countries, poverty and population issues facing the world, and importance of foreign aid.
3. Demonstrate an understanding of the historical contributing factors of differing economic outcomes evident today.
4. Demonstrate familiarity with the empirical debate over the causes and consequences of trends in income inequality.
5. Analyze issues on local and global scales.
6. Examine the local and global interrelationships of one or more issues.
7. Evaluate the consequences of decision-making on local and global scales.

Attendance

Although attendance is not required, you will be expected to know all material covered in class unless otherwise specified. The best way to do well in the course is to attend, take detailed notes and participate in class discussions. It is advised that you see me with questions if you are confused with the material as soon as possible. The course material becomes complex very quickly and missing class can put you significantly behind.

Should an situation arise which causes you to miss a class, you will need to speak with one of your classmates to obtain the missed class notes. I do not post my notes on blackboard and will not give out copies of the missed notes. If, after reviewing the class notes and the relevant sections in the recommended readings, you have questions, please feel free to see me. (*Please note that I will happily re-explain any concept presented in class for students that have attended.*)

Attendance is not mandatory but I may keep a record. This information may be used for students whose grade is on the borderline.

Grading

There will be 8-10 book chapter written assignments, one term project (comprised of 4 sub-parts with individual due-dates), one midterm exam, and a cumulative final. Book chapter assignments require you to read the assigned material and write an analysis of the chapter. We will discuss this requirement in class but, in brief, you will be asked to evaluate the argument put forth by the author in each particular chapter and highlight something that you learned from the chapter and/or found interesting (or, what you wished you had learned and didn't). Book chapter assignments will typically be due at the beginning of class on

Friday. We will engage in a discussion of the book and your assignment grade will partially depend on your participation in the discussion. **No late assignments will be accepted.**

The term project will be comprised of data collection and analysis of inequality between countries and through time. A handout with a description and due dates will be provided by the end of the second week of class.

If you miss the midterm for a legitimate reason, the weight of the exam will be shifted to the final exam. If you will miss the exam for a university approved activity, please see me in advance. The final exam will be cumulative with more weight given to concepts covered after the second exam.

The grading weights are as follows:

Grading Schedule	
Book Chapter Assignments	15%
Term Project	25%
Midterm	30%
Final Exam	30%

Important Dates	
Week of March 5 th	Midterm
March 12 th -16 th	Spring Break
Friday, May 4 th	Last Day of Class
Tuesday, May 8 th	Final Exam (1:00-3:00pm)

*** The midterm date is tentative. I will announce in class and post an announcement on blackboard if the midterm exam date is moved.*

Topics

The following is a list of concepts to be covered. The pace of the course will depend on how fast I am able to cover the material and how well the class is comprehending the material.

Topic
Guns, Germs and Steel
The Importance of Geography
Agricultural Revolution
Institutions
Solow Model of Growth
Trade and Comparative Advantage
Property Rights
Foreign Aid
Poverty and Growth
Health
Education

WKU's Disability Accommodation Statement

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact *Student Disability Services*. The phone number is 270-745-5004. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from Student Disability Services without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX Misconduct/Assault Statement

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKUs 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 WKUs 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 WKUs Counseling and Testing Center at 270-745-3159.

Colonnade Connections Course Proposal

Systems Subcategory

Proposal Contact Name, E-mail, and Phone:

Julie Shadoan, julie.shadoan@wku.edu, (270) 780-2539

College and Department:

PCAL/Department of Political Science

Proposal Date: 10/2/2018

1. Course Details:

- 1.1 Course prefix (subject area), number and title: PLS 375, Comparative Legal Systems
- 1.2 Credit hours: 3
- 1.3 Prerequisites¹: N/A
- 1.4 Cross-listed and/or equivalent courses (prefix and number): N/A
- 1.5 Expected number of sections offered each year: 1; 2 (if sufficient demand)
- 1.6 Is this an existing course or a new course? Existing course, approved 2016
- 1.7 Where will this course be offered? Bowling Green Campus (IVS); online

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

This course will examine the history, structure, and institutions of civil law, common law, Sharia and/or socialist legal traditions to provide students with a broad understanding of the different legal systems that exist globally. The methodological approach seeks to expose students to select legal systems of the world in order to: 1) compare alternative traditions with the U.S. Common Law tradition as a basis for understanding the differences and similarities between law and practice in the U.S. and other countries; 2) draw conclusions as to the efficacy of legal institutions and legal actors within in each system; and, 3) appreciate the challenges of economic globalization and the role of law.

Points of comparative study will include but are not limited to: sources of law and codification, organization of courts and judicial processes, legal education and the legal profession, the role of law in society, and the protection of fundamental human rights and access to justice.

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.

According to an early expert on comparative legal studies, people are increasingly demanding common values that transcend the boundaries of nation-states; they are increasingly interdependent in fact, irrespective of nation-state boundaries, for controlling the conditions which affect the securing of their values; and they are becoming ever more realistic in their consciousness of such interdependences, and hence widening their identifications to include in their demands more and more of their fellow men.²

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

² McDougal, Myres S., "The Comparative Study of Law for Policy Purposes: Value Clarification as an Instrument of Democratic World Order" (1952), Faculty Scholarship Series.

These changing perspectives of peoples the world over stimulate in turn ever intensifying demands for wider and wider political co-operation, for the more and more effective use of conjoined community power, for securing newly clarified and established goals.³ That was 1952. Nearly seventy years later, this methodological approach is much more relevant.

To that end, PLS 375 builds upon the experiences of students in the WKU Colonnade Program, emphasizing historical connections between past and present legal systems; intellectual and practical skills focusing on the capacity for critical and logical thinking as to the efficacy of those systems; the interplay of culture, politics and economics on the development of law; and personal and social responsibility as to delivery of legal services and access to justice.

This comparative law course addresses the nature and function of different legal systems or traditions. Students will study the similarities and differences among legal systems and their interactions, providing a window into our own legal system and insight into possible ways to improve law and its application throughout the world. Broader philosophical and policy questions underlie these topics, including the nature of law, the purpose of law and its possibilities and limitations.

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

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze how systems evolve.	Students will analyze the development and evolution of various legal systems with traditions in common law, civil law, Sharia and socialism through the study of primary (constitutions and court opinions) and secondary sources of law (summaries or editorials about primary sources of law); hearings and debates leading to enactment, amendment or repeal of primary sources of law; procedural rules; and scholarly publications.
2. Compare the study of individual components to the analysis of entire systems.	Students will compare various elements within selected legal systems (e.g. U.S., Cuba, Japan and Saudi Arabia) including but not limited to sources of law and codification, organization of courts and judicial processes, legal education and the legal profession, the role of law in society, and the protection of fundamental human rights and access to justice.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Systems-level thinking in the legal context allows students to formulate a comparative knowledge base from which to identify differences and similarities in legal systems and actors within those systems; to develop conclusions as to the efficacy of each legal system; and to identify better ways to deliver justice with an increasingly global perspective.

³ Id.

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

In addition to the Connections SLOs, students will be able to:

- a. identify and discuss each of the major legal traditions practiced across the globe;
- b. critically compare and contrast the essential features of the three major legal systems;
- c. apply foreign legal rules and principles to develop a more complete understanding of their own legal systems and the law in general; and
- d. develop insight and appreciation of the historical and cultural background of the various nations studied, and how these factors (cultural and historical) relate to the development of legal structures, substantive law and procedural rules.

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

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i>. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
1. Analyze how systems evolve.	As part of weekly research projects, students will investigate and report via discussion board posts influences on the development and evolution of legal systems in select countries (e.g. U.S., Cuba, Japan and Saudi Arabia).	20% of the class will be randomly sampled and assessed according to the attached rubric. 50% should score “good” or higher.
2. Compare the study of individual components to the analysis of entire systems.	Students will be assigned collaborative exercises to compare individual elements of the assigned legal systems including: sources of law and codification, organization of courts and judicial processes,	20% of the class will be randomly sampled and assessed according to the attached rubric. 50% should score “good” or higher.

	legal education and the legal profession, the role of law in society, and the protection of fundamental human rights and access to justice. Based on comparative knowledge base formulated in the investigation stage, students will be required to evaluate critically each system as to quality, effectiveness and impact.	
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Students will prepare a presentation and position statement wherein they develop evidence-based argument in favor of change in policy and/or process to more effectively deliver justice with an increasingly global perspective, including recommendations as to the designation of officials (legal actors), creation of law, communication of law, application of law, enforcement of remedies and/or imposition of sanctions.	20% of the class will be randomly sampled and assessed according to the attached rubric. 50% should score “good” or higher.

6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). If the assessment plan will utilize the Connections rubric available on [the Colonnade website](#), state as much.

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Analyze how systems evolve	Identifies specific influences on the development and evolution of select legal systems and provides evidence-based analysis of their impact.	Identifies specific influences on the development and evolution of select legal systems but fails to provide evidence-based analysis of their impact.	Identifies systemic factors and argues that they evolve, but does not specify how.	Does not identify systemic factors or influences on their evolution.

2. Compare the study of individual components to the analysis of entire systems.	Builds on the analysis of select legal systems and can explain the interrelationship of the study of the individual components and approaches found in each system to the global concepts of law and order.	Explains the interrelationship of the study of the individual components and approaches found in each legal system to the whole of that legal system but fails to explain the application to the study of global concepts of law and order.	Is aware of the interrelationship between the individual components and approaches within each legal system but fails to explain why they are related and/or how they are related.	Has no awareness of the interrelationship between the individual components and approaches within each legal system.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself	Evaluates how the individual components and approaches within each legal system affect change within that system as well as change to global concepts of law and order.	Evaluates how the individual components and approaches within each legal system affects change within that system but fails to recognize how change is affected at the global level.	Is aware of the potential to affect change within each legal system and the global order, but fails to draw the causal link.	Does not consider the implications of systems-based analysis on law.

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

Students will prepare a position statement and deliver a summary of the position statement in presentation format. The position statement will incorporate student fact-finding, research and collaboration and will require students to develop argument as to how the individual components and approaches within select legal systems affect change within that system as well as change to global concepts of law and order. The presentation and position statement will be used to evaluate students’ ability to identify facts, synthesize information and argue persuasively.

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

See Attachment.

PLS 375
Comparative Legal Studies

Instructor: Julie Shadoan
Office: Grise Hall 306

Phone: (270) 780-2539
Email: julie.shadoan@wku.edu

Course Description:

This course will examine the history, structure, and institutions of civil law, common law, Sharia and/or socialist legal traditions to provide students with a broad understanding of the different legal systems that exist globally. The methodological approach seeks to expose students to select legal systems of the world in order to: 1) compare alternative traditions with the U.S. Common Law tradition as a basis for understanding the differences and similarities between law and practice in the U.S. and other countries; 2) draw conclusions as to the efficacy of legal institutions and legal actors within in each system; and, 3) appreciate the challenges of economic globalization and the role of law.

Points of comparative study will include but are not limited to: sources of law and codification, organization of courts and judicial processes, legal education and the legal profession, the role of law in society, and the protection of fundamental human rights and access to justice.

Course Learning Outcomes:

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

1. Analyze how select legal systems develop and evolve;
2. Compare the study of the individual components of select legal systems to each other and to the global concepts of law and order; and,
3. Evaluate how system-level thinking informs policy and process to more effectively deliver justice with increasingly global perspective.

Grading:

Student performance will be evaluated as follows:

Research Projects/Discussion Posts (8 @ 5% each)	40%
Collaborative Exercises (4 @ 5% each)	20%
Presentation	15%
Position Statement	25%

SPECIAL NOTES:

GRADES ARE WEIGHTED. In order to calculate your grade in the course, you should multiply your score on a particular assignment by the weight value assigned to get the actual points earned for that assignment. For example, if you receive a “91” on a presentation worth 15%, you will multiply 91 x .15, earning you 13.65 points for that presentation toward the total of 100 points available for the course. At the end of the semester, add up all actual points earned and final grades will be awarded according to the standard scale: 90-100, A; 80-89, B; 70-79, C; 60-69, D; Below 60, F.

Americans with Disabilities Accommodations:

In order for the Instructor to make appropriate accommodations for Students with learning or other disabilities, it is requested that the Student contact the Office of Equal Opportunity/ADA Compliance regarding his/her disability prior to the beginning of this semester.

Class Information/Communication:

A Blackboard site will be created for this course. The Syllabus and course materials will be permanently posted on Blackboard for your review. In addition, specific assignments will be posted as indicated on the Topic Summary and Schedule below. **It is the student’s responsibility to monitor Blackboard and email regularly for important information regarding this course.**

Online Participation/Attendance:

Attendance for face to face meetings is mandatory. Excuses will normally be granted for emergencies such as death in the immediate family, serious illness requiring hospitalization or involving contagious disease, and/or incidents absolutely beyond a student’s control. Excuse requests for emergency reasons must be properly documented and determination of whether a late submission will be accepted or will be accepted without penalty remains within the discretion of the Instructor. **You should plan accordingly.**

Honor Code:

WKU and its colleges desire to maintain the highest academic integrity. It must be clearly understood that acts of plagiarism or any other form of cheating or dishonesty will not be tolerated. Anyone committing such acts shall be subject to disciplinary measures as outlined in the WKU Student Handbook, including but not limited to failure of this course.

Unless specifically authorized by the Instructor, **NO** assignments in this course are to be completed with the assistance of another student.

Student Behavior:

The Instructor reserves the right to remove any student from this course for disruptive or disrespectful behavior and/or misuse of Blackboard.

Textbook and Course Materials:

Books:

Dinah Shelton, *International Law and Domestic Legal Systems: Incorporation, Transformation and Persuasion* (Oxford Press, 2011)

David Nelken and Sins Orucu, *Comparative Law: A Handbook* (Hart Publishing, 2007)

Anthea Roberts, *Is International Law International?* (Oxford University Press, 2017)

Excerpts from:

Myres McDougal, “The Comparative Study of Law for Policy Purposes” Yale Law Faculty Scholarship Series (1952)

Harry Dammer and Jay Albanese, *Comparative Criminal Justice Systems* (5th ed., Cengage 2014)

Antonio Gambaro, *Comparative Property Law* (Edward Elgar Publishing, 2017)

Aalt Willem Heringa, *Constitutions Compared: An Introduction to Comparative Constitutional Law* (4th ed., Intersentia 2016)

And:

Online postings as directed.

IMPORTANT STUDENT INFORMATION:

All WKU students may access information relating to the Americans with Disabilities Act classroom/course accommodation requirements, Title IX sexual assault reporting requirements, student complaints and grievances, active shooter preparedness, emergency preparedness, student legal services, counseling services and police services at:

<https://www.wku.edu/syllabusinfo/index.php>

Topic Summary/Schedule

Week	Topic	Assignment	Learning Outcomes
Week 1	Comparative Law Methodology	Nelken, Chapters 1 and 2; McDougal Lecture/Collaboration	Introduction to Methodology
Week 2	Legal Systems; Mixed Legal Systems; Competition Among Systems	Nelken, Chapters 3, 4, 6 and 8 Roberts, Chapters 4 and 5 Lecture/Collaboration	1/Analyze how select legal systems develop and evolve
Week 3	Legal System of the U.S.	BB Postings on Separation of Powers; Branches of Government; Sources of Law; and Process Lecture/Collaboration	1/Analyze how select legal systems develop and evolve
Week 4	Legal System of (countries to be assigned)	BB Postings on the Role of Law Independent Research Lecture/DB Post	1/Analyze how select legal systems develop and evolve 2/Compare the study of the individual components of select systems to each other and to the global concepts of law and order
Week 5	Legal System of (countries to be assigned)	Nelken, Chapter 18 Sources of Law and Codification Independent Research Lecture/DB Post	1/Analyze how select legal systems develop and evolve 2/Compare the study of the individual components of select systems to each other and to the global concepts of law and order
Week 6	Legal System of (countries to be assigned)	Nelken, Chapters 17 and 18 (Organization of Courts; Process)	1/Analyze how select legal systems develop and evolve 2/Compare the study of the individual

		Independent Research Lecture/DB Post	components of select systems to each other and to the global concepts of law and order
Week 7	Legal System of (countries to be assigned)	BB Postings on Legal Education and Practice Independent Research Lecture/DB Post	1/Analyze how select legal systems develop and evolve 2/Compare the study of the individual components of select systems to each other and to the global concepts of law and order
Week 8	Legal System of (countries to be assigned)	Nelken, Chapter 16 Human Rights and Access to Justice Independent Research Lecture/DB Post	1/Analyze how select legal systems develop and evolve 2/Compare the study of the individual components of select systems to each other and to the global concepts of law and order
Week 9	Legal System of (countries to be assigned)	Nelken, Chapter 14; Heringa, Constitutions Compared Constitutions and Law Independent Research Lecture/DB Post	1/Analyze how select legal systems develop and evolve 2/Compare the study of the individual components of select systems to each other and to the global concepts of law and order
Week 10	Legal System of (countries to be assigned)	Nelken, Chapter 15; Dammer, Comp Criminal Justice Systems Crime and Punishment Independent Research Lecture/DB Post	1/Analyze how select legal systems develop and evolve 2/Compare the study of the individual components of select systems to each other and to the global concepts

			of law and order
Week 11	Legal System of (countries to be assigned)	Antonio Gambaro, Comparative Property Rights Independent Research Lecture/DB Post	1/Analyze how select legal systems develop and evolve 2/Compare the study of the individual components of select systems to each other and to the global concepts of law and order
Week 12	Systems Compared	Lecture/Collaboration	2/Compare the study of the individual components of select systems to each other and to the global concepts of law and order 3/ Evaluate how system-level thinking informs policy and process to more effectively deliver justice with increasingly global perspective
Week 13	Systems Compared; Analysis and Evaluation	Independent Research	2/Compare the study of the individual components of select systems to each other and to the global concepts of law and order 3/ Evaluate how system-level thinking informs policy and process to more effectively deliver justice with increasingly global perspective
Week 14	Systems Analysis and Evaluation	Independent Research	3/ Evaluate how system-level thinking informs policy and process

			to more effectively deliver justice with increasingly global perspective
Week 15	Systems Analysis and Evaluation	Presentations	3/ Evaluate how system-level thinking informs policy and process to more effectively deliver justice with increasingly global perspective
Week 16	Systems Analysis and Evaluation	Position Statement DUE	3/ Evaluate how system-level thinking informs policy and process to more effectively deliver justice with increasingly global perspective

This Topic Summary and Schedule are preliminary in nature and are subject to change.

Colonnade Connections Course Proposal Social and Cultural Subcategory

Proposal Contact Name, E-mail, and Phone: Victoria Gordon, Victoria.gordon@wku.edu 745-6192
College and Department: PCAL, Department of Political Science Proposal Date: September 25, 2018

1. Course Details:

- 1.1 Course prefix (subject area), number and title: PS 374 Women and Politics
- 1.2 Credit hours: 3
- 1.3 Prerequisites¹: n/a
- 1.4 Crosslisted and/or equivalent courses (prefix and number): n/a
There might be some commonalities with PLS 324 Women and the Law but that course focuses on substantive legal issues and female supreme court justices.
- 1.5 Expected number of sections offered each semester/year: one per calendar year or more frequently if demand exists
- 1.6 Is this an existing course or a new course? Existing course
- 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 (could be offered IVS or online in future but no plans to do so)

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

PS 374 Women and Politics includes an examination of the political, economic and social status of American women from an historical and contemporary perspective; explores issues and policies of concern to American women in a political context; and explores the impact of the historical exclusion of women from participation in the political process.

The course focuses on American women's participation in political life, looking at their role as citizens, voters, activists, advocates and also at their role as elected or appointed officeholders. We will explore the barriers facing American women who seek political careers and the efforts that have been made to circumvent these barriers. Also, the extent to which men and women both lead and govern differently will be examined.

This course explores the political implications of gender. We will consider the extent to which gender influences political attitudes and behavior. We will discuss research on gender differences in socialization and how political socialization differs as a function of gender. We will consider the relationship between gender and public policy. We will focus on a number of policy areas that have a special impact on American women, notably policies addressing family, fertility issues, reproductive rights, economic and educational opportunities, and the prevention of sexual harassment and violence against women.

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.

PS 374 focuses on American women and politics through two distinct lens—legal doctrine (i.e. treat men and women the same to achieve equality) and fairness doctrine (i.e. treat women and men differently but fairly to achieve equality). The course is interdisciplinary and through an exploration of how the disciplines of public administration, gender and women's studies, political science, public policy, economics, history all serve to

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

interact and connect with American women and politics. By examining political history; women’s movement; women as political participants, activists, advocates, candidates and leaders; the representation of women’s views in policy decisions on topics such as education, demographic data, employment opportunities and statistics, economic opportunity, wage gap, sexual harassment prevention, fertility and reproductive rights, etc. the student is able to utilize the WKU Colonnade Program components of knowledge of human culture focusing on a historical perspective and understanding of connections between past and present; intellectual and practical skills focusing on the capacity for critical and logical thinking; personal and social responsibility focusing on an understanding of society and human behavior; and integrative learning. Students will draw upon other Colonnade courses which have prepared them to evaluate and analyze issues and policies.

The assignments in PS 374 ensure that students who complete this course have the tools to understand, evaluate and critique the development of American women and politics. Students are required to engage and discuss assigned textbooks, as well as articles from academic journals and current political news sources, which expose students to different perspectives on women and politics. These requirements ultimately prepare them to evaluate and analyze different viewpoints of women and politics. Students will also be exposed to guest speakers in the course, which will allow them to gain a better understanding of the challenges and opportunities for women in participating in politics. Additionally, students are required to demonstrate their ability to critically analyze the course material via short paper assignments and the final paper assignment as described below.

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

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

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze the development of self in relation to others and society.	Students will consider their own experiences and discuss in relation to the role of American women in politics and in the struggle for suffrage and equality. A variety of topics will be covered including the paths to equality; feminism; history of suffrage and Equal Rights Amendment; international history of suffrage; women as political participants—voters, candidates, activists, advocates, and officeholders; women and politics as it relates to education, economic opportunity; health, family, reproductive rights, prevention of violence against women and sexual harassment, etc. Students will critically analyze these topics through assigned readings, interaction with guest speakers, class discussions/activities and short papers.
2. Examine diverse values that form civically engaged and informed members of society.	Students will analyze and interpret the history of American women and politics and the role that women have and have not played in the struggle for suffrage and equality. Through course readings, information presented by guest speakers, and class discussions, students will further develop informed viewpoints on important

	equality struggles, and obstacles to participating in the political process facing many segments of American society today. Students will examine their own values and evaluate how social and cultural values and socialization have evolved over time and will analyze via course activities and assignments how these values led us to where we are today with regard to equality and political participation, and where we need to go in the future as a society to ensure that no one is left out of the process.
3. Evaluate solutions to real-world social and cultural problems.	Students will evaluate solutions to barriers facing American women in the pursuit of political participation and in running for and serving in an elected office. Students will develop, evaluate and analyze solutions to public policy problems. The course will help students develop value systems and critical thinking skills that will equip them to face real-world social and cultural problems relating to women and politics, and to public policies that impact women and society. A variety of public policy topics will be covered including education, health, economic opportunities, family, prevention of sexual harassment and violence against women.

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

Students who complete this course will:

- Examine and evaluate the history of American women’s suffrage, equality, and political participation (or lack thereof) in the U.S. as voters, activists, advocates, candidates and elected officials;
- Demonstrate critical awareness and analysis of the opportunities and barriers of political participation faced by American women interested in running for elected office;
- Demonstrate critical awareness and analysis of competing public policy solutions and present a reasoned argument/ support for the position espoused as it relates to its impact on American women and politics.

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

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome beyond course grades. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a separate evaluative rating for each Connections SLO.
	<i>The 10 page final paper is the major artifact for assessment. See attached syllabus for details of the final paper assignment and the other assignments.</i>	

1. Analyze the development of self in relation to others and society.	Students will complete the required analysis via the readings, interactions with guest speakers, and by participating in classroom discussions and exercises. Students will be provided with opportunities for short reflection assignments, quizzes and other written analysis of material.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.
2. Examine diverse values that form civically engaged and informed members of society.	Students will examine diverse values through the required reading assignments, interactions with guest speakers, and by participating in classroom discussions and exercises. Short written exercises are intended to gauge the student's ability to analyze and synthesize the material. These promote each student's ability to examine topics learned in the course and to become informed about issues and their relevance to women and politics.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.
3. Evaluate solutions to real-world social and cultural problems.	Students will develop and evaluate solutions that may exist to alleviate and circumvent the barriers collectively faced by women, candidates, and elected officials. Students will develop, utilize and mobilize these solutions to help in their individual choices of political participation mechanism. Students will develop and analyze selected public policy problems in relation to women and society. Students will take a position on the policy area chosen that demonstrates critical awareness and understanding of the policy and present reasoned argument/support for the position espoused in the final paper.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.

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

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

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

The committee's targets are:

70% of the work will score 2 or higher.

30% of the work will score 3 or higher.

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

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

The assignment descriptions are attached at the end of the syllabus. The major paper required for this course will function as the primary assessment artifact.

For this assignment, students are asked to develop a 10 page paper, synthesizing course material, advising a woman running for office in 2020 on the topic of how best to do that. The “advice” should include a discussion of candidate image, family issues, political socialization, gender socialization, leadership styles, financial issues, campaign issues, and target voters/supporters. The paper must focus on a national, state or local office, and may be specific to a particular party or it may be more generic. Further, the paper must include one policy aspect of the hypothetical candidate’s platform describing, advising and taking a position on a specific policy appropriate to that candidate’s run for office. The policy area should touch on some policy aspect of material covered in course materials—family, education, health, employment, or the prevention of domestic violence, sexual assault or sexual harassment. The position on the policy area chosen must include and demonstrate critical awareness of the candidate’s position, critical understanding of other positions on the policy area, a reasoned argument/support for the position espoused via justification, evidence, elaboration, and/or challenges to how things currently stand on the selected policy.

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

Western Kentucky University
Department of Political Science
PS 374 Women and Politics
3 credit hours
Course Syllabus Spring 2019 DRAFT

Instructor: Victoria Gordon, DPA

Office location: 303 Grise Hall, Main Campus, WKU, Bowling Green, KY

Office hours: By appointment at your convenience

Office phone number: 270-745-6192

E-mail address: victoria.gordon@wku.edu

Mailing Address: #303 Grise Hall, 1906 College Heights Blvd #11060, Bowling Green, KY 42101-1060

Course Overview

This course includes an examination of the political, economic and social status of American women from an historical and contemporary perspective; explores issues and policies of concern to women in a political context; and explores the impact of the historical exclusion of women from participation in the political process.

The course focuses on women’s participation in political life, looking at their role as citizens, voters, activists, and also at their role as elected or appointed officeholders. We will explore the barriers facing women who seek political careers and the efforts that have been made to circumvent these barriers. Also, the extent to which men and women both lead and govern differently will be examined.

This course explores the political implications of gender. We will consider the extent to which gender influences political attitudes and behavior. We will discuss research on gender differences in socialization and how political socialization differs as a function of gender. We will consider the relationship between gender and public policy. We will focus on a number of policy areas that have a special impact on women, notably policies addressing family and fertility issues, reproductive rights, economic and educational opportunities, sexual harassment, and violence against women. Guest speakers including elected officials will be invited to enrich our understanding of these issues. (In Fall 2017 we heard from KY Secretary of State, KY State Treasurer, and a representative of nonprofit organization committed to stopping human trafficking.)

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

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

Major Learning Outcomes of this Course

Students who complete this course will:

- Examine and evaluate the history of women's suffrage, equality, and political participation (or lack thereof) in the U.S. as voters, activists, advocates, candidates and elected officials;
- Demonstrate critical awareness and analysis of the opportunities and barriers of political participation faced by women and especially those interested in running for elected office;
- Demonstrate critical awareness and analysis of competing public policy solutions and present a reasoned argument/ support for the position espoused as it relates to its impact on women and politics.

Required Texts: The textbooks are available at the school bookstore or can be purchased online.

- Ford, Lynne E. 2017. *Women and Politics: The Pursuit of Equality*. 4th Ed. Boulder, CO: Westview Press.
- Weiss, Elaine. 2018. *The Woman's Hour: The Great Fight to Win the Vote*. New York: NY: Viking.

Additional Readings:

Other readings will be placed on Blackboard or handed out in class. You will need to check Blackboard each week for additional readings. Other suggested readings will be placed on reserve at the Library and will be available for one week check-out. You will be responsible for conducting library research for your major paper.

Course Requirements

Written papers, in-class participation exercises and discussions, and quizzes will be required. Attendance and participation is mandatory. Further description of assignments will be distributed the first day of class.

Course Outline: Listed below are the reading assignments from the texts, which should be *completed prior to class*. Additional readings will be required.

Week 1 Welcome and Introduction: Overview of course themes and course requirements

Week 2 Equality

- Ford: Chapter 1 and Weiss: Chapter 1 and 2

Week 3 Suffrage and ERA

- Ford: Chapter 2 and Weiss: Chapter 3 and 4

Week 4 Suffrage and ERA continued

- Ford: Chapter 2 and Weiss: Chapter 5 and 6

Week 5 Women as Political Participants

- Ford: Chapter 3 and Weiss: Chapter 7 and 8

Week 6 Women Seeking Office

- Ford: Chapter 4 and Weiss: Chapter 9 and 10

Week 7 Women Seeking Office continued

- Ford: Chapter 4

Week 8 Women as Political Actors

- Ford: Chapter 5 and Weiss: Chapter 11 and 12

Week 9 Women and Education

- Ford: Chapter 6 and Weiss: Chapter 13 and 14

Week 10 Women and Work

- Ford: Chapter 7 and Weiss: Chapter 15 and 16

Week 11 Women and Work continued

- Ford: Chapter 7

Week 12 Women and Family

- Ford: Chapter 8 and Weiss: Chapter 17 and 18

Week 13 Women and Work/Life Balance

Week 14 Women and Leadership

- Weiss: Chapter 18 and 19

Week 15 Women and Politics and the Next Steps

- Ford: Chapter 9 and Weiss: Chapter 20-23 and Epilogue

Written assignments will be graded on the substance, content, and quality of writing. Students will be penalized if their written presentations contain grammatical and spelling errors or otherwise fail to measure up to the level of work expected of students.

Grades *Final grades will be determined as follows:*

Attendance/In-class Participation and exercises/Quizzes	20 Points
Informal Presentations/In-Class discussions/Reaction papers/Short Assignments	60Points
Major Written Assignments and/or Presentations	20 Points
Total	100 points

Grade Scale:

A	90-100 points
B	80-89 points
C	70-79 points
D	60-69 points
F	below 60 points

INSTRUCTIONAL AVAILABILITY AND ASSISTANCE

Scheduled office hours to assist students are as follows: By appointment on Wednesday afternoons and I am always available before and after class to meet with students.

UTILIZATION OF LIBRARY AND OUTSIDE SOURCES

For this course, additional readings are suggested. Students may be expected to utilize the library to conduct individual research in order to complete assignments.

Title IX Misconduct/Assault Statement

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

WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

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

Discrimination and Harassment Policy (#0.2040) at

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

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.*

ADA Accommodation Statement

In compliance with University policy, students with disabilities who require academic and/or auxiliary

accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly

from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

SYLLABUS CHANGES/AMENDMENTS

The above schedule, policies, and assignments in this course are subject to change in the event of extenuating circumstances or by mutual agreement between instructor and students.

STUDENTS ARE RESPONSIBLE FOR REVIEWING AND FOLLOWING INSTRUCTIONS CONTAINED IN THIS SYLLABUS

In order to successfully complete the course, students must read and follow all the instructions contained in this syllabus. If a student does not understand any instruction and/or item contained in this syllabus, it is the student's responsibility to obtain clarification. All such inquiries must be presented to the instructor before the day of the final exam or before the final day of class, if the final is a take-home exam.

OTHER POLICIES AND PROCEDURES

GENERAL EXPECTATIONS

Students are expected to attend all course sessions; complete all required readings prior to class time; participate in class discussions; and complete all written assignments and examinations.

BEHAVIORAL EXPECTATIONS

Students are expected to display appropriate courtesy to all involved in class sessions. Courteous behavior specifically entails communicating in a manner that respects, and is sensitive to the cultural, racial, gender and other individual differences in the class. **Guest speakers will be invited to present information to the class. You are expected to be attentive and courteous. Please ask meaningful questions of these speakers who are generous enough to give you their time. Utilize these opportunities to the fullest. Don't be late to class!**

ATTENDANCE

Active classroom participation is required and will be determined by the student's attendance and participation in class discussions and exercises. Unexcused absences will negatively impact your final grade, and repeated absences, excused or not excused, will not be tolerated. Tardiness will not be tolerated. ***Subject to university policies***, absence from class for observance of *religious holidays* is permitted, but students are responsible for making up all missed work. See the instructor.

WKU Class Attendance Policy Registration in a course obligates the student to be regular and punctual in class attendance. Students who, without previous arrangement with the instructor or department, fail to attend the first two class meetings of a course meeting multiple times per week or the first meeting of a class that meets one time per week MAY be dropped from the course. Nonattendance for a web-based course shall be defined as a failure to log on to Blackboard or other instructor-designed website within one week of course start date without previous arrangements with the instructor or department. Instructors may drop a student for nonattendance only during the regular drop/add period of the term. Nonattendance does NOT release students from the responsibility to officially drop any course for which they have enrolled and choose not to complete.

ACADEMIC HONESTY

Academic honesty is expected. Acts of academic dishonesty will not be tolerated and at a minimum will affect your course grade. Acts of academic dishonesty include cheating and plagiarism.

WITHDRAWALS

Students have the right to withdraw from courses ***subject to university policies***.

INCOMPLETES/GRADE CHANGES

Incomplete grades, repeated courses and subsequent changes to grades after work has been completed will be addressed ***subject to university policies***.

PS 374 Assignments Please read this entire document now so there are NO surprises about written assignments. Please note: You have options on some of these assignments so read carefully.

Assignment Description

Assignment 1 Read, reflect, and then compare and contrast *NOW Statement of Purpose* with *Third Wave Manifesta* in a 3 to 4 page paper. What statements/issues, etc. do you connect with in each? What similarities do you see between the documents? What differences do you see between the documents? What about the time frame in which each was written? Does this contribute to differences? Or has the passage of time not really changed anything? **10 pts**

Assignment 2 Watch in class, reflect and then compare and contrast the concession speeches of Hillary Clinton in 2008 and in 2016 in a 4 to 5 page paper. What statements/issues/concerns, etc. do you connect with in each? What similarities do you see between the speeches? What differences do you see between the speeches? What about the political climate occurring? Who were her supporters? What about her opponent in each race? What role did each play in her speech? For those of you who voted in the 2016 presidential election—regardless of who you voted for, did she say what you wanted or needed to hear? What do you wish she had said in either speech? **10 pts**

Assignment 3 Research one of the organizations that are listed in text book on pages 165, 166 or 167. Write a two to three page paper describing the organization, and tell me how you think this organization is helpful (really helpful) in assisting women to run for office. **OR** Read and reflect upon one of the articles from *Public Voices* journal found on BB course documents and write a three to four page article describing the research and its connection to material covered in our text/class discussions to date. **10 pts**

Assignment 4 Watch video *Anita: Speaking Truth to Power* on Anita Hill in class. Reflect upon video and statements in chapters 1 (page 25) and 5 and reflect upon “What if?” poster on page 177 in text. Write a three to four page paper describing what you learned? What surprised you? Were you surprised by any of the questions asked during the hearings? What disappointed you? Do you believe Anita Hill and why or why not? Or Clarence Thomas and why or why not? What can we learn from this about politics? About women and politics? What if the Senators on the committee had been women? What does this say about the role of women in 1991? In 2019? Any thoughts/reactions about Joe Biden? Any thoughts/reactions to the confirmation hearings on Brett Kavanaugh in fall of 2018? **10 pts**

Assignment 5 Based on material from text and class, answer the For Critical Analysis questions in a three to four page paper found in box 7.1 on page 306 of our text **OR** answer the What do you think? questions in a three to four page paper found in box 7.2 on page 315 of our text. **10 pts**

Assignment 6 Read, reflect, and answer the discussion questions (short answers are fine but you must answer each question) for each chapter in the Weiss book as presented below. Be prepared to discuss in class on the dates outlined in the syllabus. **10 pts**

The Woman’s Hour: The Great Fight to Win the Vote Discussion Questions

1. The two branches of the American suffrage movement—the National American Woman Suffrage Association (led by Carrie Catt) and the National Woman’s Party (led by Alice Paul)—took different approaches towards their mutual goal of winning the vote. Do you think one group was more effective than the other? Why or why not?

2. If you were a suffragist in 1920, do you think you would align yourself with the NAWSA or the Woman's Party? (both women and men were supporters). Why? What attracted women, on the other hand, to the "Antis"? Do you think their fears were unfounded? Why or why not?

3. The suffragists campaigned before there were cell phones; no internet, no social media, not even radio. Can you imagine trying to promote today's causes with these limitations? How would you have proposed communicating with supporters, with the opposition?

4. Although we treasure our self-image as a nation built upon the bedrock of participatory democracy, our history proves we are often conflicted about who has the right to participate. Voter suppression is a relevant topic today. Do you think we consciously make it harder for some citizens to vote? Is voter suppression a threat to our democracy, or just the usual game political parties play? Why or why not?

5. Hundreds of suffragists were assaulted, attacked, and jailed for demanding the right to vote. Have you ever participated in a protest against government policies? In what context? Did you suffer any consequences for your actions? Would you be willing to go to prison to protest injustice or to promote a cause you think important? Why or why not?

6. Those opposed to women's suffrage often used religious arguments to warn that expanding women's rights, including the vote, violated Biblical teachings and went against "God's Plan" (women belong in the private sphere—home and family, not in the public sphere—work and politics). Do you think religious rationales should be used in forming public policy today? Why or why not?

7. Were the suffragists correct in keeping their eyes on the prize—pursuing the vote for the majority of American women—even if that meant making moral compromises and abandoning some of their own ideals? Can the suffragists' use of racist rationales to win the support of Southern legislators be justified? Why or why not? What can we learn from the recent discussions and actions regarding the removal or movement of Confederate war statues?

8. The suffragists touted the benefits of allowing women to vote by maintaining that women would clean up corruption in politics and insist upon better laws protecting families and children. Carrie Catt believed women voters would bring about an end to war. Do you think women voters have improved our political system? In what ways?

9. If the issue of women's political equality—specifically the right to vote—was being decided today, and, as in 1920, only men were given the power to decide, do you think the amendment would pass? Why or why not?

10. Do you think the U.S Constitution should be changed in any way? What amendments would you like to see considered?

Final Paper Assignment 20 pts.

Develop a 10 page paper, synthesizing course material, advising a woman running for office in 2020 on the topic of how best to do that. The "advice" should include a discussion of candidate image, family issues, political socialization, gender socialization, leadership styles, financial issues, campaign issues, and target voters/supporters. The paper must focus on a national, state or local office, and may be specific to a particular party or it may be more generic. Further, the paper must include one policy aspect of the hypothetical candidate's platform describing, advising and taking a position on a specific policy appropriate to that candidate's run for office. The policy area should touch on some policy aspect of material covered in course materials—family, education, health, employment, or the prevention of domestic violence, sexual assault or sexual harassment. The position on the policy area chosen must include and demonstrate critical awareness of the candidate's position, critical understanding of other positions on the policy area, a reasoned argument/support for the position espoused via justification, evidence, elaboration, and/or challenges to how things currently stand on the selected policy.

Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact Name, E-mail, and Phone: Joel Turner, joel.turner@wku.edu, 5-2728

College and Department: Potter College, Political Science

Proposal Date: 10/2/18

1. Course Details:

- 1.1 Course prefix (subject area), number and title: PS 370 American Political Parties and Interest Groups
- 1.2 Credit hours: 3
- 1.3 Prerequisites¹: None
- 1.4 Crosslisted and/or equivalent courses (prefix and number): None
- 1.5 Expected number of sections offered each semester/year: 1 per calendar 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).

This course will analyze the features of political parties and organized interests in the United States. Specifically, it will investigate the nature and origins of these groups in order to understand what it takes for these groups to not only survive but thrive as a compelling voice in American Politics.

In this course we will examine several key questions regarding political parties and interest groups. How are these groups organized, and why? What do these groups do, and why? How do these groups function independently as a system, and how do they function in the broader American political system? By addressing these question, we should be able to conclusions regarding how, and to what extent, parties and interest groups do and should influence our political system.

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.

A combination of factors make this course a capstone learning experience. First, the interdisciplinary nature of this course makes it an ideal candidate for inclusion in Colonnade. Although the primary backdrop for course discussions will be the political reasons why political parties and interest groups are structured as they are and function as they do, students will certainly consider other disciplines in our analyses and classroom discussions. Specifically, the course will examine topics closely related to psychology, race, economics, history, criminology, religion, and sociology. Taking this interdisciplinary approach helps ensure that students have a more thorough understanding of the structure of political parties and interest groups, as well as how these groups function in the broader context of the American political system.

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

Secondly, the assignments given in PS 370 ensure that students who complete this course have the tools to both understand and analyze the structure and function of political parties and interest groups. Students are required to engage and discuss readings for the assigned textbook as well as articles from political news sources. These readings expose students to different perspectives on the development of, the contributions of, and the problems facing parties and interest groups, and ultimately prepare them to evaluate and analyze different viewpoints on these groups. Students will also be exposed to guest speakers in the course, such as local party chairs, interest group organizers, and other activists, which will be beneficial in that it will allow students to interact with, and get a better understanding of, those who are involved in the day to day functioning of interest groups and party systems. Additionally, students are required to demonstrate their ability to critically evaluate and analyze on a paper assignment where they must examine how parties and interest groups have served the American voter, and make the case regarding which one they believe does a better job.

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

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze how systems evolve.	This course will provide students the opportunity to examine both historical and contemporary features of political parties and interest groups. This will serve two functions. First, it will allow students to better understand the evolution of political parties and interest groups. Second, it will permit students to both temporally and conceptually assess the evolution of interest groups and party systems.
2. Compare the study of individual components to the analysis of entire systems.	This course will require students to analyze political parties and interest groups from both a theoretical and practical perspective. The first portion of the course will require students to assess the organizational structure of parties. A second segment will require students to assess how electoral mechanisms, specifically the party in the electorate and the role of parties in campaigns. We will then examine how the party system influences public policy. We will then transition to interest groups, looking at how they organize, why do some groups thrive while others falter, and how does the interest group system, for better or worse, impact public policy outputs.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	A substantial amount of the course will require students to think in terms of politics, or more simply put, who gets what and why do they get it. Inherently, thinking politically involves keeping in mind the tools of politics, which are power, resources, and rules, and understanding how those tools are utilized by political parties and interest groups. By engaging material in this way, students are better able to understand the motivations regarding why parties and interest groups initially formed, as well as how they have evolved over time. Additionally, this approach allows students to understand the sustainability of the system, as external pressures

	have a significant impact on how parties and interest groups function, as well as the amount of success they encounter.
--	---

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

- Students will be able to describe the systemic features of political parties and interest groups.
- Students will be able to explain how political parties and interest groups influence our electoral system and public policy outputs.
- Students will be able to critically evaluate research on the development and evolution of political parties and interest groups.

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 how systems evolve.	Students are required in their exams to illustrate a thorough understanding of how both parties and interest groups developed and evolved over time. In addition, in their final paper students will address how the party and interest group system functions in the context of an ever changing political atmosphere.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.
2. Compare the study of individual components to the analysis of entire systems.	Students will achieve this through successful completion of their exams, as each one will feature a number of questions which require students to do this.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the	The final paper does exactly this, as students are required to critically analyze how parties and interest groups contribute to problem solving.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.

system itself.		
----------------	--	--

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

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

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

The committee's targets are:

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

Below is a sample of the analytic rubric that may be used to assess the Connections learning objectives for PS 304:

Local to Global Connections Learning Objectives	Criteria			
	1 Poor (does not meet basic expectations)	2 Average (meets basic expectations)	3 Good (exceeds expectations)	4 Outstanding (far exceeds expectations)
Analyze how systems evolve	Has a very limited understanding of the history and evolution of key components of political parties and interest groups	Has a basic understanding of the history and evolution of key components of political parties and interest groups	Can meaningfully analyze the history and evolution of key components of political parties and interest groups	Critically analyzes the history and evolution of key components of political parties and interest groups
Compare the study of individual components to the analysis of entire systems.	Has a very limited understanding of how individual components contribute to political parties and interest groups	Has a basic understanding of how individual components contribute to political parties and interest groups	Can meaningfully discuss how individual components contribute to political parties and interest groups	Demonstrates sophisticated understanding of how individual components contribute to political parties and interest groups
Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself	Exhibits very superficial understanding of how system-level thinking permits parties and interest groups to influence decision making	Exhibits a basic understanding of the role parties and interest groups play in the decision-making process	Meaningfully evaluates the consequences of the role that parties and interest groups play in the decision-making process	Demonstrates a nuanced and well-developed analysis and advanced evaluation of how system-level thinking by parties and interest groups influences decision-making

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

The research paper required for this course will function as the primary assessment artifact. In this assignment, students are required to address the question of whether parties or interest groups do a better job of representing the interests of voters in American politics. This assignment will require them to critically evaluate both the evolution and current state of both parties and interest groups, and utilize this evidence to make a compelling, persuasive argument in favor of one entity or the other with regard to representing the citizenry.

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.

**PS 370 – Political Parties and Interest Groups
Sample Syllabus**

Name: Joel Turner
Office: Grise 314
Phone: 745-2728
E-mail: joel.turner@wku.edu
Office Hours: T, Th 8:15-9:15 and by appointment

Description

In this course we explore the role that political parties and interest groups play in American politics. In particular, we focus on the impact of parties and interest groups on elections and governance. The first half of the course will look at the development, structure, and functions of American political parties. The second half of the course explores the role of interest groups in American politics.

Expectations

You are expected to stay current with reading and material covered in class. You are also expected to keep up with current events. You will be responsible for material covered during class, the textbooks, and any additional readings that may be assigned. Course requirements include attending class and participating in classroom activities (including current events & simulations), two exams, three short position papers, a group presentation on reading material related to interest groups, and a mid-length paper. Announcements and/or changes made in class supersede the syllabus. Details on the writing assignments and classroom presentations will be distributed in class and posted on Blackboard.

By the end of this course:

- Students will be able to describe how our party and interest group systems have evolved over time.
- Students will understand how the individual components of political parties and interest groups fit within our broader American political system.
- Students will evaluate how system level thinking with regard to political parties and interest groups influences broader public policy decision making in the American political system.

- Students will be able to describe the systemic features of political parties and interest groups.
- Students will be able to explain how political parties and interest groups influence our electoral system and public policy outputs.

Attendance Policy

Class attendance is expected and required for the course. You should prepare for each class period by completing the assigned reading. You should be prepared to discuss assigned readings during class. For the semester you will be able to earn up to 25 points based on attendance. Attendance points will be based on daily attendance excluding the first class meeting and exam days. If you miss 4 or fewer days, you will earn all 15 points. Two points will be deducted per absence starting with your 5th class period missed. For example, if you miss 9 class periods you will earn 15 out of a possible 25 points available for attendance. No distinction is made between excused or unexcused absences.

Textbook

Required: New Directions in Interest Group Politics edited by Matt Grossmann (Routledge)

Optional: Party Politics in America by Marjorie Hershey – It is currently in the 16th Edition. Almost any recent edition would be fine. It is going to serve as the basis of my comments in class about political parties.

The required textbook should be available at the WKU Bookstore. The books also should be available through Amazon and the publishers' web sites.

Student Disabilities

Students with disabilities who require accommodations for this course must contact the Office for Student Disability Services. The phone number is 270-745-5004. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Grading

Midterm	100
Final	150
Position Papers	75 (3 * 25)
Mid-length Paper	75
Group Presentation	25
Simulation	25
Attendance	25
Current Event	25

Schedule

Parties & Party System

Party as Organization
Party in the Electorate

Midterm

Nominations & Elections

Party in Government

Interest Groups

Final

Current Event Assignment

Each student will be required to find a current event article red to the broad areas of political parties that we will be discussing in class. Each student has been assigned an area and date that they are responsible for having a current event article ready for. You should post your article NO LATER than NOON the day before the class that you are scheduled for. You will post the link to your article or a copy of it to the appropriate discussion forum on Blackboard. On the day of class you are responsible for providing a brief (2-3 minutes) summary of the article and why it is important/relevant to what we are covering. Everyone is responsible for reading the current events articles for the day and being ready to discuss them.

Writing Assignment (75 points)

You are being asked to write about a 5-7 page paper on one of the following three topics: 1) What is the future of American political parties? 2) Do American parties or interest groups do a better job representing voters interests in American politics? 3) Are modern interest groups pro- or anti- democratic? These should be analytical papers based on appropriate evidence. I am open to alternative topics but they must be approved by me. You will be evaluated on the quality of the argument you make, how well you present it, and the support you provide for it.

Position Paper Assignment

You will draft three position papers. Position papers should be about a page or perhaps two long and succinctly define and support a position on a related topic. They are similar to position papers that are frequently distributed by political candidates. Position paper should do the following:

- Identify the issue.
- Disclose alternatives.
- State the position.
- Provide support for position.
- Propose a plan for implementation.

The first position paper should be related to the overall American party system, parties as organization, or parties in the electorate. Below are some ideas for topics that you can take a position on. Included are links where you can find additional information related to the topic.

What should the criteria be for third party inclusion in presidential debates?

<http://debates.org/index.php?page=overview>

Should states allow for straight ticket voting? (Kentucky is one of the 10 states that currently allow it.)

<http://www.ncsl.org/research/elections-and-campaigns/straight-ticket-voting.aspx>

Does it make more sense to vote for the party or to vote for the person?

Should the Constitution be reformed to replace single member districts with multi-member districts?

I am open to position papers on other related topics but would like you to run your topic by me to ensure the appropriateness of the topic.

Specific ideas for topics for position paper #2 will be posted next week.

Please submit your position paper assignment on Blackboard.

Colonnade Connections Course Proposal Local to Global Subcategory

Proposal Contact Name, E-mail, and Phone: Roger Murphy, roger.murphy@wku.edu, 745-2890
College and Department: Potter College, Political Science
Proposal Date: 9/23/18

1. Course Details:

- 1.1. Course prefix (subject area), number and title: PS 369 Central European Politics
- 1.2. Credit hours: 3
- 1.3. Prerequisites¹: None
- 1.4. Crosslisted and/or equivalent courses (prefix and number): None
- 1.5. Expected number of sections offered each semester/year: At least one every other academic year, or if demand necessitates, one every 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).

Students will study and explore concepts, approaches and theories associated with Central European politics. The course examines the significance of political ideology, nationalism and identity and globalization and the interaction of these forces with domestic, institutional and individual variables within Central Europe. This course provides an introduction to the comparative study of political institutions, policy-making processes, citizen participation, and political outcomes in Central European states. In particular, students will be able to witness first-hand the transformation of Central European states from communism and authoritarianism to capitalist and democratic states and the processes of European integration within the European Union.

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

I contend that there are a combination of factors which make this course a capstone learning experience. Although the course focuses primarily on the political processes and institutions of Central Europe at regional, state and international levels the contribution of other disciplines is central for students' ability to analyze, compare and assess the similarities and differences within the region, the relative successes and failures in terms of policy and participation and on the prospects for future political stability. The historical development of these states, their economic systems, cultures and societal differences are important elements of the class. Furthermore, students will write a book review and critically analyze several films produced in the region. The collapse of the one-party systems in Central and Eastern Europe sent states on a path of political, economic and social change. While some states have established largely democratic structures and stable market economies, others have initiated only limited reforms and have been marred by political corruption and economic instability. Furthermore, the collapse of authority and legitimacy led to the creation of new states in the region. This course will examine the political and economic reforms that have taken place in Central Europe since the collapse of communism. Firstly, students will examine the legacy of history and the characteristics of one-party rule and communism and discuss the factors that led to the collapse

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

of these regimes. The course then examines economic and political developments of selected countries in the region (within a broader regional framework and on the process of democratization). Issues such as class, EU enlargement, NATO, nationalism and institutional change will be discussed. Finally, students will look at the ‘balance sheet’ of the selected countries and explore the potential consequences of current conditions for regional and global security.

The significance of local to global relationships is a key concern of any study of Central Europe. The relatively small states of Central Europe have often been neglected as an area of study due to their position between the larger powers to the west (Britain, France & Germany) and the east (Russia). Indeed, this lack of knowledge was recognized by Shakespeare in *The Winter’s Tale* where Antigonus remarks “thou art perfect then our ship hath touched upon the deserts of Bohemia.” Of more serious consequences, British Prime Minister Chamberlain signed the notorious Munich agreement with Hitler in 1938, refusing to contemplate a war to help “a faraway country inhabited by quarreling peoples of whom we know nothing.” For many Czech and Poles in particular, their history is viewed as a series of tragic interventions from both the east and the west. Central Europe has indeed been the location for struggles between the great powers. The ambitions of Napoleon reached their height after the battle of Austerlitz (only one hour south of Olomouc), the rise of Prussia, wars against the Turks, the horrors of two world wars and the Cold War all left their mark on the region. However, the people of Central Europe also made their own contributions to European politics and history. The religious struggles of the Hussite Wars and the Thirty Years War both began in Prague and the national awakening of the 19th Century would change the map of Europe forever. These events have had a profound impact on the political culture, nation-building and politics of identity in the region.

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

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
<p><i>Example: Analyze issues on local and global scales.</i></p>	<p><i>Example: Students will analyze a range of issues relevant to an understanding of African American internationalism and Diaspora Studies. Two specific examples are:</i></p> <ul style="list-style-type: none"> • <i>An emphasis on African American civil rights activism, paying particular attention to how non-violent struggles for citizenship rights in communities in the southern United States impacted the direction of the civil rights advocacy on a national level as well as African independence struggles on an international level.</i> • <i>An emphasis on how African liberation movements and the image of newly independent African states inspired an African American struggle for respect and recognition. Emphasis in this regard will be given to those spaces that facilitated the creative interaction between African and African American communities, namely churches, historically black colleges, newspapers, and political organizations. Organizations like the Pan African Congress movement linked the struggle for Civil Rights in the United States to struggles for African independence.</i>

<p>1. Analyze issues on local and global scales.</p>	<p>This course examines the institutions and political processes of Central Europe. It focuses on processes of nation-building and state-building as the region was transformed from one of empires to one of independent states. It will look at the significance of these processes both within selected states used as case studies and through comparative analysis of the region and, by extension, of the global system as a whole. The states in the region have experienced periods of imperialism, authoritarianism, fascism and communism before undergoing democratic and capitalist transitions after 1989. The challenges and opportunities facing these states will be examined in addition to an assessment of these transformations.</p>
<p>2. Examine the local and global interrelationships of one or more issues.</p>	<p>This course examines a number of important issues in a region that has often been at the crossroads of imperial, religious and ideological movements within Europe. The political transitions have provided political competition and civil liberties but have allowed for other cleavages (suppressed under communism) such as nationalism and religion, to reemerge as potent forces that have emerged within the political arena and raised question marks over future regional stability. Economic reforms have also led to internal dislocations and growing inequality. Furthermore, the movement toward democracy and capitalism have also had a significant impact on society and political culture. For example, issues such as migration and the relationship between the individual and the broader community will be examined. The course will also examine the strategic relationships for Central European states. The desire to join Western institutions (such as the EU and NATO) and fear of future Russian interference must also be balanced with concerns over the independence of political and economic action. The challenges and opportunities facing the states of Central Europe provide an interesting case study of the tensions between domestic political needs and international and geo-strategic pressures.</p>
<p>3. Evaluate the consequences of decision-making on local and global scales.</p>	<p>The states of Central Europe have been undergoing significant political, economic and societal transformations since 1989. The paths that these particular states have taken, their relative success and failures, areas of similarity and divergence provide an important comparative analysis of the processes of transition both for the region and beyond. Furthermore, historically the region had been an area of nationalist struggle, religious cleavages and imperial ambition. The potential reemergence of domestic divisions and regional forces have important implications for regional stability and security. It is also remains an area of competition between Western Europe (and its institutions) and Russia. The activities of larger states to influence the domestic politics of the region as well as the role played by extremist political parties, societal movements and minorities is a key element of the course.</p>

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

- Students will be able to describe the field of Central European politics.
- Students will be able to define key individuals, institutions and regional and global processes affecting the states of Central Europe.
- Students will be able to conduct basic comparative research, identifying internal and external independent and dependent variables as related to Central European politics utilizing relevant theory and concepts.

- Students will be able to analyze the interconnectedness of domestic, regional and international processes, conditions, norms and institutions affecting Central European states and societies at both the micro and macro levels.
- Students will be able to describe the effects of global processes including economic integration, transcultural diffusion, liberalization, and democratization on Central European state institutions and societies.

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

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i> . Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
<i>Example: Analyze issues on local and global scales.</i>	<i>Example: The department will use several questions, added to the final exam, in order to assess how well the course’s learning outcomes are being met. Each question will correspond to a separate Connections Student Learning Outcome for the Systems Subcategory.</i>	<i>Example: At the end of each semester the final exam answers of 30% of the students in the course will be selected at random for assessment. Each answer will correspond to one of the three Colonnade Student Learning Outcomes. At the beginning of the next semester a faculty member will assess each answer using the attached rubric. The names of the students and of the instructor will be eliminated before the assessment takes place. Assessment results will be communicated to the Department Head, who will then follow up with the faculty who teach the course and the department.</i>
1. Analyze issues on local and global scales.	Students are required in their first two exams to illustrate a thorough understanding of the development and operation of selected Central European political institutions, political behavior and key policy and issue sectors in the region and to compare across states. Students will also compare societal transitions through a book review and explore regional issues through reviews of selected films.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.

2. Examine the local and global interrelationships of one or more issues.	Students will achieve this through their research paper which requires them to examine an issue, process or institutional arrangement through a comparative analysis of selected Central European countries.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.
3. Evaluate the consequences of decision-making on local and global scales.	The final examination requires students to compare and assess the political, economic and societal transitions within the region. It also requires students to assess the implications of these transitions for domestic and international stability.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.

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

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

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

The committee's targets are:

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

Below is a sample of the holistic rubric that may be used to assess the Connections learning objectives for PS 369:

Local to Global Connections Learning Objectives	Criteria			
	1 Poor (does not meet basic expectations)	2 Average (meets basic expectations)	3 Good (exceeds expectations)	4 Outstanding (far exceeds expectations)

Analyze issues on local and global scales.	Has a very limited understanding of the history and evolution of key components of state governments	Has a basic understanding of the history and evolution of key components of state governments	Can meaningfully analyze the history and evolution of key components of state governments	Critically analyzes the history and evolution of key components of state governments
Examine the local and global interrelationships of one or more issues.	Has a very limited understanding of how individual components contribute to state governments	Has a basic understanding of how individual components contribute to state governments	Can meaningfully discuss how individual components contribute to state governments	Demonstrates sophisticated understanding of how individual components contribute to state governments
Evaluate the consequences of decision-making on local and global scales.	Exhibits very superficial understanding of how system-level thinking informs decision making and public policy	Exhibits a basic understanding of the key decision makers and the consequences of the decision-making process	Meaningfully evaluates the consequences of the decision-making process on public policy and system sustainability	Demonstrates a nuanced and well-developed analysis and advanced evaluation of how system-level thinking influences decision-making and public policy

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

The research paper required for this course will function as the primary assessment artifact. In this assignment, students are required to identify a current issue or political process in Central Europe, investigate the impact of their chosen topic across states in the region, and utilize this evidence to make a compelling, persuasive argument of its significance.

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

Political Science 369H– Central European Politics

Dr. Murphy - Western Kentucky University

Spring 2018

Grise Hall 337 , T-TH 11:10-12:30

Office: Grise Hall 308 Office Hours: T, TH 12:45-2:15 or by appointment

Office Phone: 745-2890 E-Mail: roger.murphy@wku.edu

The collapse of the one-party systems in Central and Eastern Europe sent states on a path of political, economic and social change. While some states have established largely democratic structures and stable market economies, others have initiated only limited reforms and have been marred by political corruption and economic instability. Furthermore, the collapse of authority and legitimacy led to the creation of new states in the region. This course will examine the political and economic reforms that have taken place in Central Europe since the collapse of communism. Firstly, students will examine the legacy of history and the characteristics of one-party rule and communism and discuss the factors that led to the collapse of these regimes. The course then examines economic and political developments of selected countries in the region (within a broader regional framework and on the process of democratization). Issues such as class, EU enlargement, NATO, nationalism and institutional change will be discussed. Finally, students will look at the ‘balance sheet’ of the selected countries and explore the potential consequences of current conditions for regional and global security.

The significance of local to global relationships is a key concern of any study of Central Europe. The relatively small states of Central Europe have often been neglected as an area of study due to their position between the larger powers to the west (Britain, France & Germany) and the east (Russia). Indeed, this lack of knowledge was recognized by Shakespeare in *The Winter's Tale* where Antigonus remarks "thou art perfect then our ship hath touched upon the deserts of Bohemia." Of more serious consequences, British Prime Minister Chamberlain signed the notorious Munich agreement with Hitler in 1938, refusing to contemplate a war to help "a faraway country inhabited by quarreling peoples of whom we know nothing." For many Czech and Poles in particular, their history is viewed as a series of tragic interventions from both the east and the west. Central Europe has indeed been the location for struggles between the great powers. The ambitions of Napoleon reached their height after the battle of Austerlitz (only one hour south of Olomouc), the rise of Prussia, wars against the Turks, the horrors of two world wars and the Cold War all left their mark on the region. However, the people of Central Europe also made their own contributions to European politics and history. The religious struggles of the Hussite Wars and the Thirty Years War both began in Prague and the national awakening of the 19th Century would change the map of Europe forever. These events have had a profound impact on the political culture, nation-building and politics of identity in the region.

Course Learning Outcomes

Students who complete this course will:

- Analyze issues on local and global scales.
- Examine the local and global interrelationships of one or more issues.
- Evaluate the consequences of decision-making on local and global scales.
- Students will be able to describe the field of Central European politics.
- Students will be able to define key individuals, institutions and regional and global processes affecting the states of Central Europe.
- Students will be able to conduct basic comparative research, identifying internal and external independent and dependent variables as related to Central European politics utilizing relevant theory and concepts.
- Students will be able to analyze the interconnectedness of domestic, regional and international processes, conditions, norms and institutions affecting Central European states and societies at both the micro and macro levels.
- Students will be able to describe the effects of global processes including economic integration, transcultural diffusion, liberalization, and democratization on Central European state institutions and societies.

Course Expectations and Requirements

There will be two midterms and a final in this course. These examinations will consist of essay questions. Make-up examinations will not be given without the prior approval of the instructor. Students will write a critique of Drakulić's work of fables for Central European states and provide three short film reviews. Students will also write a research paper that identifies an important issue, process or event in the region from a comparative analytical perspective. Further details about the paper and the guidelines will be handed out later in the semester.

Grading:

Examination 1 20%

Examination 2 20%

Final 20%

Film reviews 10%

Drakulić Review 10%

Research paper 20%

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

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

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office of Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 V/ TDD. Any form of academic dishonesty, such as cheating or plagiarism will not be tolerated. Students found guilty of such practices will receive a zero for the work in question and also be subject to further university disciplinary procedures.

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

Readings

The following textbooks are required:

Sharon L. Wolchik & Jane Leftwich Curry, editors, Central and East European Politics, 3rd edition, Rowman & Littlefield 2015

Stephen White, Judy Batt and Paul G. Lewis, editors, Developments in Central and East European Politics 4, Duke University Press, 2007

Slavenka Drakulić, A Guided Tour Through the Museum of Communism, Penguin 2011

Course Outline

March 1 First Examination

April 5 Second Examination

April 26 Review due/Research Paper Due

May 7, 8-10am Final

Week One: Introduction & Defining the region (WC Ch. 1, WBL Ch. 1)

Week Two: Historical development

Week Three: Communism (WBL Ch. 2)

Week Four: continued

Week Five: Political Transition (WC Ch. 2)

Week Six: Political Systems (WBL Ch. 8, 9 & 14)

Week Seven: Elections & Parties (WBL Ch. 10,11,12)

Week Eight: Social transition (WC Ch.4)

Week Nine: Civil Society & Nationalism (WBL Ch. 13, WC Ch. 5, 6)

Week Ten: Recreating the past

Week Eleven: Economic transition (WC Ch. 3, WBL Ch. 15)

Week Twelve: EU and Foreign Policy (WC Ch. 8,9)

Week Thirteen: Czech Republic balance sheet (WC Ch. 11)

Week Fourteen: Hungary balance sheet (WC Ch.12)

Week Fifteen: Poland balance sheet (WC Ch. 10)

Colonnade Connections Course Proposal Local to Global Subcategory

Proposal Contact Name, E-mail, and Phone: Roger Murphy, roger.murphy@wku.edu, 745-2890

College and Department: Potter College, Political Science

Proposal Date: 9/23/18

1. Course Details:

- 1.1. Course prefix (subject area), number and title: PS 367 Russia and Eastern European Politics
- 1.2. Credit hours: 3
- 1.3. Prerequisites¹: None
- 1.4. Crosslisted and/or equivalent courses (prefix and number): None
- 1.5. Expected number of sections offered each semester/year: At least one every other academic year, or if demand necessitates, one every 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).

Students will study and explore concepts, approaches and theories associated with Russian and East European politics. The course examines the significance of political ideology, nationalism and identity and globalization and the interaction of these forces with domestic, institutional and individual variables within Russia and Eastern Europe.

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

I contend that there are a combination of factors which make this course a capstone learning experience. Although the course focuses primarily on the political processes and institutions of Russian and Eastern Europe at regional, state and international levels the contribution of other disciplines is central for students' ability to analyze, compare and assess the similarities and differences within the region, the relative successes and failures in terms of policy and participation and on the prospects for future political stability. The historical development of these states, their economic systems, cultures and societal differences are important elements of the class. Secondly, this course examines a region which has long influenced other parts of the world politically, economically and culturally. The imperial legacy of Russia, its position as a global superpower and communist alternative during the Cold War and its renewed international assertiveness make it an important focus of study in the 21st century. Its policies, internal dynamics and stability will have major implications for regional and global security. Russia, with its current forms of 'state democracy' and 'state capitalism' also offer alternative visions of political and economic systems to those of our own. Furthermore, Russia and the other states of Eastern Europe serve as important models of states in transition. The region has undergone major alterations in the political, economic and social systems and a comparative analysis of the relative success of these changes and the forms that they have taken serve as models for the study of institutional change.

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

Governments and Politics of Russia and Eastern Europe will examine key issues within the region. The course is divided into several sections. The first of these involves an analysis of the political development of Russia through the collapse of the monarchy, revolution and duration of the USSR. This section will look at issues of institution building, political and civic culture, revolution and ideology. The second section of the course looks at the collapse of communism and the establishment of current institutions, processes and policy within Russia. Students will explore the legacy of the past, the challenges and opportunities presented by the reform era and the current operation of the political and economic system. The two midterm examinations are based upon Russian politics. The next section of the course focuses on other Eastern European states, allowing for comparative analysis and this section also raises the broader issues of political, economic and societal transitions. This section will enable students both to evaluate the changes within particular countries, compare them and evaluate the relative strength of particular theoretical perspectives. The research paper will focus on other Eastern European states. The next part of the course requires students to provide a balance sheet for the states in the region across political, economic and societal indicators. Finally, using this analysis, students will examine the potential consequences of the policies and processes within the region for regional and international stability. The final examination covers the assessment of the states within the region and the implications of current processes and policies.

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

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
<p><i>Example: Analyze issues on local and global scales.</i></p>	<p><i>Example: Students will analyze a range of issues relevant to an understanding of African American internationalism and Diaspora Studies. Two specific examples are:</i></p> <ul style="list-style-type: none"> • <i>An emphasis on African American civil rights activism, paying particular attention to how non-violent struggles for citizenship rights in communities in the southern United States impacted the direction of the civil rights advocacy on a national level as well as African independence struggles on an international level.</i> • <i>An emphasis on how African liberation movements and the image of newly independent African states inspired an African American struggle for respect and recognition. Emphasis in this regard will be given to those spaces that facilitated the creative interaction between African and African American communities, namely churches, historically black colleges, newspapers, and political organizations. Organizations like the Pan African Congress movement linked the struggle for Civil Rights in the United States to struggles for African independence.</i>

<p>1. Analyze issues on local and global scales.</p>	<p>This course examines the institutions and political processes of Russia and Eastern Europe and the significant political, economic and historical legacy of this region. In the 20th Century, Russian politics provided a rival system for the liberal democracies and an alternative model for newly independent states. Indeed, the second part of the century was marked by a bipolar struggle known as the Cold War between two rival blocs led by the USA and the USSR. This course will examine the rise and fall of the communist system and examine its legacy as Russia, the other former states of the USSR and former Soviet satellite states as they have transitioned to other forms of political system. The paths that these transitions have taken, their impact on political, social and economic stability within the region (and beyond) will also be examined in the course. Students will also examine the role played by Russia in regional and international politics and the possible impact this might have for stability in each of these areas.</p>
<p>2. Examine the local and global interrelationships of one or more issues.</p>	<p>This course examines a number of important issues in a region marked by long periods of authoritarian rule, imperialism and, since 1989, following the collapse of the USSR and the failure of the political, economic and social systems in the region, a period of change and transformation. Within Russia, despite the introduction of multiparty elections, freedom of the press and other civil liberties, the country experienced political turmoil under the oligarchical era of the Yeltsin presidency and, more stability, if less democratic freedom under the 'state democracy' model of the Putin era. Students will compare the experience of Russia with other states in the region. Some have made almost no movement toward democracy (Belarus), others have struggled between periods of political corruption and reform (Ukraine, Georgia). The collapse of the old communist system also led to a period of economic instability in the region. Low prices, available labor and public services all helped to provide basic needs but limited choice and competition. Since communism, citizens within the region have had to deal with economic uncertainties due to the pressures of the global market and changes in government policy. Furthermore, newly independent states have faced economic pressure from Russia to remain in its sphere and influence. Russia has also moved closer toward a model of 'state capitalism,' providing a alternative model for operation in the global economic system. The collapse of the USSR and its sphere of influence has also had an important effect on social and cultural issues in the region. The course will also examine the significance of nationalism and religion within the newly independent states of the USSR and the multinational Russian federation. Conflicts in the Ukraine, Chechnya and Georgia have limited stability within the region and cost many lives. Terrorism and civil unrest have also marred the region and the consequences of these problems at the local and international level will be explored.</p>

<p>3. Evaluate the consequences of decision-making on local and global scales.</p>	<p>Russian politics has exerted a significant impact on global events for centuries. The collapse of the USSR ended the Cold War and, after a brief period of international weakness, there has been a reemergence of strong Russian influence in global politics. The politics of the Putin administration to restore Russia as a global superpower and to act as a balance to perceived US hegemony has had significant consequences for regional rivalries around the world, superpower rivalries and international cooperation. Furthermore, this has led to a more assertive role of Russia with regard to its 'near abroad' (as it views the former USSR) and states that had been under its old sphere of influence. Within Russia, the administration enjoys high approval ratings as many citizens feel proud about their renewed international prestige. Opposition movements to the government's policies have emerged but met with increasing government resistance undermining democratic processes within the country. Furthermore, the effects of Russian policies have had a significant impact on the states to which its has turned its attention. Russia's declaration to be the protector of ethnic Russians wherever they live has presented problems (and interventions) in countries such as the Ukraine and Georgia. These tensions have also been fueled by local politicians seeking closer links with institutions outside Russia's sphere of influence such as the European Union and NATO. Furthermore, the consequences of the economic and social transitions since 1989 have also had a significant impact on local and global scales. Multiparty elections, freedom of speech and freedom of the media have enabled dissent (which has sometimes weakened stability) and also fueled nationalist and religious divisions within the region. Russian and Eastern European states have struggled against old communitarian norms and more recent individualistic impulses and rewards. The move toward a capitalist economy has led to greater economic uncertainties among the local population, widespread corruption, new forms of social inequality and sensitivity to the demands of globalization.</p>
--	---

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

- Students will be able to describe the field of Russian and Eastern European politics.
- Students will be able to define key individuals, institutions and regional and global processes affecting the states of Russia and Eastern Europe.
- Students will be able to conduct basic comparative research, identifying internal and external independent and dependent variables as related to Russia and Eastern European politics utilizing relevant theory and concepts.
- Students will be able to analyze the interconnectedness of domestic, regional and international processes, conditions, norms and institutions affecting Russia and East European states and societies at both the micro and macro levels.
- Students will be able to describe the effects of global processes including economic integration, transcultural diffusion, liberalization, and democratization on Russia and East European state institutions and societies.

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

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i> . Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
<i>Example: Analyze issues on local and global scales.</i>	<i>Example: The department will use several questions, added to the final exam, in order to assess how well the course’s learning outcomes are being met. Each question will correspond to a separate Connections Student Learning Outcome for the Systems Subcategory.</i>	<i>Example: At the end of each semester the final exam answers of 30% of the students in the course will be selected at random for assessment. Each answer will correspond to one of the three Colonnade Student Learning Outcomes. At the beginning of the next semester a faculty member will assess each answer using the attached rubric. The names of the students and of the instructor will be eliminated before the assessment takes place. Assessment results will be communicated to the Department Head, who will then follow up with the faculty who teach the course and the department.</i>
1. Analyze issues on local and global scales.	Students are required in their first two exams to illustrate a thorough understanding of the development and operation of Russian political institutions, political behavior and key policy and issue sectors (domestic, regional, and foreign policy)	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.
2. Examine the local and global interrelationships of one or more issues.	Students will achieve this through their research paper will requires them to examine an issue, process or institutional arrangement through a comparative analysis of selected Eastern European countries.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.

3. Evaluate the consequences of decision-making on local and global scales.	The final examination requires students to compare and assess the political, economic and societal transitions within the region. It also requires students to assess the implications of these transitions for domestic and international stability.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.
---	---	---

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

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

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

The committee's targets are:

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

Below is a sample of the holistic rubric that may be used to assess the Connections learning objectives for PS 367:

Local to Global Connections Learning Objectives	Criteria			
	1 Poor (does not meet basic expectations)	2 Average (meets basic expectations)	3 Good (exceeds expectations)	4 Outstanding (far exceeds expectations)
Analyze issues on local and global scales.	Has a very limited understanding of the history and evolution of key components of state governments	Has a basic understanding of the history and evolution of key components of state governments	Can meaningfully analyze the history and evolution of key components of state governments	Critically analyzes the history and evolution of key components of state governments
Examine the local and global interrelationships of one or more issues.	Has a very limited understanding of how individual components contribute to state governments	Has a basic understanding of how individual components contribute to state governments	Can meaningfully discuss how individual components contribute to state governments	Demonstrates sophisticated understanding of how individual components contribute to state governments

Evaluate the consequences of decision-making on local and global scales.	Exhibits very superficial understanding of how system-level thinking informs decision making and public policy	Exhibits a basic understanding of the key decision makers and the consequences of the decision-making process	Meaningfully evaluates the consequences of the decision-making process on public policy and system sustainability	Demonstrates a nuanced and well-developed analysis and advanced evaluation of how system-level thinking influences decision-making and public policy
---	--	---	---	--

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

The research paper required for this course will function as the primary assessment artifact. In this assignment, students are required to identify a current issue or political process in Eastern Europe, investigate the impact of their chosen topic across states in the region, and utilize this evidence to make a compelling, persuasive argument of its significance.

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

Political Science 367 – Russia & Eastern Europe

Dr. Roger Murphy

Western Kentucky University

Spring 2017 M,W,F 9:10-10:05, Grise Hall 340

E-mail: roger.murphy@wku.edu Office Hours: M,W,F 1:45-3:30 or by appointment

Office: Grise Hall 308 Phone: 745-2890

Overview

Students will study and explore concepts, approaches and theories associated with Russian and East European politics. The course examines the significance of political ideology, nationalism and identity and globalization and the interaction of these forces with domestic, institutional and individual variables within Russia and Eastern Europe. This course examines a region which has long influenced other parts of the world politically, economically and culturally. The imperial legacy of Russia, its position as a global superpower and communist alternative during the Cold War and its renewed international assertiveness make it an important focus of study in the 21st century. Its policies, internal dynamics and stability will have major implications for regional and global security. Russia, with its current forms of ‘state democracy’ and ‘state capitalism’ also offer alternative visions of political and economic systems to those of our own. Furthermore, Russia and the other states of Eastern Europe serve as important models of states in transition. The region has undergone major alterations in the political, economic and social systems and a comparative analysis of the relative success of these changes and the forms that they have taken serve as models for the study of institutional change.

Learning Outcomes

Students upon completion of this course will be able to

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

Students will be able to describe the field of Russian and Eastern European politics.

Students will be able to define key individuals, institutions and regional and global processes affecting the states of Russia and Eastern Europe.

Students will be able to conduct basic comparative research, identifying internal and external independent and dependent variables as related to Russia and Eastern European politics utilizing relevant theory and concepts.

Students will be able to analyze the interconnectedness of domestic, regional and international processes, conditions, norms and institutions affecting Russia and East European states and societies at both the micro and macro levels.

Students will be able to describe the effects of global processes including economic integration, transcultural diffusion, liberalization, and democratization on Russia and East European state institutions and societies.

Required Readings

Wolchik, Central and East European Politics, 2015

Ostrovsky, The Invention of Russia, 2015

Shiraev, Russian Government and Politics, 2013

Course Requirements

Students will attend class, read assigned readings and participate in class discussion. There will be two midterm examinations (essay and identification questions), a research paper and a final examination. For the paper, students are required to identify a current issue or political process in Eastern Europe, investigate the impact of their chosen topic across states in the region, and utilize this evidence to make a compelling, persuasive argument of its significance. Further details about the paper will be handed out at a later date. Topics must be approved in advance by the instructor and a draft must be submitted before the due date.

First Examination 25% Second Examination 25% Paper 25% Final Examination 25%

Grading scale: A = 90% or higher; B = 80 – 89%; C = 70-79%; D = 60 – 69%; F = >59% Although not a formal part of the grade, class participation is strongly encouraged as it is an essential element of the course and attendance and participation will benefit those students with a borderline grade. Make-up examinations will only be accepted with the prior approval of the instructor and late papers without prior approval will be penalized. Any form of academic dishonesty such as cheating, plagiarism or downloading papers from the Internet will not be tolerated. Students found guilty of such actions will receive a zero for the work in question and also be subject to university disciplinary requirements.

Disability Services

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

Title IX Policies

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

Course Outline

March 13-17 – Spring Break – No Classes

February 27 – First Examination

March 27 – Second Examination

May 11 – 8-10 – Final Examination

Weeks 1-3 Introduction, Russia/USSR in the 20th Century Shiraev Part One

Weeks 4-6 The Invention of Russia Ostrovsky, Wolchik Ch. 14

Weeks 7-9 Russian Institutions Shiraev Part Two and Three

Weeks 10-12 Transitions Wolchik Chs 2-7, 14-15

Weeks 13-15 Russian policies Shiraev Part Four

Colonnade Connections Course Proposal Local to Global Subcategory

Proposal Contact Name, E-mail, and Phone: Roger Murphy, roger.murphy@wku.edu, 745-2890
College and Department: Potter College, Political Science Proposal Date: 9/23/18

1. Course Details:

- 1.1. Course prefix (subject area), number and title: PS 361 Government and Politics of Western Europe
- 1.2. Credit hours: 3
- 1.3. Prerequisites¹: None
- 1.4. Crosslisted and/or equivalent courses (prefix and number): None
- 1.5. Expected number of sections offered each semester/year: At least one every other academic year, or if demand necessitates, one every 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).

Students will study and explore concepts, approaches and theories associated with Western European politics. The course examines the significance of political ideology, nationalism and identity and globalization and the interaction of these forces with domestic, institutional and individual variables within Western Europe.

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

I contend that there are a combination of factors which make this course a capstone learning experience. Although the course focuses primarily on the political processes and institutions of Western Europe at regional, state and international levels the contribution of other disciplines is central for students' ability to analyze, compare and assess the similarities and differences within the region, the relative successes and failures in terms of policy and participation and on the prospects for future political stability. The historical development of these states, their economic systems, cultures and societal differences are important elements of the class. Secondly, this course examines a region which has long influenced other parts of the world politically, economically and culturally. Many of our students have themselves been to Western Europe or are familiar with some of the states within the region. Countries like the United Kingdom, France, Germany and Italy continue to evoke powerful images due to their long histories and periods of both triumph and catastrophe. It is a region that shares democratic political traditions and capitalist economic traditions with the United States. However, it is also a region where different institutional frameworks exist and political cultures encourage different policy options when compared to the US. An examination of the success of these institutions and policies allows students to consider alternative democratic structures and policy options and provides in part the ability to compare and measure the relative success of our own institutions and political processes. The region also faces many of the same challenges facing the US due to globalization and other pressures. Concerns over the scale of government, the scope of its responsibilities, individual liberty and national identity had put similar pressures of political

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

institutions and raised concerns about democratic stability, political representation and government accountability. The course offers a regional insight into the challenges facing democracies in the 21st Century.

The course is divided into different sections based upon particular case studies of states within Western Europe (the United Kingdom, France, Germany, Italy and Spain). Students will examine the institutional structure of these states, identify important elements in their political history and identify and discuss particular challenges and issues facing each of these states today. During this part of the course specific class periods are reserved for students to examine and discuss politics in Western Europe from a comparative perspective. This allows the class to engage in cross-national study, identifying patterns or differences between the selected European states and to look at evidence from elsewhere in Western Europe. Students will move beyond the specific, local process, institutions and issues to examine their regional significance. An on-line issue forum will allow for debate over current events in the region. The final part of the course examines the European Union and specific course periods during this section are reserved for discussion for both the local implications of EU processes and also the global implications.

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

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
<p><i>Example: Analyze issues on local and global scales.</i></p>	<p><i>Example: Students will analyze a range of issues relevant to an understanding of African American internationalism and Diaspora Studies. Two specific examples are:</i></p> <ul style="list-style-type: none"> <i>• An emphasis on African American civil rights activism, paying particular attention to how non-violent struggles for citizenship rights in communities in the southern United States impacted the direction of the civil rights advocacy on a national level as well as African independence struggles on an international level.</i> <i>• An emphasis on how African liberation movements and the image of newly independent African states inspired an African American struggle for respect and recognition. Emphasis in this regard will be given to those spaces that facilitated the creative interaction between African and African American communities, namely churches, historically black colleges, newspapers, and political organizations. Organizations like the Pan African Congress movement linked the struggle for Civil Rights in the United States to struggles for African independence.</i>

<p>1. Analyze issues on local and global scales.</p>	<p>This course examines the institutions and political processes of Western Europe and the significant historical, economic and political legacy of this region. Western Europe provided the world with the great political ideologies of liberalism, conservatism and socialism and now offers a new experiment with the supranational institutions of the European Union (an effort to overcome the nationalism and instability of the 20th Century). It also examines the reemergence of nationalism (and the issues of devolution and state fragmentation), the challenge of populist movements (in response to globalization and immigration) and the 2010s crisis facing the EU (demonstrated by the Euro debate and BREXIT). The course will also examine the political systems of this region, such as the classic British parliamentary model, the French hybrid prime ministerial-presidential system and the democratic corporatism of Germany and discuss broader issues facing democracies in terms of political participation, representation and stability.</p>
<p>2. Examine the local and global interrelationships of one or more issues.</p>	<p>Examine the local and global interrelationships of one or more issues. The course examines several key issues such as the political tensions which have arisen in a region where the supranational institutions of the EU and the forces of globalization have put pressure on domestic institutions, fostered populist and non-traditional political movements, reignited nationalism and debates over identity and weakened the traditional societal cleavages that had determined political parties and voter choice. For example, students will study the movements toward independence/devolution in Scotland, Catalonia and northern Italy. They will explore the factors leading to the BREXIT referendum and its possible consequences both for the United Kingdom and the EU, the rise of non-traditional politicians in elections (such as the last French presidential election), the reemergence in popularity of the far-right (such as in the elections in Germany and Sweden), the Pirate Party movement and the decline in voter turnout. The pressures of the current issues, for example, the refugee crisis, Russian pressure and the relationship with the United States in certain policy sectors (such as the environment, trade and defense spending) will be also be addressed.</p>
<p>3. Evaluate the consequences of decision-making on local and global scales.</p>	<p>Western Europe provided the world with the great political ideologies of liberalism, conservatism and socialism and also sparked the industrial revolution. The success of these movements and the consequences of imperialism spread these ideas, processes and institutions across the globe. However, the region also suffered through two World Wars in the Twentieth century as a result of ideological conflict, economic rivalry and the fragmentation caused by nationalism. Since the Second World War, economic growth, the creation of institutional linkages at the European level and domestic policies such as devolution provided long hoped for stability and growth. 21st Century challenges facing the region at the local, state and regional level provides both opportunities for self-governance but also for political fragmentation, unrest and instability. For example, the success of populist politicians could usher in a return of militant nationalism and threaten the future of the EU. Western European stability will have broader implications for international cooperation and great power competition.</p>

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

- Students will be able to describe the field of Western European politics.
- Students will be able to define key individuals, institutions and regional and global processes affecting the states of Western Europe.
- Students will be able to conduct basic comparative research, identifying internal and external independent and dependent variables as related to West European politics utilizing relevant theory and concepts.
- Students will be able to analyze the interconnectedness of domestic, regional and international processes, conditions, norms and institutions affecting West European states and societies at both the micro and macro levels.

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

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i> . Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
<i>Example: Analyze how systems evolve.</i>	<i>Example: The department will use several questions, added to the final exam, in order to assess how well the course’s learning outcomes are being met. Each question will correspond to a separate Connections Student Learning Outcome for the Systems Subcategory.</i>	<i>Example: At the end of each semester the final exam answers of 30% of the students in the course will be selected at random for assessment. Each answer will correspond to one of the three Colonnade Student Learning Outcomes. At the beginning of the next semester a faculty member will assess each answer using the attached rubric. The names of the students and of the instructor will be eliminated before the assessment takes place. Assessment results will be communicated to the Department Head, who will then follow up with the faculty who teach the course and the department.</i>
1. Analyze issues on local and global scales.	Students are required in their first two exams to illustrate a thorough understanding of the development and operation of the institutions of government, current policy issues and political processes in the chosen case studies.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.

2. Examine the local and global interrelationships of one or more issues.	Students will achieve this through the on-line issue forum where specific questions will require an analysis of the interrelationship of issues across state borders and cross-country comparison.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.
3. Evaluate the consequences of decision-making on local and global scales.	The final paper does exactly this, as students are required to critically analyze a chosen policy issue or political process within the region. The final examination, based upon the European Union also meets this criteria.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.

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

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

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

The committee's targets are:

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

Below is a sample of the holistic rubric that may be used to assess the Connections learning objectives for PS 361:

Local to Global Connections Learning Objectives	Criteria			
	1 Poor (does not meet basic expectations)	2 Average (meets basic expectations)	3 Good (exceeds expectations)	4 Outstanding (far exceeds expectations)

Analyze issues on local and global scales.	Has a very limited understanding of the history and evolution of key components of state governments	Has a basic understanding of the history and evolution of key components of state governments	Can meaningfully analyze the history and evolution of key components of state governments	Critically analyzes the history and evolution of key components of state governments
Examine the local and global interrelationships of one or more issues.	Has a very limited understanding of how individual components contribute to state governments	Has a basic understanding of how individual components contribute to state governments	Can meaningfully discuss how individual components contribute to state governments	Demonstrates sophisticated understanding of how individual components contribute to state governments
Evaluate the consequences of decision-making on local and global scales.	Exhibits very superficial understanding of how system-level thinking informs decision making and public policy	Exhibits a basic understanding of the key decision makers and the consequences of the decision-making process	Meaningfully evaluates the consequences of the decision-making process on public policy and system sustainability	Demonstrates a nuanced and well-developed analysis and advanced evaluation of how system-level thinking influences decision-making and public policy

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

The research paper required for this course will function as the primary assessment artifact. In this assignment, students are required to identify a current issue or political process in Western Europe, investigate the impact of their chosen topic at both the local and regional level, and utilize this evidence to make a compelling, persuasive argument of its significance.

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

Political Science 361 – Politics of Western Europe

Dr. Roger Murphy

Western Kentucky University

Spring 2017

Office: Grise Hall 308

M,W,F 10:20-11-15, Grise Hall 344

Phone: 745-2890

E-mail: roger.murphy@wku.edu

Office Hours: M,W 11:30-12:30 & 2-3 or by appointment

Overview

Western Europe is a region that is familiar to many of us because of its often turbulent history, imperial legacy and cultural and economic importance. This course examines the institutions and political processes of Western Europe and the significant historical, economic and political legacy of this region. Western Europe provided the world with the great political ideologies of liberalism, conservatism and socialism and now offers a new experiment with the supranational institutions of the European Union (an effort to overcome the nationalism and instability of the 20th Century). The democratic nature of the region, its relative political and economic stability since the second half of the 20th Century and shared cultural values and norms have established strong links between the region and other democratic states in the world, particularly the USA. However, the forms of government practiced in this region are quite different from the USA and there are marked variations within the region itself. During this course we will examine different types political system, such as the classic British parliamentary model, the French hybrid prime ministerial-presidential system and the democratic corporatism of Germany. We will analyze the advantages and disadvantages of various types of electoral system and single party versus coalition government. These different systems have a significant influence on the forms of political behavior and issues of political representation and government accountability. Furthermore, institutional processes and political culture in Western Europe has also shaped different forms of policies, such as the social democratic systems of Scandinavia, the state-centric model of France and corporatist and consociational structures in the Netherlands and Germany. An understanding of the institutions, policies and processes of the region allows students to consider democratic alternatives and also help evaluate the functioning of the US system itself.

It is also important to recognize that Western Europe is also facing a number of political, social and economic challenges. The European Union has allowed for the free movement of people and created a single market but at the same time has raised issues of accountability and perhaps more alarmingly, given the region's past, of identity and nationalism. So-called postmodern issues have also raised concerns over the effectiveness of traditional political parties and institutions encouraging the rise of movements that seek to reform existing political structures, leading to electoral instability and volatility. Furthermore, the challenges of globalization and current international crises (for example, issues of immigration, the refugee crisis or contending with a resurgent Russian foreign policy) have also encouraged populist movements and rekindled (or sparked) extreme political movements. The impact of these pressures has been clearly demonstrated in recent elections (and referenda) throughout the region and this course will assess their impact and the potential local, regional and global consequence of these events.

Required Readings

Ronald Tiersky and Erik Jones, editors, *Europe Today*, 5th Edition

Michael Gallagher et al, *Representative Government in Modern Europe*

Students should also regularly check the Economist website (www.economist.com)

Learning Outcomes

Students upon completion of this course will be able to

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

- Describe the field of Western European politics.
- Define key individuals, institutions and regional and global processes affecting the states of Western Europe.
- Conduct basic comparative research, identifying internal and external independent and dependent variables as related to West European politics utilizing relevant theory and concepts.
- Analyze the interconnectedness of domestic, regional and international processes, conditions, norms and institutions affecting West European states and societies at both the micro and macro levels.
- Describe the effects of global processes including economic integration, transcultural diffusion, liberalization, and democratization on West European state institutions and societies.

Course Requirements

Students will attend class, read assigned readings and participate in class discussion. There will be two midterm examinations (essay and identification questions), forum, a research paper and a final examination. Further details about the forum will be handed out at a later date.

First Examination	20%
Second Examination	20%
Issue Forum	10%
Paper	25%
Final Examination	25%

Writing Assignment: This assignment will require you to write a persuasive essay arguing for a position on issue of your choice. In this paper you should make sure to:

1. Provide an in-depth description your chosen topic.
2. Discuss the impact of this issue at both the state and regional level.
3. Identify the pros and cons of this issue in terms of political stability.
4. Evaluate policy alternatives to address this issue.

The paper should be no more than twelve pages in length (12 point font). Topics must be approved in advance by the instructor and a draft must be submitted before the due date.

Grading scale: A = 90% or higher; B = 80 – 89%; C = 70-79%; D = 60 – 69%; F = >59%

Although not a formal part of the grade, class participation is strongly encouraged as it is an essential element of the course and attendance and participation will benefit those students with a borderline grade.

Make-up examinations will only be accepted with the prior approval of the instructor and late papers without prior approval will be penalized. Any form of academic dishonesty such as cheating, plagiarism or downloading papers from the Internet will not be tolerated. Students found guilty of such actions will receive a zero for the work in question and also be subject to university disciplinary requirements.

Disability Services

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

Title IX Policies

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

Course Outline

March 9-13 – Spring Break – No Classes

February 27 – First Examination

March 27 – Second Examination

May 14 – 10:30-12:30 – Final Examination

Weeks 1-3	Introduction (Tiersky, Introduction) United Kingdom (Tiersky Ch.2)
Week 2:	Comparing Executives (Gallagher Ch.2)
Week 3:	Comparing Parliaments (Gallagher Ch. 3)
Weeks 4-6	France (Tiersky Ch.1) Week 4: Constitutions (Gallagher Ch. 4)
Week 5:	Levels of Governance (Gallagher Ch. 6)

- Week 6: Building and Maintaining a Government - majoritarian and coalition governments (Gallagher Ch. 12)
- Weeks 7-9 Germany (Tiersky Ch.3 & 13)
- Week 7: Does Representative Government Make a Difference - policy outputs (Gallagher Ch. 13)
- Week 8: Politics outside Government (Gallagher Ch. 14)
- Week 9: Elections, Electoral Systems and Referendums (Gallagher Ch. 11)
- Weeks 10-11 Italy (Tiersky Ch.4)
- Week 10: Patterns in Party Politics and Party Systems (Gallagher Ch. 7)
- Week 11: Nationalism and identity (Gallagher Ch. 8)
- Week 12 Spain (Tiersky Ch.6)
- Week 12: Societal developments (Gallagher Ch. 9)
- Weeks 13-15 The European Union (Tiersky Chs. 9-11))
- Week 13: Globalization pressures (Gallagher Ch. 10)
- Week 14: The European Union and Representative Government - issues of accountability (Gallagher Ch. 5)

Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact Name, E-mail, and Phone: Soleiman Kiasatpour, Soleiman.kiasatpour@wku.edu , 270-745-6359

College and Department: Potter College, Political Science

Proposal Date: 9/22/2018

1. Course Details:

- 1.1 Course prefix (subject area), number and title: PS (Political Science) 352 – International Relations of the Middle East
- 1.2 Credit hours: 3
- 1.3 Prerequisites¹: None
- 1.4 Crosslisted and/or equivalent courses (prefix and number): None
- 1.5 Expected number of sections offered each semester/year: 1 every other year, or as needed
- 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).

PS352 examines concepts, approaches and theories associated with the international relations of the Middle Eastern region broadly defined. The effects of system/global level variables such as globalization and interstate war and conflict and cooperation and their interaction with domestic-, institutional-, and individual-level variables at the local levels are examined in the context of regional and extra-regional international relations. The Middle East and north Africa constitute a regional security/cooperation complex or system as described in the international relations literature. This refers to, in the context of security, a region in which members have mutual fears/threats that involve each other. The actions and interactions among states in the region constitute a security system/complex. Thus, since 1979, a revolution, and three major wars have affected the interactions of members of this system and beyond. Understanding these interactions can help explain why the region has been conflict-prone and how to improve the chances for decreasing conflict over time.

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.

PS352- International Relations of the Middle East examines a region with which we are more and more involved and engaged at multiple levels. Many of our students have themselves been, or have had a close friend or family member, who have been deployed to Iraq or Afghanistan. We have initiated an Arabic major and continue to attract Arab and other Middle Eastern students to our campus. The threat from the so-called “Islamic” State and Al-Qaeda and other terrorist organizations from this region persists. Our dependence on oil from the region continues. U.S. involvement in Iraq, conflictual relations with Iran, ongoing support for Israel, and increasing alliances with Arab states of the Persian Gulf, link the MENA with our communities economically, strategically and politically. Concepts, theories and principles of foreign policy and international politics are applied to a host of issues that are important for the economic well-being and security of each and every student. PS352- International Relations of the Middle East engages students by enabling them to apply concepts, theories, skills and knowledge gained through the Foundations and

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

Explorations coursework. Human communication, world history at the Foundations level, and, social and behavioral science at the Explorations level are integrated through the course material and applied through required learning activities. The course focuses on security issues and political economy. Macro- and micro-economic theories look at the challenges facing oil and non-oil economies of the region. Sociological theories of revolution and social identity are also integrated in the study of the international relations of the MENA.

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

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
<i>Example: Analyze how systems evolve.</i>	<i>Example: Students analyze both the development and evolution of the mental system within an individual (e.g., (i) the utilization of various mental and sensori-motor components in an individual's development of a theory of mind and a capacity for joint attention, and (ii) causal and historical conditions of reference of singular terms and their neural realizers in an individual's cognitive system) as well as the essential role that causal history plays in the development across individuals of mental states with propositional contents (e.g., how the evolution of syntactic processing in humans' mental system can account for conditions of veridical representation of one's environment).</i>
1. Analyze how systems evolve.	PS352 – International Relations of the Middle East focuses on the development of the modern state system and evolution of diplomatic and interstate relations among the states of the broadly defined Middle East and North Africa (MENA). It employs individual, domestic and international levels of analysis to examine the causes of political events and processes, such as, nationalism, war, trade relations, sectarianism and alliances, to name several. As a highly geostrategic region, which is bounded by Europe, Asia and Africa, the MENA has been the cradle of civilization and an area where domestic, regional and global forces intersect and collide. Middle East studies, similar to other area studies, utilizes both comparative politics and international relations methodologies. The former focuses on domestic politics, institutions and processes, and the latter, mainly, on the relations among states and the effects of non-state actors on the international system. PS352 focuses beyond domestic politics to study a region that has been the site of the coming together of different empires, ideologies and competing powers. As the birthplace of three of the world's largest religions—Judaism, Christianity and Islam, the source of over two-thirds of the world's oil and gas reserves, and a historical route to Africa and Asia, a perennial center of competition for the world's Great Powers, the MENA states are ideal for studying the intersection of intraregional and global forces. While since World War II the states within the system have been analyzed in the context of East-West power dynamics, after the Cold War, the region has seen the rise of more independent regional actors—such as Iran, Iraq, Saudi Arabia, Israel and Egypt. The rise in the price of oil, the emergence of political Islam, the Arab-Israeli conflict, the Syrian and Yemeni

	proxy wars, and the militarization of the region are modern processes that can be studied from a systems approach.
2. Compare the study of individual components to the analysis of entire systems.	The course looks at several key actors (state and non-state) such as Turkey, Iran, Saudi Arabia and Egypt and OPEC, the Gulf Cooperation Council and formal and informal alliances. Diplomatic histories focus on the individual states and their relations with neighbors and other members of the broader system. A systems approach examines the interconnectedness of states to other states across the region. For example, Iran and Saudi Arabia both try to influence the politics of Lebanon and the Levant. It also looks at the role of outside states that intervene and or are involved in the system such as the United States. The Middle East broadly defined includes smaller systems within the overall system, which encompass different yet inter-related issues and questions, such as, Persian Gulf issues or Arab-Israeli issues or bilateral territorial disputes which all can be analyzed individually and as part of the broader system.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Middle Eastern regional relations and international politics are both analyzed. As such numerous policies such as Egypt's decision to sign the Camp David Accords, Saddam Hussein's decision to invade Iran and then Kuwait, Iran's decision to nationalize its oil industry, and more recently, to sign a nuclear deal with the "west" are evaluated. Each policy is studied from its formulation through implementation and evaluation. The effects of other actors within the system and beyond (the United States, USSR/Russia, European Union, the United Nations and international oil companies, for example, on the system and these processes are assessed and evaluated. For example, using world systems theory, which looks at the global economic system in terms of the relationship among the core (rich countries), semi-periphery (emerging markets), periphery (developing world), in the context of the Middle East and north African international relations system, one can evaluate the relationships between major oil-producing and oil importing states of the region with international financial institutions and the effects on economic development and financial dependency. The following phases of the decision making process of individual states and leaders is explored for each case study: a) translating national interest considerations into specific objectives b) determining the international and domestic situational factors related to the policy goals c) analyzing capabilities for achieving the results d) developing a strategy to reach the goal e) undertaking the requisite action f) review of the process to evaluate success in reaching goals

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

Students upon completion of the course will be able to

- Describe the field of international relations of the Middle East and North Africa (MENA).
- Define key individuals, institutions and processes affecting the international relations of MENA.
- Utilize different theories of international relations to explain change and continuity within the MENA security system.
- Conduct basic research, identifying independent and dependent variables as related to MENA international relations and utilizing relevant theories and concepts such as balance of power and constructivism.
- Understand the interconnectedness of domestic, regional and international processes, conditions, norms and institutions affecting the regional security and political economy systems of the region.

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

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i> . Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
<i>Example: Analyze how systems evolve.</i>	<i>Example: The department will use several questions, added to the final exam, in order to assess how well the course’s learning outcomes are being met. Each question will correspond to a separate Connections Student Learning Outcome for the Systems Subcategory.</i>	<i>Example: At the end of each semester the final exam answers of 30% of the students in the course will be selected at random for assessment. Each answer will correspond to one of the three Colonnade Student Learning Outcomes. At the beginning of the next semester a faculty member will assess each answer using the attached rubric. The names of the students and of the instructor will be eliminated before the assessment takes place. Assessment results will be communicated to the Department Head, who will then follow up with the faculty who teach the course and the department.</i>
1. Analyze how systems evolve.	The first set of Chapter/Reading Discussion Questions and Class Discussion Writing Assignments and the first exam review the emergence and evolution of the modern state system and security/economy systems of the MENA.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.
2. Compare the study of individual components to the analysis of entire systems.	Two foreign policy briefs focusing on a unique state in the region and its policies in the broader context of economic and	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.

	or security organizations and alliances will be assessed.	
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	The Foreign Policy Analysis Report focuses on a broader theme in international relations of the Middle East. State leader decisions, their effects on the system and the role of regional and extra-regional actors are studied.	A portion of the class will be sampled and assessed according to the rubric below. The goal is that at least 70% will receive a 2, and at least 30% will receive a 3.

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

The Department of Political Science will establish an assessment committee to evaluate the effectiveness of PS352- International Relations of the Middle East in meeting the stated learning objectives. Each academic year, the committee will collect a random selection of research papers and examinations with all identifying student information removed. The committee will review each sample and separately assess each unique Colonnade objective using the following scale. This will produce three separate scores to evaluate the sample's effectiveness in (1) analyzing how regional and international relations have evolved, (2) examining how individual actors within the system affect the system as a whole, and (3) evaluating how system-level thinking informs decision-making, public policy, and system sustainability.

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

The committee's targets are:

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

The following rubric will be used for assessment purposes:

	1. POOR	2. AVERAGE	3. GOOD	4. OUTSTANDING
--	----------------	-------------------	----------------	-----------------------

	(does not meet basic expectations)	(meets basic expectations)	(exceeds expectations)	(far exceeds expectations)
1. Analyze how systems evolve	Has a very limited understanding of security and political-economy systems	Has a basic understanding of security and political-economy systems but not how they evolved	Has a meaningful understanding of security and political-economy systems and how they evolved	Critically analyzes the evolution and development of political-economy systems
2. Compare the study of individual components to the analysis of entire systems.	Has a very limited understanding of state foreign policy formulation and its effects on the MENA system.	Has a basic understanding of state foreign policy formulation and its effects on the MENA system.	Has a meaningful understanding of state foreign policy formulation and its effects on the MENA system.	Has a nuanced understanding and critically analyzes state foreign policy formulation and its effects on the MENA system
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself	Has a very limited understanding of the connections among system-level variables, decision-making and public policy and system maintenance	Has a basic understanding of the connections among system-level variables, decision-making and public policy and system maintenance	Has a meaningful understanding of the connections among system-level variables, decision-making and public policy and system maintenance	Has a nuanced understanding of and critically analyzes the connections among system-level variables, decision-making and public policy and system maintenance

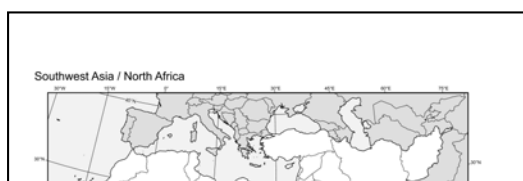
7. Evidence & Argument Artifact. As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate 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 Foreign Policy Analysis Report may be used as the main artifact. It focuses on a broader theme in international relations of the Middle East. State leader decisions, their effects on the system and the role of regional and extra-regional actors are examined. Each student will be assigned a unique MENA state or regional institution for which to become a “Foreign Policy Analyst”. Throughout the course the student will study and discuss their state or organization’s position and policies across a variety of issues. Students will argue how these positions and policies affected the system and interactions with members of the system and extra-regional actors. This active learning process will require the student to present evidence and provide argumentation and analysis. Ultimately, the student will research one or more key themes related to the international relations of the Middle East in a focused Foreign Policy Analysis Report using local media sources, diplomatic sources and traditional scholarship and present their findings to the class.

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.

PS352 – International Relations of the Middle East

Professor Kiasatpour



Objectives and Course Description:

PS 352 – International Relations of the Middle East is an elective course for the major in international affairs and for political science. It focuses on the international relations of the Middle East looking at conflict and cooperation from multiple levels of analysis. The course also fulfills the **Colonnade Requirement, Connections – subcategory, Systems** while attaining the following general learning goals:

<p>Colonnade Connections: Systems</p>	<ul style="list-style-type: none">• How systems evolve• Compare the study of individual components to the analysis of entire systems• Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.
--	--

Throughout the course, we grapple with a host of questions and issues, including some of the following (whether these are the right questions to ask to understand the international relations of the Middle East is a matter of debate)—

1. Where is the Middle East?
2. What is the Middle East security system? How has it evolved?
3. Why is the Middle East such an important geostrategic region?
4. What are the effects of colonialism and neocolonialism in the region on security and development?
5. Why is there so much political violence associated with the Middle East?
6. How is power distributed across the system?
7. Why have extra-regional powers, such as, Britain and the U.S., intervened militarily in the region over time?

Answers to these questions are often based on deep passions and misperceptions. One reason is that the Middle East is the birthplace of three important religions of the world— Judaism, Christianity, and Islam. The Middle East and north Africa (MENA) have also been contested by various Great Powers over time. All the states of the region have been at one time or another a direct colony or within the sphere of influence of one or more Great Powers (Iran and Turkey to a lesser extent). The region includes some of the newest states in the international system. For example, Bahrain, Qatar and the United Arab Emirates only became independent in 1971.

While this course cannot promise to address all of these queries, it attempts to provide you with enough background and insight for you to better analyze the issues confronting the region and the international community than what you might “learn” from the media. This course is an *introduction* to the international relations of the Middle East and North Africa (MENA). For purposes of this class, the region includes, mainly, those countries traditionally classified as the Middle East— from Morocco in the west, through the

states of North Africa, to Turkey in the north, and Iran and the Arabian peninsula to the east. Given the breadth of the region, it is impossible to cover all states. Depending on the class size, students will choose states to focus on throughout the course and become “Foreign Policy Analysts.” For purposes of class lecture, key countries and concepts will be focused upon. In addition to states, non-state actors and quasi-state actors such as the Arab League, Organization of Petroleum Exporting Countries (OPEC), the Organization of Islamic Conference (OIC), the Gulf Cooperation Council, and the Palestinian Authority, the Kurds, and ISIS, to name several, will be examined.

We will delve into the international relations of the area using the following theories: realism, neorealism, liberalism and neoliberalism, constructivism and world systems theory, elite theory, and the theory of democratization / liberalization. Each of these “theories” has dominated the field of international politics, in general, and the sub-field of MENA politics at one time or another.

The Gulf War, the Iran-Iraq War, Islamic revival, the Arab-Israeli peace process, and the “war on terrorism,” and “Arab Spring” are some of the political phenomena we will be analyzing. Special emphasis is placed on key countries of the region such as Egypt, Iran, Saudi Arabia, Israel and Palestine and Turkey and their relations with each other and their allies and adversaries.

By the end of the course, we should be able to better understand the international relations of the region and the prospects of these relations in the new millennium. Along the way you will participate in class discussions, conduct foreign policy analyses, write analytical reactions to readings, and engage in critical thinking. As a result, skills that you will need in your future careers and educational endeavors will be enhanced. Given the wide range of backgrounds that you as students bring to the classroom, the sessions should be lively and informative.

LEARNING OUTCOMES

Students upon completion of the course will be able to

- Describe the field of international relations of the Middle East and North Africa (MENA).
- Define key individuals, institutions and processes affecting the international relations of MENA.
- Utilize different theories of international relations to explain change and continuity within the MENA security system.
- Conduct basic research, identifying independent and dependent variables as related to MENA international relations and utilizing relevant theories and concepts such as balance of power and constructivism.
- Understand the interconnectedness of domestic, regional and international processes, conditions, norms and institutions affecting the regional security and political economy systems of the region.

Teaching Philosophy: We all can benefit from this class. I have always learned from my students and this class is no exception. For my part, I will try to facilitate your exploration of an interesting, challenging and critical subject. I would like to instill a sense of urgency in you regarding the political processes that affect your lives. You are expected to go beyond the “normal” requirements of any given college course. In other words, your grade for this course will reflect the effort you put into understanding and critically analyzing the course material. Participation and thoughtful deliberation are encouraged and rewarded. Hopefully, upon completion of this class, you will become an effective student-activist and be passionate about the issues that affect your life and / or pursue more advanced courses in the field.

Academic Freedom / Respect for Others

Please share your views that are relevant to our class materials and allow others to express themselves as well. Whenever you refer to someone in class, use their first name. If you do not know the student’s name, just ask. Each student is encouraged to participate in class discussions.

The politics of the Middle East is fraught with issues that have deep religious, political and social dimensions. Students may not only disagree with each other, but may also have different views from the instructor on sensitive and volatile topics. It is my hope that these differences will enhance class discussion and create an

atmosphere where students and instructor alike will be encouraged to think and learn. Therefore, be assured that your grades will not be adversely affected by any beliefs or ideas expressed in class or your assignments. Rather, **we will all respect the views of others when expressed in classroom discussions.**

Required texts: All required texts are available at the University Bookstore and via online book retailers.

Main course text:

Fawcett, Louise (ed). 2016. The International Relations of the Middle East. Fourth Edition, Oxford University Press.

Online Required Readings – posted on Blackboard or sent via email, which will be covered on all the exams. These are marked**.

Course Requirements and Attendance Policy: Students are required to attend all lectures and complete all assigned readings, written assignments, and tests on or before the dates scheduled. Attendance will be taken every class meeting. Up to TWO UNEXCUSED ABSENCES are allowed only. Beyond that, I will deduct TWO percentage points for each additional absence from the total course grade. In other words if you have a total of 5 absences and you had an 83 (a “B”) in the course you would wind up with a 79 (a “C”). I will keep a running “number of absences” column in the grade book of BB.

It is the student’s responsibility to let me know if s/he is going to miss a particular class session (Beyond your 2 unexcused absences) PRIOR to class or immediately after class if that is not possible. I reserve the right to determine which absences are “excused.” Generally, only DOCUMENTED medical or emergency situations fall in this category. If these absences are excessive, you may be asked to drop/withdraw from the course.

It is the student’s sole responsibility to drop the class if s/he decides to no longer continue attending.

- Students are to show up for class on time and leave when class is over.

How to Communicate with your Professor:

In a face-to-face course, communication should be done first and foremost before or after class or during office hours. If it is a general question, it should be asked in class so that others can benefit from the information as well. If necessary, you may email me or call me (least preferred method). Professor-to-class communication in this course is primarily done in class and via e-mail, Blackboard interface (announcements, discussion board and the email utility).

In any email correspondence include:

1. in your subject heading, type “PS 352” AND a “topic” (non-substantive subject headings will be ignored) Example of a substantive heading, “PS 352- Reading Assignment Questions for Fawcett”. Subjectless emails go to my junk folder and are often deleted automatically without being read.
2. use a salutation, such as, “Dr. Kiasatpour,”
3. an email message which uses ALL the same conventions as any other piece of academic writing. i.e., Capitalization and punctuation, a meaningful message, and a formal closing and “signature” [e.g., Regards, John Doe] I will ignore emails which do not follow these guidelines. Even an email can help to improve one’s writing.
4. For my part, when I receive your emails and or phone calls, I will try to respond within 48 hours or sooner and react as best as I can based upon the information you provide me.

How to SUCCEED in this course:

- a) read and understand the syllabus and weekly schedule

- b) follow all directions
- c) actively read all assigned material
- d) come to class and reflect on what you have read or what is said
- e) complete all assignments on time
- f) study hard for each quiz and exam
- g) make sure you have a reliable connection and computer when taking quizzes and or online exams
- h) discuss your paper topic with me early on and often

- *Many of my students have been non-majors and from all backgrounds and at all levels of their college career. Many of them have done well. You can too! Do not be overwhelmed, just follow the above guidelines and things will work out overall.*

Academic Honesty and Integrity: You are expected to maintain a high standard of academic integrity. Plagiarism and academic dishonesty will not be tolerated. Violation of these standards are dealt with according to departmental and university guidelines. If you are not sure, cite your source! Here are excerpts from p. 27 of the Western Kentucky University Undergraduate Catalog (2001-2003) concerning academic honesty:

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

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

Important Grading and Testing Policies:

- LATE WORK WILL NOT BE ACCEPTED. MAKE UP EXAMS WILL NOT BE GIVEN.
- IF YOU FAIL TO COMPLETE ANY ASSIGNMENT OR MISS AN EXAM by its due date, you will receive a ZERO for that portion of the course.

Final letter grades are awarded based on the following percentage point totals:

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

****** NOTE: All of your Assignments/Exams that are turned in via email or Ass’t Link need to include the following Honesty Statement & Word Count at the bottom:**

*This assignment (exam) represents my own work. I have not incorporated into this assignment (exam) any ****unacknowledged**** material from the work of another person, including papers, words, ideas, information, computer code, data, evidence-organizing principles, or style of presentation taken from the Internet, books, periodicals, or other sources.*

Word Count _____ words

_____ Signature (type your name) _____ Date

Course Expectations:

For my part, I will be available during office hours and or at a mutually convenient time to discuss any course related work. I usually respond rapidly to email. Students are expected to attend all lectures and complete all assigned readings, written assignments, and tests on or before the dates scheduled.

THE FINAL COURSE GRADE will be based on your performance in the following FIVE areas:

1) Chapter/Reading Discussion Questions and Class Discussion Assignments = 10%

As noted on the schedule of assignments, students will bring to class a typed out sheet of 2-3 discussion questions for the readings assigned. For example, discussion questions prompts may include, question(s) raised in the article/chapter, and also questions you believe are relevant but are not answered or addressed. Provide an answer to one of the questions and bring to class. Example:

Reading Discussion Questions – “The Making of the Modern Middle East,” by Gasper

1) What does the author mean by the terms “Old Regime” and “New Middle East”?

2) What were some of the ramifications of the redrawing of the Middle East map after WWI?

3) In what ways were changes in the Middle East affected by the Great Powers of the day? Refer to two different MENA states and two different Great Powers.

Answer: Many MENA states were directly colonized by the Great Powers. For example, France colonized Algeria and considered it an “integral part of France” refusing the Algerians the right to “secede” (52). The FLN fought the French for Algerian independence from 1954 to 1962, which resulted in over 500,000 fatalities. Another MENA state affected by the Great Powers is Iraq. Iraq was a British Mandate after WWI. This meant that Britain would control Iraq until it could “stand by themselves” (29). The British took three former Ottoman administrative units: Mosul, Baghdad and Basra, and tried to combine them into a “new” Iraq (30). Perhaps, much of the current disunity in Iraq is a result of the post WWI restructuring of Iraq.

2) Exam 1 = 20%

3) Critical analysis briefs of two foreign policies of your state and (other state or nonstate actor) (10% each = 20%)

4) Final Exam = 20%

5) Foreign Policy Analysis Report (30%)

- a) Compilation, synthesis and application of at minimum of 8-10 summarized articles on an assigned theme or issue in international relations of MENA. Focus on one of our chapter topics/themes and examine them more thoroughly using foreign policy analysis from different MENA sources. The articles should be varied- two MUST be from the media of a MENA state(s) or from a native expert, at least THREE should be from social science journals and the remaining may be journalistic pieces from the past two years, preferably from regional sources and or reputable dailies or newsmagazines. Examples of good sources may be found on the web links on BB. You must get instructor approval for your topic selection as well as 3-5 preliminary sources via the Outline Proposal form.
- b) Article summaries-- At the beginning of the Analytical Report, include a one-sheet abstract/focused summary of each article in the order used in the report, followed by a copy of the first and last page of the article. Each abstract/summary must address the issue and also relate that to our texts and readings.
- c) Synthesis and application: after the summaries, include an Analytical Report in which you synthesize what you learned about your issue in the context of IR in MENA and the articles you researched into a coherent report (this should not merely be a rehash of your article summaries!). Begin with an introduction on why you selected the theme or issue and how your selected states and policies is a good case study for understanding that issue in the context of Middle Eastern and North African international relations. Discuss the relevant theories and viewpoints about the

issue from our main course sources. Here you will state the issue in the context of a research question. Then apply what you have learned from the most relevant articles you researched and provide “answer(s)” to the question from the sources. Follow with a conclusion making some connections to other states in the region and the ramifications of your study for the broader MENA. The report should be between 1,500 – 2,000 words, not including the works cited page, article summaries and or Honesty Statement.

- d) Provide a works cited page.
- e) Affix the Honesty Statement and Word Count as noted in the directions for the Outline Proposal Form.
- f) Delivery method: Post to class Blackboard before class time on the due dates.

Students Requiring Accommodations:

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

Title IX & Discrimination and Harassment Policies

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." – Title IX of the Educational Amendment of 1972

For More on Title IX and Other Things You Should Know in terms of Rights and Responsibilities and Safety <https://www.wku.edu/syllabusinfo/>

Weekly Reading and Assignment Schedule to be provided (Subject to change! Class announcements supersede syllabus!!!)

Colonnade Program Course Proposal: Explorations Category

Explorations: Knowledge of Human Cultures and the Physical and Natural World
Please complete the following and return electronically to colonnadeplan@wku.edu.

Proposal Contact Name: James Kenney **E-mail:** james.kenney@wku.edu **Phone:** 270.745.6307
College and Department: School of Journalism and Broadcasting **Proposal Date:** 9/30/18

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

PJ 131 Introduction to Digital Photography
Arts and Humanities

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

1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities. This course introduces the technical aspects of the photographic medium, including ISO, aperture, shutter speed, and other functions of the camera and lens. Students practice working these functions on the camera through in-class demonstrations, exercises, and assignments. The foundational principles of composition and light are also applied through weekly assignments. Quizzes are administered so students can demonstrate an understanding of the vocabulary and technical processes of both taking the photograph and digitally processing the image in Adobe Photoshop.

2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments. Students evaluate photographs through research on photographers' commentaries about photography and photographic processes. They use their findings gleaned from reputable sources to then evaluate their own work and the work of their peers in the form of class critiques. For each critique session, three students are selected (rotated from assignment to assignment to ensure everyone has an opportunity to lead a critique) to provide initial constructive evaluations with the requirement that they defend their opinions with specific, identifiable descriptions of an image's strengths and weaknesses. The class as a whole is then invited to do the same in order to give everyone an opportunity to contribute.

3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities. Students select photographers from different photographic genres and time periods and examine how their backgrounds and perspectives influenced their work. Students then present their findings to the class for discussion and critical analysis.

4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts. Through online research, lecture, and class discussion, students examine the effects of visual reporting, especially within the photojournalism field, but also in other areas of photography.

5. Evaluate enduring and contemporary issues of human experience. Students review a diverse range of images – those created in class and those made by professionals in the field. They examine the circumstances surrounding their creation and purpose, assessing their impact in representing social and cultural values, including ethical and legal implications.

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

Course Description

(Note: This course does not qualify for photojournalism major or photojournalism minor credit)

Introduces non-photojournalism majors to the processes and aesthetic values of digital photography, including light, composition, captured moments, journalistic storytelling and ethics. Lecture concepts applied through people-oriented photography assignments and class critiques. High quality point-and-shoot or DSLR camera required (camera phones cannot be used for this course). *Course Fee*

Learning Objectives/Outcomes

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

- Examine, identify and operate the parts of the digital camera related to ISO, aperture shutter speed, exposure, lenses, flash, and focus mechanisms.
- Apply lighting, composition, and color techniques that demonstrate the technical structure and aesthetic appeal of an effective photograph.
- Practice capturing expressive moments in photographs of people.
- Develop intellectual, technical, and analytical skills to make photographs of people and events that communicate compelling stories.
- Conduct story/idea research that covers a diverse range of topics and people.
- Apply key principles of digital workflow, editing, toning, designing, and output using Photo Mechanic, Photoshop, and InDesign software.
- Practice gathering and composing written captions to increase the story value of the photographs.
- Through critiques of class photography projects, students assess the value of a photograph and explain (and defend) their reasoning behind what is effective and what needs to be improved.
- Identify notable professional photographers and demonstrate an awareness of the societal impact of their photography through written reports and oral presentations given to the class.
- Examine the ethical standards of photojournalism and compare these standards to other forms of photography.

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

Learning objectives for the course will be assessed based on a written and oral report about a photographer and the impact of her/his photographs on culture and society. Along with other required information, students will provide written evidence in the report that demonstrates a mastery of the five learning objectives:

Learning Objective 1: Students will analyze the technical quality of the photographer's work, describing such terms as exposure, lighting, composition, toning, etc., that the students have applied to their own photographs.

Learning Objective 2: Students will be required to provide a bibliography for the report to show that their analysis of the photographer and photographs is based on peer-reviewed sources.

Learning Objective 3: Students will answer a question in the report that demonstrates their understanding of the effects of societal and cultural conventions that influence the artist's photographic work.

Learning Objective 4: Students will answer a question in the report that demonstrates their understanding of how the photographer's work affects the broader society, taking into consideration iconic photographs that shape public opinion about historical events.

Learning Objective 5: Students will answer a question in the report that demonstrates their understanding of where the chosen photographer fits into the larger context of the photographic/artistic medium and how she/he has influenced other artists' photographic work.

A random sample of 30% of the total photographer reports will be assessed by the program's evaluation committee to determine the students' grasp of the learning objectives of the class.

Excellent: Written evidence must be correctly provided in 4 out of the 5 learning objective areas.

Satisfactory: Written evidence must be correctly provided in 3 out of the 5 learning objective areas.

Unsatisfactory: Written evidence correctly provided in less than 3 out of the 5 learning objective areas.

5. How many sections of this course will your department offer each semester? Two sections in the Fall semester, one section in the Spring semester, and one section in the Summer and/or Winter session.

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

See attached

To be a photographer: "You need a heart, an eye, a mind, and a magic box."

— Carl Mydans

INTRODUCTION TO DIGITAL PHOTOGRAPHY

PJ 131

M/W— 3:00-4:20

Professor James H. Kenney

School of Journalism and
Broadcasting

Office: MMTH Room 116

Office phone: 745-6307

james.kenney@wku.edu

OFFICE HOURS

Monday – 2:00-3:00

Tuesday – 12:30-1:30

Wednesday – 2:00-3:00

We can make an appointment with you if you cannot see me during the above hours. You can email me so we can arrange a meeting.

TEXTBOOK

LIFE Guide to Digital Photography: Joe McNally; purchase at bookstores or http://www.amazon.com/LIFE-Guide-Digital-Photography-Everything/dp/1603201270/ref=sr_1_5?ie=UTF8&qid=1390175896&sr=8-5&keywords=joe+mcnally

Bring your camera to class!

Attendance is vital to success in this class. There will be demonstrations that cannot be redone. Also, please be on time. Not only is this important to your grade, it allows us to get the most out of class time with the least amount of disruption.

Missing classes will affect your overall grade:

- four classes - one letter grade reduction
- Five classes - two letter grade reduction
- Six classes - three letter grade reduction

As a courtesy to both your professor and your fellow students, please turn off and put away cell phones and laptops during class. See me before class if an emergency requires you to keep your phone on during class.

COURSE DESCRIPTION

(Note: This course does not qualify for photojournalism major or photojournalism minor credit) Introduces non-photojournalism majors to the processes and aesthetic values of digital photography, including light, composition, captured moments, journalistic storytelling and ethics. Lecture concepts applied through people-oriented photography assignments and class critiques. High quality point-and-shoot or DSLR camera required (camera phones cannot be used for this course). Course Fee

LEARNING OBJECTIVES/OUTCOMES

- Examine, identify and operate the parts of the digital camera related to ISO, aperture, shutter speed, exposure, lenses, flash and focus mechanisms.
- Apply lighting, composition and color techniques that demonstrate the technical structure and aesthetic appeal of an effective photograph.
- Practice capturing expressive moments in photographs of people.
- Develop intellectual, technical and analytical skills to make photographs of people and events that communicate compelling stories.
- Conduct story/idea research that covers a diverse range of topics and people.
- Apply key principles of digital workflow, editing, toning, designing and output using Photo Mechanic, Photoshop and InDesign software.
- Practice gathering and composing written captions to increase the story value of the photographs.
- Through critiques of class photography projects, students assess the value of a photograph and explain (and defend) their reasoning behind what is effective and what needs to be improved.
- Identify notable professional photographers and demonstrate an awareness of the societal impact of their photography through written reports and oral presentations given to the class.
- Examine the ethical standards of photojournalism and compare these standards to other forms of photography.

Topics discussed (not in order and subject to change)

- Camera mechanics • Exposure Triangle • Depth of field • Light • Composition • Color • Portraits • Texture • Picture packages • Electronic Flash • Idea generation • Caption writing • Photographic history, contemporary practice and practitioners • Interacting with and photographing diverse communities of people • Action/Motion • Features • Events • Ethical boundaries in photojournalism • Digital processing and workflow using Photo Mechanic, Photoshop and InDesign • Printing processes • Sports photography • The photograph as a metaphor •

In addition to these subjects, guest speakers may visit to talk about their photography. Some flexibility in the schedule has been worked in to accommodate these speakers and other events that may arise.

PHOTOGRAPHY ASSIGNMENTS

Weekly assignments may include:

- Community Portrait • Inspiration (oral report on a professional photographer)
- Eggexercise • Texture • Love Light • Compose Yourself • Moment • Pet People
- The Word • Sport Life • Artist Portrait • Street • Choice

These weekly photography assignments receive the most weight toward your grade in this class. Each assignment is discussed in class. An assignment sheet will be provided outlining the requirements for that particular project. Practical demonstrations and examples will be used in class to aid in completing the assignments. Also included on the assignment sheet is the due date (each assign-

Grade Breakdown
 Weekly assignments – 72%
 Final project - 18%
 Quizzes/Exercises/Participation - 10%

You will receive a point grade based on a 100-point scale for each assignment. Your course grade will be calculated and given on a 100 point scale:

90-100 - A • 80-89 - B
 70-79 - C • 60-69 - D
 59-Below - F

GRADING CRITERIA

Though there is a more specific grading criteria outlined in the individual assignments, in general, your performance in this course will be evaluated based on:

- Fulfillment of assignment requirements
- Effectiveness of your idea
- Technical quality
- Creativity/Storytelling quality
- Accuracy, clarity, depth and relevance
- Meeting the deadline

IMPORTANT DATES

1/30 - Last day to drop a class without a grade.

3/10 - Last day to drop a class with a W or change from credit to audit.

3/13-3/17 - Spring break

5/8-5/12 – Finals week

Final Exam Period

5/8, 3:45-5:45 p.m.

This syllabus is subject to changes as needed.

ment is due at the beginning of class; any assignment handed in after the beginning of class is considered late). Any late assignments will result in a one-letter grade reduction for every 24 hours it is late. You must attend class on the day your assignment is due to get full credit (one letter grade will be deducted if your assignment is handed in but you are not in attendance the day of class).

The purpose of this policy is to maintain fairness and equality for all members of the class, and to emphasize the importance of class participation in the subject matter.

Everyone will have the option to reshoot two assignments during the semester. The purpose of these reshoots is to give you an opportunity to better a grade of an assignment you shot or to make up an assignment that you didn't hand in because of a missed deadline, sickness or an emergency. These reshoots need to be a completely new project (with all requirements from the original project still applying). No pictures from another project can be used for a reshoot.

You cannot begin shooting an assignment until I give out the assignment sheet in class – no previous work will be accepted. You will be learning a lot in this class, so you should see a difference between your previous photographs and what you shoot this semester!

The key to success in this course is to work consistently from day one and keep up with the assignments. Assignments will be graded on idea, creativity, technical quality, presentation and meeting the deadlines.

REPRINT

When I am grading your assignments I will sometimes find a stronger picture in your outtakes. I will give you the option to make a new print for more possible points. The deadline will be posted on the assignment sheet. You must meet the deadline in order to receive more possible points. If you miss class the day I give back the assignment, it will be your responsibility to contact me to get your assignment back in time to meet the reprint deadline (the deadline is typically within 24-hours after I hand back the assignment). Note: This new print is not a reshoot, only an opportunity to better your grade on the existing assignment. A reshoot has to be shot as a completely new assignment.

QUIZZES

There will be two quizzes that will cover material from class lectures, handouts, assignment sheets and the book. These quizzes will be given at the beginning of class and cannot be made up. It is important to keep up on your reading and readiness for class. Knowing and understanding the material covered in the quizzes will better prepare you to make effective pictures.

Required Materials

• Point-and-shoot camera, 18 megapixels or higher (no phone cameras) or a DSLR camera • At least one 8 gigabyte or higher compact flash card or SD card • Jump drive (16 gigabyte minimum) to store digital images • One pack of 500 sheets, HP Premium Choice Laser Paper, 8.5 X 11 size, 32 pound, 98 brightness

LOCATIONS TO BUY THESE MATERIALS

Online mail order (cheapest option if you buy all at once) • Dury's (Nashville) • Best Buy • Office Depot • Staples • University Bookstore

Plan on spending \$35 or more for materials beyond your camera and card. Your \$90 lab fee (paid with your tuition) covers, in part, materials provided in the lab, lab overhead and lab staff.

PLAGIARISM

All work should be yours and completed within the time frame of each assignment. Plagiarism will result in an F grade in the class and other possible action according to university policy.

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 in Downing Student Union (DSU) 1074. The phone number is (270)745-5004 [270.745.3030 V/TTY] or email at sarc@wku.edu.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.

Information for faculty on Student Disability Accommodations / Section 504 and ADA Compliance is available at <https://www.wku.edu/sarc/services.php>

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

Discrimination and Harassment Policy (#0.2040): <https://www.wku.edu/policies/docs/251.pdf>.

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.

AEJMC PROFESSIONAL VALUES AND COMPETENCIES:

This class will cover several of the values and competencies outlined in the ACEJMC accreditation guidelines. They are:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Understand concepts and apply theories in the use and presentation of images and information
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Think critically, creatively and independently.
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Please contact me if you have any questions about these values and competencies.

RESULTS

This class requires you to devote a good amount of time and energy inside and outside of class. But this is OK; hard work can actually be enjoyable if you have a concrete goal in mind. There are few courses out there where you get the satisfaction of seeing the fruits of your labor in such an immediate and tangible way. If you apply yourself, you will soon be able to see a potential photograph and know exactly how to capture it. You will be telling stories with photographs and taking a valuable skill into your future, no matter what field you decide to enter.

I am looking forward to working with you this semester!

Colonnade Program Course Proposal: Connections Category

Connections: Understanding Individual and Social Responsibility

Colonnade Connections Course Proposal Local to Global Subcategory

Proposal Contact Name: James Kenney **E-mail:** james.kenney@wku.edu **Phone:** 270.745.6307
College and Department: School of Journalism and Broadcasting **Proposal Date:** 9/30/18

1. Course Details:

- 1.1 Course prefix (subject area), number and title: **PJ390 Cultural History of Photography**
- 1.2 Credit hours: **3**
- 1.3 Prerequisites¹: **Sophomore-level and above**
- 1.4 Crosslisted and/or equivalent courses (prefix and number): **None**
- 1.5 Expected number of sections offered each semester/year: **One class per semester in Spring and Fall; one class in Summer and/or Winter**
- 1.6 Is this an existing course or a new course? **Existing**
- 1.7 Proposed term of implementation? **Summer 2019**
- 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) **Main Campus and online**

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

Examines the historical roots of photography and how it has played a significant role in society since the 19th Century. Special emphasis is placed on the impact of photography on cultures worldwide and how significant historical events influenced its progress and practice. Students research and develop a timeline of major photographic inventions and developments, identify key individuals who contributed to the art form's rapid rise to prominence in society, and provide a glossary of key terms unique to the photography field. Students are required to write a research paper about a specific topic related to the cultural history of photography, and several shorter analysis papers are required on selected readings that are then discussed in class. In addition, applied projects are assigned that involve creating a "future history" time capsule of a community and building a photographic history of a person's life.

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.

PJ390 would appeal to both those majoring in the lab and environmental sciences, history, art, sociology, political science, anthropology, literary studies, education, psychology, communication, and journalism, offering a perspective on photography and its critical role in a global society since the early 19th century. The invention of photography was initially inspired by science, since knowledge of chemicals and chemical processes led to the development of the permanent image. But the impact was also immediately felt in the arts – its verisimilitude bringing both praise and condemnation in the art world. Soon after, photography found its way in every aspect of society; people could now see war and its effects without actually being present. Poverty and other social issues could be brought to the attention of the masses in a way that words could not.

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

Photography was used by scientists and others to study motion, as well as by doctors to document medical problems with their patients. Cameras were pointed at microscopic organisms and to the stars. Adventurers brought along photographers to not only document their exploits but to introduce the world to their discoveries. In short, society was hungry for realistic evidence of the world and everything in it; photographers rushed to eagerly fill that need. Given the ubiquitous nature of photography, students in almost every major could apply the core principles, findings, and research in PJ390 to their specialized area of study.

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.

Course Goals: Applicants must articulate how the proposed course will facilitate the Connections Subcategory Goals. This articulation results in a statement of *course goals*, a description of the specific learning experience that is fostered in the proposed course. For example, applicants in the Social and Cultural subcategory should explain specifically how the proposed course engages students in investigations of the “ways in which individuals shape, and are shaped by, the societies and cultures within which they live. . . . and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs.”

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze issues on local and global scales.	<ul style="list-style-type: none"> • Students analyze issues involving how photography impacted local, national, and international populations due to its widespread appeal, application, and influence. Two specific examples of analysis are: • Though photography was founded in France and England, the invention quickly found its way to American shores and into the American social fabric. Emphasis is placed on how the industrial revolution in the West (and the rest of the world) was the catalyst for the invention of photography and how it came along at key time in the developing nation of the United States. • Through reading, viewing iconic images, written analysis, and class discussion, students analyze the photographers of the late 1800s and early 1900s who were the pioneers of socially conscious photography, which led to such projects as the Farm Security Administration government organization that documented the Great Depression.
2. Examine the local and global interrelationships of one or more issues.	<p>Students examine how photographers documented social issues and used their photographs to inform viewers and move them to action. Two specific examinations of these issues are:</p> <ul style="list-style-type: none"> • Just 14 years after photography was officially announced as an invention in 1839, photographers began documenting war, starting with the Crimean War in 1853. Emphasis is placed on how photography brought the realities of war, both at home and abroad, to the eyes of the public, and how its influence continues to

	<p>influence societal attitudes toward conflict.</p> <ul style="list-style-type: none"> • The Civil Rights Movement became firmly rooted in American society during one of the most turbulent times in the history of the United States. Emphasis is placed on how photographers and their photographs provided evidence of the movement’s impact on Americans, as well as the rest of the world that watched a powerful nation face its long-standing struggle for equality.
<p>3. Evaluate the consequences of decision-making on local and global scales.</p>	<p>Students evaluate the choices photographers worldwide have made photographing sensitive and controversial subjects, and the editors’ willingness to publish them despite public outcry. Two specific examples of these evaluations are:</p> <ul style="list-style-type: none"> • Photographing public executions can be traced as far back as the hangings of the co-conspirators of President Lincoln’s assassination. Some of these photographs have stirred controversy and even laws against photographers being present at executions. Emphasis is placed on student assessment of the importance of these pictures and the public’s right to view them. • Visually documenting tragedy has created some of the most controversial arguments about the intrusive nature of photography. Emphasis is placed on students evaluating some of these controversial images, including Eddie Adams’ “Saigon Execution” photograph and the “Falling Man” photograph from 9/11, and discussing whether these images cross an ethical line both in making and publishing these photographs.

5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any). Students participate in a group project, creating their own photographic history timeline based on their research of an assigned era of history. The group constructs an illustrated timeline and presents its findings to the rest of the class. Students then conduct further research that they use for an additional individual timeline project where they need to expand on the inventions, cultural events, and prominent photographers/inventors discovered in their group project. They also write a reflection on their group project experience and an analysis and evaluation of one of their favorite pictures from the historical era they researched.

Students engage in two photography-based projects aimed at giving them a hands-on experience in creating a visual historical document. In the first project, students create a visual time capsule of either the university or some other community of their choice. Since students have been researching what photographers deemed important to photograph a century ago or more, they are now put in the position of the photographer, taking pictures of contemporary society, determining what they think might be of historical interest to future generations.

In the second project, students interview, collect images, and record audio of an older family member, or someone in a retirement home, church, etc. The focus of this project is to engage students in collecting a narrative about the life of a person through the pictures they keep and the stories behind them.

6a. Explain how the department plans to assess each of the Connections student learning outcomes beyond course grades. Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus,

online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i> . Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
1. Analyze issues on local and global scales.	<i>Students write five reading/image analysis reports based on selected readings and photographic works focusing on specific themes within the cultural history of photography. Part of the analysis requires students to answer the question about how the innovations in photography and the resulting photographs from the artists shape public opinions on a local, national, and international level.</i>	<i>Using a random sample of 25% of the class, the faculty assessment committee will evaluate one of the two final reading/image analysis reports of the semester to determine the students’ success in meeting the Connections rubric for this analysis section.</i>
2. Examine the local and global interrelationships of one or more issues.	<i>Within each reading/image analysis report, students are required to examine how social issues, like poverty, documented at a local level, can influence a broader global community. The same dynamic can work in reverse, when international and national photographic coverage can impact citizens at a local level.</i>	<i>A random sample of 25% of the students will be chosen and the faculty assessment committee will evaluate one of the two final reading/image analysis reports of the semester to determine the students’ success in meeting the Connections rubric for this examination section.</i>
3. Evaluate the consequences of decision-making on local and global scales.	<i>The photographic works that are analyzed within the reading/image analysis reports involve documentation of sensitive social issues that often result in controversial images, drawing both praise and criticism from local and international communities. Students are required to evaluate the ethical decisions that are made involving publication and</i>	<i>A random sample of 25% of the students will be chosen and the faculty assessment committee will evaluate one of the two final reading/image analysis reports of the semester to determine the students’ success in meeting the Connections rubric for this evaluation section.</i>

	<i>distribution of these images, as well as defend their own position concerning these decisions and their impact on a global society.</i>	
--	--	--

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.

<i>1. Analyze issues on local and global scales. Student sample work will be evaluated by the following scale:</i>	<i>2. Examine the local and global interrelationships of one or more issues. Student sample work will be evaluated by the following scale:</i>	<i>3. Evaluate the consequences of decision-making on local and global scales. Student sample work will be evaluated by the following scale:</i>
Superior: Student demonstrates an in-depth understanding of the reading/image material and presents an exceptional analysis of how photographic innovations and images shape public opinions on a local to global scale.	Superior: Student demonstrates a clear understanding of the reading/image material and presents an exceptional analysis showing the relationship between photographic coverage of social issues at a local, national, and international level.	Superior: Student demonstrates a thorough understanding of the controversy/significance surrounding the photograph and the ethical implications of its publication/distribution. There is a well-articulated personal opinion/commentary about the image/controversy within the analysis.
Average: Student demonstrates a basic understanding of the reading/image material but is unclear in some areas of the analysis about how photographic innovations and images shape public opinions on a local to global scale.	Average: Student demonstrates a basic understanding of the reading/image material, but the analysis does not show a clear relationship between photographic coverage of social issues at a local, national, and international level.	Average: Student demonstrates a basic understanding of the controversy/significance surrounding the photograph but is unclear in parts of the analysis about the ethical implications of its publication/distribution. Student’s opinion about the photograph/controversy is stated but the reasoning behind the opinion is not fully substantiated.
Below Average: Student demonstrates a lack of understanding of the reading/image material and an inability in the analysis to adequately show how photographic innovations and images shape public opinions on a local to global scale.	Below Average: Student demonstrates a lack of understanding of the reading/image material and does not show in the analysis a relationship between photographic coverage of social issues at a local, national, and international level.	Below Average: Student’s analysis did not demonstrate an understanding of the controversy/significance surrounding the photograph and the ethical implications of its publication/distribution. Analysis lacks the student’s opinion and commentary about the image/controversy.
Benchmark: 75% of the sample must be at the Superior or Average level of learning outcomes competency.	Benchmark: 75% of the sample must be at the Superior or Average level of learning outcomes competency.	Benchmark: 75% of the sample must be at the Superior or Average level of learning outcomes competency.

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

to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.) **Students are required to do research on any topic involving photographic history and its influence on culture, then write a five to eight-page research report (with photographs included to support and augment the written report) based on the research. A class presentation is also required to inform other students of the research findings and to generate further analysis and discussion.**

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

CULTURAL HISTORY OF PHOTOGRAPHY

PJ 390

T/TR – 9:35-10:55

INSTRUCTOR

Professor James H. Kenney

School of Journalism and
Broadcasting

OFFICE: MMTH Room 116

OFFICE PHONE: 745-6307

james.kenney@wku.edu

“Photographs have the kind of authority over imagination today, which the printed word had yesterday, and the spoken word before that..”

— Walter Lippmann

OFFICE HOURS

Monday – 1:15-2:15

Tuesday – 11:00-12:00

Thursday – 11:00-12:00

If you cannot meet during these hours, we can also arrange a meeting at a different time. The best way to do this is through email.

TEXTBOOK

No required textbook, but several readings will be required from selected peer-reviewed journal articles, online publications, and texts (be prepared to read, analyze, write, and discuss!).

CELL PHONE

As a courtesy to your fellow students and to me, please turn off and put away cell phones and laptops during class. Use of electronics during class will result in an overall reduction of your grade in class. See me before class if an emergency requires you to keep your phone on during class.

SYLLABUS NOTE

This syllabus is a “living” document, so please be prepared for changes to the class as necessary.

“The shadow proves the sunshine.”

Jon Foreman - Switchfoot

COURSE DESCRIPTION

Students will gain an understanding of the impact of the photographic image in different media, how photography has played a significant role in recording history since the 19th Century, and how the evolution of visual media has changed our perception of the world.

STUDENT LEARNING OUTCOMES

ANALYZE ISSUES ON LOCAL AND GLOBAL SCALES

- Analyze key foundational issues related to the photographic medium, conduct research, write papers, and share findings with the class in order to reinforce key historical concepts, connecting them to contemporary themes.
- Analyze various forms of photographic genres, comparing their similarities and differences.
- Analyze the cultural implications of photography and the art form’s pervasiveness in society.

EXAMINE THE LOCAL AND GLOBAL INTERRELATIONSHIPS OF ONE OR MORE ISSUES

- Examine the technical evolution of the camera, lens, and photographic printing processes.
- Examine the art and communication of photography.
- Examine the impact of photography on a diverse society and how historical events influence photographers.

EVALUATE THE CONSEQUENCES OF DECISION-MAKING ON LOCAL AND GLOBAL SCALES.

- Evaluate the ethical implications of the visual medium in journalism and other areas of photography, both in making the photographs and publishing them.
- Assess the individual’s role and responsibility in evaluating, processing, and interpreting visual images.
- Evaluate photographs in the context of their historical significance and consequences, considering the photographers’ personal and professional motivations for making these photographs.

TOPICS

- Historical timeline of photography • Technical developments in photography
- Photography as art • Photography as evidence • The photograph as an icon
- The desire to be seen, remembered (the portrait) • The democratization of photography • Photography and war • Analyzing photographs; determining meaning/motivation • Photography as a document; photography as a story
- Cultural diversity and photography • Photography and the environment
- The heyday of the picture magazines • Photography and social issues/change
- Documenting the Civil Rights movement • The visual explosion detonated by the Internet • Propaganda and photography • Photographs, ethics and ob(sub)jectivity
- Censorship • Student-generated topics (I’m counting on you!)

In addition to these subjects, guest speakers will visit in person or via Skype to add perspective to the information covered inside and outside of class.

PROJECTS ASSIGNMENTS (WITH PERCENTAGE OF GRADE)

- Photography: Historical Timeline (group individual project and quiz) – 15%
- Research Paper (with class presentation) – 30%
- Time Capsule (photographing history and culture) – 10%
- A Life in Pictures (photography/audio recording) – 15%
- 5-7 Reading/Picture Analysis papers based on assigned readings and other activities throughout the semester that require reading, writing an analysis and class participation/discussion – 25% (collectively)

Note: You will receive an assignment sheet for each project that will detail specific guidelines and deadlines.

ATTENDANCE

Understanding that emergencies come up, the first three absences (for any reason; no doctors' notes or official excuses are necessary) will *not* affect your grade. However, four absences will result in a one-grade reduction in your overall grade; five absences, a two-grade reduction; six, a three-grade reduction. Also, arriving late (or leaving early) three times equals one absence. In short, attendance and being on time are vital to success in this class!

You will receive a point grade for each assignment. Your course grade will be calculated and given on a 100 point scale:

90-100 - A • 80-89 - B

70-79 - C • 60-69 - D

59-Below - F

GRADING CRITERIA

Though there is a more specific grading rubric outlined in the individual assignments, in general, your performance in this course will be evaluated based on:

- Research quality
- Creativity
- Writing quality, accuracy, clarity, depth and relevance, as well as mechanics/technique
- Meeting the deadline
- Fulfillment of assignment requirements

IMPORTANT DATES

9/04 - Last day to drop a class without a grade.

10/11-10/12 - Fall break

10/17 - Last day to drop a class with a W or change from credit to audit.

11/21-11/23 – Thanksgiving break

12/10-12/14 - Final exam week (final date/time – Monday, 12/10, 1-3 p.m.)

GRADING

All assignments are expected to be handed in on time. For every 24-hour period of time that the assignment is handed in late, 10 percent of the total points for the assignment will be deducted. For example, if a project is worth 100 points and you hand it in late (the late clock begins at the beginning of the class that the assignment is due), the highest possible grade you can receive is a 90. The purpose behind this is not so much of a penalty as much as it is an incentive to participate in class (see below).

CLASS PARTICIPATION

In addition to the importance of deadlines to your grade, preparedness for class is also critical. Your success in this course is highly dependent on your participation in class discussions and presentations. Being in class (and being on time) is of course the first priority, but you should also have any readings and research completed before you come to class so you can contribute meaningfully to the discussions.

WRITING

Be prepared to write in this class! Good writing begins with thorough reading and research, as well as being curious and a good listener. Technical skills are also important; if challenges come your way, know that the university provides resources to help you (see below), but you need to make the effort to reach out for the assistance.

TEST

There will be one test to evaluate your grasp of the information gathered from your research for the Timeline group/individual assignment. More details will be given on the Timeline assignment sheet and in discussion in class.

THE LEARNING CENTER

The Learning Center can be a valuable resource to help you with academic needs. The Center is located in the Academic Advising and Retention Center, Downing Student Union Room 2141. To make an appointment, or to request a tutor for a specific class, call 745-5065 or stop by DUC 2141, or go to their website at: tlc@wku.edu.

THE WRITING CENTER

“The Writing Center offers helpful feedback on any kind of writing by working with students to help them improve themselves and become better writers. The Writing Center is located in Cherry Hall (CH) Room 123. Students of all levels are welcome. Contact the Writing Center at (270) 745-5719 or writingcenter@wku.edu.”

EMAIL

Make sure you are integrated in the university email system and are checking this account daily; things might come up that I want to inform you about before our next class meeting.

Required Materials

- Notebook, folder
- USB drive (8 GB or higher)
- Camera phone that is capable of recording images and audio (if you have a DSLR camera with audio recording capability, you can use this as well).
- Disposable camera (more on this in class)

STUDENTS WITH DISABILITIES

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. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@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.

ACADEMIC (Dis)HONESTY

All work should be yours and should be performed within the time frame outlined in each assignment.

University policies (taken from the student handbook):

“To represent ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his or her own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

“Disposition of Offenses: Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal.”

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

Discrimination and Harassment Policy (#0.2040): <https://www.wku.edu/policies/docs/251.pdf>.



School of
Journalism and
Broadcasting

AEJMC PROFESSIONAL VALUES AND COMPETENCIES:

This class will cover several of the values and competencies outlined in the ACEJMC accreditation guidelines. They are:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Think critically, creatively and independently.
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

Please contact me if you have any questions about these values and competencies.

RESULTS

I am extremely interested in history of any kind, so naturally, the history about my chosen profession interests me all the more. I realize that everyone might not share my enthusiasm for the past; my hope is that if the interest isn’t already there this class will provide the spark, or at the very least it will bring about an awareness of the critical importance of visual history in our society and culture. However, the success of this class is dependent on the full participation of each student in class. Each of your voices is critical.

Also, this class is not about just memorizing names, dates, and events; if you immerse yourselves in the material, carefully analyzing your research and thinking critically about what you read and hear, the names, dates, and events will carry context. This will make the information significantly more meaningful during your class experience, as well as more useful to you in your future endeavors.

Let’s make it an intellectually productive semester!

P.S. I wanted to make you aware of two important presentations taking place early in the semester:

- On Wednesday, August 29, Four-time Pulitzer Prize-winning photographer, Carol Guzy, will be speaking in Jody Richards Hall at 7:30 p.m.
- On Wednesday, September 12, internationally acclaimed documentary photographer, Stephanie Sinclair, will be presenting her work in Jody Richards Hall at 7:30 p.m.

I will provide more details in class, but please make arrangements to attend these important events!