

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

1. What course does the department plan to offer in Connections? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

We propose **Anth 360 Applied Anthropology – Understanding and Addressing Contemporary Human Problems** for inclusion in the Social and Cultural subcategory.

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

- Analyze the development of self in relation to others and society.

Anth 360 Applied Anthropology uses anthropological perspectives to evaluate the consequences of decision-making about solving human problems on local and global scales.

- Examine diverse values that form civically engaged and informed members of society.

Anth 360 Applied Anthropology identifies and evaluates ethical principles and issues in applied anthropology. It examines professional and scientific responsibility, advocacy, human rights, indigenous rights, researcher rights, and proprietary rights in the context of civic and professional engagement.

- Evaluate solutions to real-world social and cultural problems.

Anth 360 Applied Anthropology uses anthropological perspectives to evaluate solutions to real-world social, economic, ecological, and technological problems.

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

Anthropologists demonstrate a particular capability in helping to solve human problems through building partnerships in research and problem solving; acknowledging the perspectives of all people involved; focusing on challenges and opportunities presented by biological variability, cultural diversity, ethnicity, gender, poverty, and class; and addressing imbalances in resources, rights, and power. As a discipline, anthropology has a long tradition of studying human problems and providing knowledge to help solve them, but the field has grown considerably over the last decades. Today the majority of professional anthropologists, especially those with BA and MA degrees, are employed in applied fields outside academia. As a result, it is important that anthropology students learn about potential careers in applied anthropology. Because of the interdisciplinary nature and breadth of applied anthropology, it is important for students in disciplines as diverse as agriculture, biology, education, business, political science, criminology, recreation, and nonprofit administration to understand how anthropologists can contribute meaningfully to development projects, policy formation, emergency responses, and a myriad of

other applied initiatives. The topics covered in the Applied Anthropology course connect with a variety of disciplines, making the course relevant to students across campus.

4. Please identify any prerequisites for this course.

Anth 360 Applied Anthropology does not have prerequisites/corequisites.

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

Upon successful completion of Anth 360 Applied Anthropology, students will be able to:

- distinguish the differences between academic and applied anthropology.
  - explore the diverse ways that anthropology is applied across the subdisciplines (cultural anthropology, biological anthropology, linguistic anthropology, and archaeology).
  - use anthropological perspectives to evaluate solutions to real-world social, economic, ecological, and technological problems.
  - use anthropological perspectives to evaluate the consequences of decision-making about solving human problems on local and global scales.
  - identify and evaluate ethical principles and issues in applied anthropology.
6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

Beyond student grades, assessment of learning objectives in Anth 360 Applied Anthropology will be accomplished in two ways.

Pre/Post Testing. At the beginning of the semester, students will complete a values and ethics assessment in relation to real-world social and cultural problems. At the end of the semester, students will retake the assessment. The assessment will be comprised of up to 10 hypothetical scenario essay questions developed by the anthropology faculty. Achievement of learning objectives will be indicated by improvement in the pre/post assessment for a majority of the students.

Concepts Assessment. At the end of the semester, students will complete an in-class assessment of their understanding of fundamental concepts related to course objectives. The assessment will be comprised of up to 20 multiple choice questions developed by the anthropology faculty. Achievement of learning objectives will be indicated by passing scores on the concepts assessment by a majority of the students.

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

Anth 360 Applied Anthropology provides a summative learning experience because students will use practical and intellectual skills gained in *Foundations* coursework to understand and evaluate the ways in which anthropology addresses contemporary human problems. In written assignments, class discussions, and class projects, students will

- write and speak clearly and effectively about anthropological terms and concepts and applied anthropology case studies;
- analyze and evaluate statements, assumptions, and conclusions about public policy formation and implementation;
- analyze and evaluate primary and secondary applied anthropology sources;
- critically evaluate different types of evidence about contemporary human problems and potential solutions;
- critically evaluate and interpret statistical data about impacts of and solutions to contemporary human problems;
- critically evaluate differing perceptions of diversity and the impact of those perceptions on public policy formation and implementation related to contemporary human problems;
- construct informed, ethical arguments about public policies for addressing contemporary human problems; and
- apply knowledge and methods of applied anthropology to address contemporary human issues in the local community.

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

The Department of Folk Studies and Anthropology plans to offer at least one section of Anth 360 Applied Anthropology per year. Depending on student interest and demand, as well as faculty course rotations, the department may increase the number of sections offered each year.

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



## **ANTH 360 Applied Anthropology – Understanding and Addressing Contemporary Human Problems**

**Dr. Darlene Applegate • Spring 2014**

**FAC 239 • MWF 9:10-10:05 am**

*The printed syllabus distributed in class and posted on Blackboard is the official syllabus for the class and supersedes other syllabi available electronically, such as on Topnet.*

### **Instructor Contact Information**

Please call me Prof. Applegate, Dr. Applegate, or Dr. A.

**Email:** darlene.applegate@wku.edu *I do not check email on weeknights or weekends*

**Office:** Fine Arts Center FAC 280 270-745-5094

### **Course Objectives**

Applied anthropology is the use of anthropological knowledge, methods, and theories to address contemporary human problems throughout the world. All subdisciplines of anthropology – cultural anthropology, linguistic anthropology, biological anthropology, and archaeology – have applied aspects. Anthropologists demonstrate a particular capability in helping to solve human problems through building partnerships in research and problem solving; acknowledging the perspectives of all people involved; focusing on challenges and opportunities presented by biological variability, cultural diversity, ethnicity, gender, poverty, and class; and addressing imbalances in resources, rights, and power. As a discipline, anthropology has a long tradition of studying human problems and providing knowledge to help solve them, but the field has grown considerably over the last decades. Today the majority of professional anthropologists, especially those with BA and MA degrees, are employed in applied fields outside academia. Applied anthropologists collaborate with professionals in many other disciplines.

ANTH 360 Applied Anthropology – Understanding and Addressing Contemporary Human Problems examines the history and development of applied anthropology emphasizing identification of and solutions to social, economic, ecological, and technological problems. Upon successful completion of ANTH 360 Applied Anthropology, students will be able to:

- distinguish the differences between academic and applied anthropology.
- explore the diverse ways that anthropology is applied across the subdisciplines.
- use anthropological perspectives to evaluate solutions to real-world social, economic, ecological, and technological problems.
- use anthropological perspectives to evaluate the consequences of decision-making about solving human problems on local and global scales.
- identify and evaluate ethical principles and issues in applied anthropology.

### **Course Materials**

Students are expected to regularly access course materials, readings, assignments, announcements, and grades on the **course Blackboard site** at <https://ecourses.wku.edu/webapps/portal/frameset.jsp>. Students who have not used

Blackboard previously must complete online tutorials available on the WKU IT Academic Technology web site at <http://www.wku.edu/infotech/index.php?page=445>.

There are **two required textbooks**. One is John H. Bodley's *Anthropology and Contemporary Human Problems* (2012, 6<sup>th</sup> edition, Rowan and Littlefield Publishing, ISBN 978-0759111387). The other is Alexander Ervin's *Applied Anthropology: Tools and Perspectives for Contemporary Practice* (2004, 2<sup>nd</sup> edition, Pearson, ISBN 978-0205414093). They are available for rent at textbooks.com and amazon.com, and Bodley is available for Kindle on amazon.com. **Additional required readings** are case studies on applied anthropology, which are available as pdf documents on the course Blackboard site.

### Course Schedule

Every attempt will be made to adhere to the following schedule, but I reserve the right to make adjustments as necessary. Changes to the course schedule will be announced in class.

WEEK	TOPICS / ASSIGNMENTS	READINGS
1	Applied Anthropology and Academic Anthropology History and Current Status of Applied Anthropology	Ervin Chapters 1-2
2	Anthropological Perspectives on Contemporary Human Problems	Bodley Chapters 1, 8
3	Ethics in Applied Research and Practice	Ervin Chapter 3
4	Policy Analysis and Practice in Applied Anthropology	Ervin Chapters 4-7
5	<b>Midterm Exam 1</b> Human Dimensions of Global Environmental Change and Consumption	Bodley Chapters 2-3; Ervin Chapter 9
6	Human Subsistence and Sustainability	Bodley Chapters 4-5
7	Spring Break	
8	Garbology Project	Rathje and Murphy (2001)
9	Community Health and Population Problems	Bodley Chapter 6
10	<b>Midterm Exam 2</b> Cultural Heritage, Identity, and Self-Determination	Bee (1992)
11	Human Rights, Social Injustice, and Conflict	Bodley Chapter 7
12	Community Project	
13	Business and Corporate Anthropology	Jordan (2002)
14	Educational Anthropology	Spindler (2000); Reagan (2005)
15	Communication and Advocacy Careers in Applied Anthropology	Ervin Chapter 10, 16, 17 Gwynn (2003); Sabloff (2000)

16	<b>Final Exam</b>	
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**Course Information**

*Applied Anthropology* is a three-credit-hour lecture course. There are no prerequisites for the course. The course is appropriate for all anthropology majors/minors regardless of concentration. The course counts as an upper-level elective in the anthropology major or minor. The course is relevant for students in other majors/minors. Because of the interdisciplinary nature and breadth of applied anthropology, it is important for students in disciplines as diverse as agriculture, biology, education, business, political science, criminology, recreation, and nonprofit administration to understand how anthropologists can contribute meaningfully to development projects, policy formation, emergency responses, and a myriad of other applied initiatives. [The course fulfills the Connections – Social and Cultural requirement of the Colonnade program.]

**Assignments**

Following is a list of assignments for the course. The syllabus and the Blackboard course site provide additional descriptions of the assignments. Students should keep track of their grades on the assignments and track their progress toward their target grades. Though unlikely, the instructor reserves the right to add or eliminate assignments during the course of the semester. If this is necessary, the instructor will announce assignment revisions in advance during class. **There are no extra credit opportunities in this class.**

<i>Assignment</i>	<i>Points</i>	<i>Grades</i>
Midterm Exam 1	100 points	_____
Midterm Exam 2	100 points	_____
Garbology Project	125 points	_____
Community Project	125 points	_____
Writing Assignments	150 points	_____
Class Discussions	100 points	_____
Attendance	105 points	_____
TOTAL	805 points	

**General Expectations**

The educational endeavor is a two-way street. To insure a productive and stimulating learning environment, students and instructors must meet certain expectations.

I expect students to be aware of the provisions set forth in this syllabus. I expect students to bring the syllabus to every class meeting and to make any changes to the syllabus announced during class. I expect students to review the information in the syllabus on a regular basis.

I expect students will attend class regularly, prepare for each class, behave appropriately in class, participate meaningfully and respectfully in class, and ask questions. I expect students will follow directions for completing assignments and complete assignments on time.

In this course I frequently use email to communicate with students. I expect that each student has and regularly checks his/her WKU email account on weekdays. Students who prefer to use non-WKU email accounts should

use Topnet to set their WKU accounts to forward messages automatically to an account that they do check regularly. I expect students to keep adequate empty space in their mailboxes to receive important class messages.

I expect students will monitor their performance and seek assistance when needed. Students needing assistance with this course or general academic issues should contact me during office hours.

Students should expect from me organized presentations, current information on course subjects, thoughtful evaluation of assignments, timely return of graded assignments, access during office hours, and guidance in completing course requirements.

*Please come see me if you have any concerns during the semester.*

### Student Academic Support Services

In addition to seeking my assistance, there are several student academic support services on campus. **The Writing Center** in Cherry Hall 123 provides students with assistance at all phases of the writing process, from brainstorming ideas to editing. The staff will provide feedback to students in person and by email. Visit The Writing Center website at [www.wku.edu/writingcenter](http://www.wku.edu/writingcenter) or call 270-745-5719 for hours of operation, appointments, and more information about services.

**The Learning Center** (TLC), located in Downing University Center A330, provides free supplemental education programs for all currently enrolled WKU students. TLC @ DUC and TLC @ FAC 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 computer lab. TLC has four satellite locations, each of which has a quiet study area and small computer lab, in Fine Arts Center, Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. For hours and additional information, call 270-745-6254, visit [www.wku.edu/tlc](http://www.wku.edu/tlc), email [tlc@wku.edu](mailto:tlc@wku.edu), or stop by any of the TLC locations.

WKU Libraries offers a **Personal Librarian** service to students. Personal librarians are available for every program on campus, including Special Collection librarians and archivists. The goal is to save students time and help students be successful on term papers and research projects. Personal librarians show students what they need to know to get started and be successful. To schedule an appointment with a Personal Librarian, visit [http://www.wku.edu/library/dlps/subj\\_lib\\_subject.php](http://www.wku.edu/library/dlps/subj_lib_subject.php), call Helm-Cravens Reference at 270-745-6125, or email [web.reference@wku.edu](mailto:web.reference@wku.edu).

Students needing assistance with Blackboard should consult **Blackboard Help** online at [bbtools.wku.edu/bbhelp](http://bbtools.wku.edu/bbhelp) or contact the **WKU IT help desk** at [www.wku.edu/infotech](http://www.wku.edu/infotech) or 270-745-7000.

### Attendance Policies and Attendance Grade

According to the university attendance policy, “registration in a course obligates the student to be regular and punctual in class attendance. ... When a student is absent from class because of illness, death in the family, or other justifiable reasons, it is the student’s responsibility to consult the instructor at the earliest possible time. ... Students who cease attending class are expected to report to the Office of the Registrar to initiate withdrawal procedures” (WKU 2012-2013 Undergraduate Catalog, p. 31).

The instructor tracks class attendance using **daily sign-in sheets**. Students are responsible for making sure they sign the attendance sheet each day. Students who are present but fail to sign the attendance sheet are recorded as absent. Punctual arrival to class is expected. Students who arrive to class late are responsible for any information they missed, including course announcements. In case of **weather emergencies**, visit the WKU web site at [www.wku.edu](http://www.wku.edu) for official information and announcements about class delays or cancellations.

In this class there are **two components of class attendance**: being present for class sessions *and* participating during those class sessions. Regarding the latter, I expect students to pay attention to the instructor, take notes on class content, complete in-class assignments, listen to other students' questions and comments, and respect others in the classroom. Students who sleep, do homework for other classes, hold personal conversations, treat others disrespectfully, use cell phones, and misuse laptops are *not* attending to class and their attendance grades will be reduced accordingly. Excessive absences and/or non-attending during class will result in poor academic performance in this course.

Attendance accounts for a total of **105 points** of the final course grade. During the semester, students earn **2.5 points for each class session**, if they are present for the entire session and they attend to course activities during the class session (2.5 points x 42 sessions = 105 points). Students will **lose up to 2.5 points for each unexcused absence and/or incidence of non-attending during class**. In addition, **students cannot make-up in-class assignments, including exams, missed because of an unexcused absence**.

**Excused absences do not result in grade reductions. However, the attendance grade will be pro-rated** for a student with excused absences. For example, a student with three excused absences and no unexcused absences will receive an attendance grade of 97.5/97.5; a student with one excused and one unexcused absence will receive an attendance grade of 100/102.5. **In order for an absence to be excused**, students must meet all of the following three requirements.

1. The excuse must be a **legitimate reason** for missing class. Legitimate excuses include serious illness, death in the family, University-sanctioned activities, out-of-town job interview, jury duty, religious holidays, and, for commuter students, serious inclement weather. Non-legitimate reasons for missing class include but are not limited to chauffeuring friends, airplane reservations, family celebrations, meetings with other professors or advisors, work, and unsanctioned University activities.
2. Students must provide the instructor with an original or a xeroxed copy of **written documentation** for the absence, which the instructor will retain with the attendance sheets.
3. Students must submit written documentation **at the next class meeting** after the absence.

If you are absent from class, it is your responsibility to find out in a timely manner what you missed. You are responsible for learning the material you missed. If you are absent on a day when an assignment is due, even if it is an excused absence, it is your responsibility to insure that you submit the assignment on time.

“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 [by the instructor]” (WKU 2012-2013 Undergraduate Catalog, p. 29).

According to university policy, “an instructor who determines that a student’s absenteeism is inconsistent with the instructor’s stated policy should either counsel with the student or request that the Academic Advising and Retention Center arrange a counseling session with the student. Excessive absenteeism may result in the instructor’s dismissing the student from the class and recording a failing grade, unless the student officially withdraws from the class before the withdrawal deadline” (WKU 2012-2013 Undergraduate Catalog, p. 29).

Further, students who stop attending class **BEFORE** the 60% point of the semester will be assigned an FN grade. Students receiving federal financial aid and receiving an FN grade may be required to return some or all of the financial aid. If a student does not attend class regularly, does not satisfactorily complete course requirements, and does not withdraw by the scheduled date, I will drop the student from the class or assign a failing (F or FN) grade.

There is information about attendance policies for exams and other assignments elsewhere in the syllabus.

<b>Due Dates</b>
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Two of the skills I expect that students will exhibit in college are time management and responsibility. Therefore, I expect that students will submit all assignments at the beginning of class on the days they are due. **Be warned that I will not accept/grade assignments submitted after the due dates, even if you have an excused absence on the day an assignment is due; no exceptions.**

**If you cannot be in class on a day when an assignment is due**, you must submit the assignment early or have another reliable person turn it in on time. Students who need to submit assignments early and cannot find me on campus may leave them in the department office (FAC 237) and must have an office associate (*not* the department head) initial the assignment with the date and time of submission. Do not slide assignments under my office door or leave them in my departmental mailbox without a date/time stamp and initial.

Under unusual circumstances, students may **petition for an extension** of the due date for an assignment. The instructor reserves the right to deduct points on assignments that are submitted on extension. Extensions will be considered only if all of the following requirements are met.

1. A **written request** for an extension, explaining a **legitimate reason** why extra time is needed, must be submitted to the instructor. (Computer failure, work schedules, extracurricular activities, and an overload of work in other classes are examples of unacceptable reasons for requesting an extension.)
2. The student must meet with the instructor **at least three business days** before the due date to submit and discuss the written request. If the extension is granted, a new date will be established.
3. The student must complete the assignment by the **new due date**.

### Grading Procedures

The instructor assigns **numerical grades** (not letter grades) for each assignment. If **curving** is necessary, I curve individual assignments, typically by adding points to the numerical grade earned by each student.

The instructor calculates the final course grade by dividing the points earned by the total points possible. I then convert this percentage into a letter grade using a **10% scale**: A (90-100%), B (80-89%), C (70-79%), D (60-69%), and F (less than 60%). I do not curve final course grades. In *some* cases, I may assign students with **borderline percentages** (within one percentage point) the higher grade based on class attendance, class participation, improvement, and/or attitude.

### Exams/Tests and Testing Policies

**Two midterm exams and one final exam** are scheduled over the semester. Exams cover material presented in lecture, readings, projects, assignments, presentations, and videos. Each exam is worth **100 points**, is **open book** format, and consists of **essay questions**. Grading criteria for exams include demonstrated understanding of course content, synthesis of course materials, incorporation of required readings, and information organization.

I expect students to arrive on time for tests. To insure timely arrival, I suggest that students set two alarm clocks (one battery operated), have a friend call, and leave home early enough to beat traffic and find a parking space. **In the case that a student is excessively late in arriving to take an exam, the instructor reserves the right to deny that student the opportunity to take the exam with no possibility of a make-up. If a student arrives late to an exam and other students have already completed and turned in their exams, I will not allow the tardy student to take the exam and I will not give a make-up exam.**

In compliance with university policy, **students with disabilities** who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in DUC A200. The OFSDS telephone number is 745-5004 or 745-3030 V/TDD. Please do not request accommodations directly from

me without a letter of accommodation from the Office for Student Disability Services. Students should inform me in writing of accommodation needs **at least three days in advance of each scheduled test date.**

**Full attendance on exam days is expected.** However, the following policies will apply in those special cases when a student has a legitimate and documented reason for missing a scheduled exam.

**Early exam policy:** Students who know they will be absent from class on an exam date for a legitimate reason (University-sanctioned activity, out-of-town job interview, jury duty, religious holiday) must make arrangements at least three days before the scheduled test to take the exam early. The student must submit written documentation of the reason for missing the test and a written request for an early exam. Early exams are scheduled at the instructor's convenience.

**Make-up exam policy:** The instructor may permit students who miss a lecture exam because of unexpected and unavoidable circumstances to take a make-up exam. Make-up exams may be a different format from regular exams. All make-up exams are scheduled at the instructor's convenience. The instructor will allow make-ups for missed lecture exams only if a student meets all of the following **three requirements:**

1. The **student notifies** the instructor is **at least 24 hours** before the exam time. If you cannot reach me directly, leave a voice-mail message or send an email.
2. The absence occurs for a **legitimate and unplanned reason**, such as serious illness, family death, or auto accident.
3. The student provides **written documentation** of the absence.

Exams are typically handed back within one week following the exam. Students who are absent when exams are returned and who want to pick up their exams must do so during the instructor's office hours.

### Class Projects

Students will work in small groups to contribute to two class projects, one on **garbology** and one on **community anthropology**. Though time is allotted during the class session to work on the projects, the projects will require that students complete additional work outside of class time.

Students will earn three grades for each class project. The **fieldwork** component is worth **50 points**. This is an individual grade; in other words, each student will earn a grade based on his/her contributions to the fieldwork. Students will **evaluate** the performance of the other students in his/her group. The evaluation is worth **25 points** and is an individual grade. Each group will prepare a **written report** for the garbology project and an **oral presentation** for the community anthropology project. The report and presentation will summarize the results of the group's contributions to the project. The report/presentation is worth **50 points** and is a group grade.

### Writing Assignments

Students will select **three case studies** on applied anthropology and prepare **evaluative papers** on each case study. For each paper, students will describe and evaluate the goals, methodologies, policy issues, ethical issues, and assessment of the project or initiative. Students will apply course content in the critical evaluations of the case studies. Students will complete one case study for each unit of the course. Each paper is worth **50 points**.

### Class Discussions

To supplement the textbooks, assigned readings focus on case studies in applied anthropology. Students are expected to complete all the required readings and **contribute to class discussions**. Each student is expected to prepare a summary, develop discussion questions, and **lead the class discussion** for one of the case studies on which he/she prepared an evaluative report (see above). The class discussion grade of **100 points** will be based on

student performance in leading the discussion on a reading and contributing to class discussions throughout the semester.

## Academic Dishonesty

“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” (WKU 2012-2013 Undergraduate Catalog, p. 28).

The instructor will deal with academic dishonesty, including cheating and plagiarism, in accordance with University policy. “Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal” (WKU 2012-2013 Undergraduate Catalog, p. 28). **The instructor will bring sanctions against any student who perpetrates academic dishonesty.** Students are responsible for understanding what constitutes cheating and plagiarism; I provide the University descriptions below.

Regarding **cheating**, “no student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project that is submitted for purposes of grade determination” (WKU 2012-2013 Undergraduate Catalog, p. 28). **Cheating includes the use of assignments completed by other students** in this class during current or previous semesters.

“To represent written work taken from another source [book, journal, web site, lecture, lab, or other source whether it is prepared by the instructor, a guest speaker, or a classmate] 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” (WKU 2012-2013 Undergraduate Catalog, p. 28).

## Note-Taking Policies

An accurate and complete set of lecture notes is important for performing well in this class. Many topics covered in class are not in the readings, so lecture is the only source for information on such topics. Suggestions for taking good notes include pre-reading, pre-class preparation, listening for clue words, taping lectures, comparing notes with other students and/or the text book, rewriting and reorganizing notes, and asking the instructor for clarification in class or during office hours. See the instructor for more specific note-taking strategies.

**Audio tape recording of lectures** for the purpose of improving note-taking is permitted only when a written request is made to the instructor and when prior consent is given by the instructor. The instructor reserves the right to revoke permissions for tape recorder use during class.

Some students may want to use personal laptop computers during class sessions. Laptop use is permitted only for the purpose of improving notetaking. **Students who want to use a laptop are required to sign and adhere to a formal written contract with the instructor.** A student is permitted to use a laptop during class only so long as it is not distracting to other students. Each student using a laptop during class must email the instructor the notes he/she recorded at the end of *each* class session to ensure he/she is using the laptop for note-taking and not other tasks. **The instructor reserves the right to revoke permissions for laptop use during class.**

The instructor considers lecture material (like any other course material) to be intellectual property. Students who enroll in this class are entitled to use this material for their personal education. **Students are not to sell lecture notes** and other class materials to other students or to note-taking services, online or otherwise; such action constitutes copyright infringement and will be prosecuted.

## Classroom Behavior

University policy states “a professor has the authority to determine acceptable classroom conduct for his or her students as long as those decisions do not infringe on the student’s rights. Disruptive classroom behavior may also

be considered unruly conduct” (WKU 2012-2013 Undergraduate Catalog, p. 330). Accordingly, the instructor expects that all students will **exhibit appropriate behavior** during class sessions. This means that students will not sleep, read, talk with others, or work on other assignments during class. Students should interact respectfully with others in the class. **Students with electrical devices (e.g., cellular phones, pagers) must turn them off** before the start of each class and **store them out-of-sight**, unless students make prior arrangements with the instructor. **Inappropriate classroom behavior will result in a reduction of the attendance grade, confiscation of electrical devices, and/or expulsion from the class.**

<b>Syllabus Modifications</b>
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The printed syllabus distributed by the instructor is the official contract with students in this course. Information in the printed syllabus supersedes information on any electronic versions of the syllabus. The instructor reserves the right to modify anything in the printed syllabus, with prior warning via an in-class announcement, during the course of the semester. Students are responsible for being apprised of any such modifications and for recording such modifications on their syllabi.

## Colonnade Program Course Proposal: Explorations Category

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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)

**Astronomy 104- Astronomy of the Solar System**  
**Subcategory: Natural and Physical Sciences**

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

**Objective 1. Demonstrate an understanding of the methods of science inquiry in astronomy**

This core focus is addressed by hands-on laboratory exercises integrated throughout the course. The department has approved a list of acceptable laboratory exercises that guide the students through the methods of science inquiry.

**Objective 2. Explain basic concepts and principles of astronomy**

Classroom activities, including many conceptual exercises (for example, Prather et al.'s Lecture Tutorials for Introductory Astronomy) use active learning methods to guide students into confronting their own scientific misconceptions and reinforce basic concepts and principles of astronomy.

**Objective 3. Apply scientific principles to interpret and make predictions in astronomy.**

This core focus is addressed by the hands-on laboratory exercises integrated throughout the course. The acceptable laboratory exercises teach the students to apply scientific principles and make predictions in astronomy.

**Objective 4. Explain how scientific principles of astronomy relate to issues of personal and/or public importance.**

Throughout the course, students gain a comprehensive understanding of our place in the cosmos, and other ways that scientific principles of astronomy relate to issues of personal and/or public importance. This core focus is addressed by the hands-on laboratory exercises integrated throughout the course.

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.

**Upon completion of this course the student will:**

- **Understand the development of scientific thought and practices.**

- **Understand how scientific practices allow us to understand the solar system**
- **Understand the development and state of our current knowledge of the evolution, nature and structure solar system**
- **Understand the location and motions of celestial objects in the sky**
- **Be able to distinguish between various types of astronomical objects**
- **Understand the diversity of objects in the solar system**
- **Gain perspective on Earth's place in the solar system and on how understanding the other objects in the solar system leads to a greater understanding of Earth**

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

**Objective 1, Objective 3, Objective 4.** Each class section will include a minimum of six of the laboratory exercises approved by the department. At the end of each academic term, the department will collect each student's average score for the laboratory exercises. The goal is to have at least 70% of the students in all sections achieve a score of 70% or better.

**Objective 2.**

Each class section will have 10 common questions on the final exam. At the end of each academic term, the department will collect each student's average score for the common questions. The goal is to have at least 70% of the students in all sections achieve a score of 70% or better.

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

**1-3**

6. Please attach sample syllabus for the course.

**See attached. Note that this is a generic template syllabus for the class, containing information that will appear on the syllabus for each section. Areas that are blank are instructor specific and instructors are free to add information specific to their own course sections, in accordance with the department's view of academic freedom.**

Please send your proposal to: robert.dietle@wku.edu

## **Astronomy 104 - Astronomy of the Solar System**

### **Section 00# Fall 2014**

**Instructor:**

**Office:**

**Phone:**

**E-mail:**

**Office Hours:**

**Textbook:**

**Class Meets:**

**Course Grade:**

#### **Course Catalogue Description:**

An introductory study of that portion of the physical universe extending beyond the earth from the sun to the outer limits of the solar system, including its relationship to the rest of the universe and to the earth. Topics include phenomena visible from earth, the earth's motions and timekeeping, eclipses, motions of planets and satellites, and the historical development of scientific understanding of the solar system. Comparison of physical properties among the sun, planets, and satellites interrelate the earth and its life forms with the extraterrestrial environment that supported the development and continuation of life on earth. This course contains an integral laboratory that includes planetarium exercises and evening observing sessions using telescopes.

**General education learning objectives:** Through lectures, discussions, hands on lecture enhancement exercises and laboratory exercise, the students will be able to 1. Demonstrate an understanding of the methods of science inquiry, 2. Explain basic concepts and principles in one or more of the sciences, 3. Apply scientific principles to interpret and make predictions in one or more of the sciences, and 4. Explain how scientific principles relate to issues of personal and/or public importance.

**Learning Outcomes:** Upon completion of this course the student will:

- Understand the development of scientific thought and practices.
- Understand how scientific practices allow us to understand the solar system
- Understand the development and state of our current knowledge of the evolution, nature and structure solar system
- Understand the location and motions of celestial objects in the sky
- Be able to distinguish between various types of astronomical objects
- Understand the diversity of objects in the solar system
- Gain perspective on Earth's place in the solar system and on how understanding the other objects in the solar system leads to a greater understanding of Earth

**Students with disabilities:** In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success



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

**Attendance Policy:** Regular and prompt attendance is expected and required for student success in this class.

## Colonnade Program Course Proposal: Explorations Category

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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)

**Astronomy 106 - Astronomy of Stars and Stellar Systems**  
**Subcategory: Natural and Physical Sciences**

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

**Objective 1. Demonstrate an understanding of the methods of science inquiry in astronomy**

This core focus is addressed by hands-on laboratory exercises integrated throughout the course. The department has approved a list of acceptable laboratory exercises that guide the students through the methods of science inquiry.

**Objective 2. Explain basic concepts and principles of astronomy**

Classroom activities, including many conceptual exercises (for example, Prather et al.'s *Lecture Tutorials for Introductory Astronomy*) use active learning methods to guide students into confronting their own scientific misconceptions and reinforce basic concepts and principles of astronomy.

**Objective 3. Apply scientific principles to interpret and make predictions in astronomy.**

This core focus is addressed by the hands-on laboratory exercises integrated throughout the course. The acceptable laboratory exercises teach the students to apply scientific principles and make predictions in astronomy.

**Objective 4. Explain how scientific principles of astronomy relate to issues of personal and/or public importance.**

Throughout the course, students gain a comprehensive understanding of our place in the cosmos, and other ways that scientific principles of astronomy relate to issues of personal and/or public importance. This core focus is addressed by the hands-on laboratory exercises integrated throughout the course.

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.

**Upon completion of this course the student will:**

- Understand the development of scientific thought and practices.
- Understand how scientific practices yield knowledge of our universe
- Understand Earth's place in our solar system, galaxy, and universe
- Understand the development and state of our current knowledge of the evolution, nature and structure of the universe

- **Understand the various types of stars and stellar systems, and how they combine to form the structure of the universe**
- **Be able to distinguish between various types of astronomical objects**
- **Understand the patterns and the diversity of objects in the universe**
- **Understand how knowledge of the cosmos allows us to better understand our Earth**

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

**Objective 1, Objective 3, Objective 4.** Each class section will include a minimum of six of the laboratory exercises approved by the department. At the end of each academic term, the department will collect each student's average score for the laboratory exercises. The goal is to have at least 70% of the students in all sections achieve a score of 70% or better.

**Objective 2.**

Each class section will have 10 common questions on the final exam. At the end of each academic term, the department will collect each student's average score for the common questions. The goal is to have at least 70% of the students in all sections achieve a score of 70% or better.

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

One to two sections will be offered each semester.

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

See attached. Note that this is a generic template syllabus for the class, containing information that will appear on the syllabus for each section. Areas that are blank are instructor specific and instructors are free to add information specific to their own course sections, in accordance with the department's view of academic freedom.

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

## **Astronomy 106 - Astronomy of Stars and Stellar Systems**

### **Section 001 Fall 2014**

**Instructor:**

**Office:**

**Phone:**

**E-mail:**

**Office Hours:**

**Textbook:**

**Class Meets:**

**Course Grade:**

#### **Course Catalogue Description:**

An introductory study of that portion of the physical universe in the space beyond the bounds of the solar system. Topics include the physical properties of stars and stellar systems, stellar formation and evolution, supernovas, pulsars, galaxies, quasars, black-holes, and cosmology-scientific theories of the origin, evolution, and fate of the universe on the grandest scale. Emphasis is given to the significance of these topics to the development and fate of the earth and its star. This course contains an integrated laboratory that includes planetarium exercises, out-of-class activities, and telescope observing sessions scheduled in the evening.

**General education learning objectives:** Through lectures, discussions, in-class and out-of-class activities, and laboratory exercises; students will be able to: 1. Demonstrate an understanding of the methods of science inquiry, 2. Explain basic concepts and principles in one or more of the sciences, 3. Apply scientific principles to interpret and make predictions in one or more of the sciences, and 4. Explain how scientific principles relate to issues of personal and/or public importance.

**Learning Outcomes:** Upon completion of this course the student will:

- Understand the development of scientific thought and practices.
- Understand how scientific practices yield knowledge of our universe
- Understand Earth's place in our solar system, galaxy, and universe
- Understand the development and state of our current knowledge of the evolution, nature and structure of the universe
- Understand the various types of stars and stellar systems, and how they combine to form the structure of the universe
- Be able to distinguish between various types of astronomical objects
- Understand the patterns and the diversity of objects in the universe
- Understand how knowledge of the cosmos allows us to better understand our Earth

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

**Attendance Policy:** Regular and prompt attendance is expected and required for student success in this class.

## Colonnade Program Course Proposal: Explorations Category

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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)

**Astronomy 108 – Descriptive Astronomy**  
**Subcategory: Natural and Physical Sciences**

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

**Objective 1. Demonstrate an understanding of the methods of science inquiry in astronomy**

This Objective is addressed by activities integrated throughout the course. The department has approved a list of accepted in-class and out-of-class activities that guide students through the methods of science inquiry.

**Objective 2. Explain basic concepts and principles of astronomy**

In-class and out-of-class conceptual activities (for example, Prather et al.'s *Lecture Tutorials for Introductory Astronomy*) use active learning methods to guide students into confronting their own scientific misconceptions and reinforce basic concepts and principles of astronomy.

**Objective 3. Apply scientific principles to interpret and make predictions in astronomy.**

This Objective is addressed by activities integrated throughout the course. The accepted in-class and out-of-class activities teach students to apply scientific principles and make predictions in astronomy.

**Objective 4. Explain how scientific principles of astronomy relate to issues of personal and/or public importance.**

Throughout the course, students gain a comprehensive understanding of our place in the cosmos, and other ways that scientific principles of astronomy relate to issues of personal and public importance. This Objective is addressed by activities integrated throughout the course.

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.

**Upon completion of this course the student will:**

- **Understand the development of scientific thought and practices.**
- **Understand how scientific practices yield knowledge of the universe**
- **Understand Earth's place in our solar system, galaxy, and universe**
- **Understand the location and motions of celestial objects in the sky**
- **Understand the development and state of our current knowledge of the evolution, nature and structure the universe**

- **Understand the various types of stars and stellar systems, and how they combine to form the structure of the universe**
- **Be able to distinguish between various types of astronomical objects**
- **Understand the patterns and the diversity of objects in the universe**
- **Understand how knowledge of the cosmos allows us to better understand our Earth**

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

**Objective 1, Objective 3, Objective 4.** Students in each section will be required to complete a minimum of twelve of the in-class and out-of-class activities approved by the department. At the end of each academic term, the department will collect each student's average score for the activities. The goal is to have at least 70% of the students in all sections achieve a score of 70% or better.

**Objective 2.**

Each class section will have 10 common questions on the final exam. At the end of each academic term, the department will collect each student's average score for the common questions. The goal is to have at least 70% of the students in all sections achieve a score of 70% or better.

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

Three to six sections will be offered each semester.

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

See attached. Note that this is a generic template syllabus for the class, containing information that will appear on the syllabus for each section. Areas that are blank are instructor specific and instructors are free to add information specific to their own course sections, in accordance with the department's view of academic freedom.

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

## **Astronomy 108 – Descriptive Astronomy**

### **Section 001 Fall 2014**

**Instructor:**

**Office:**

**Phone:**

**E-mail:**

**Office Hours:**

**Textbook:**

**Class Meets:**

**Course Grade:**

#### **Course Catalogue Description:**

Introductory survey of our universe; from observations of the sun, moon and stars in the sky to our understanding of planets, stars, galaxies and the overall characteristics of the cosmos.

**General education learning objectives:** Through lectures, discussions, in-class and out-of-class activities, and laboratory exercises; students will be able to: 1. Demonstrate an understanding of the methods of science inquiry, 2. Explain basic concepts and principles in one or more of the sciences, 3. Apply scientific principles to interpret and make predictions in one or more of the sciences, and 4. Explain how scientific principles relate to issues of personal and/or public importance.

**Learning Outcomes:** Upon completion of this course the student will:

- Understand the development of scientific thought and practices.
- Understand how scientific practices yield knowledge of the universe
- Understand Earth's place in our solar system, galaxy, and universe
- Understand the location and motions of celestial objects in the sky
- Understand the development and state of our current knowledge of the evolution, nature and structure the universe
- Understand the various types of stars and stellar systems, and how they combine to for the structure of the universe
- Be able to distinguish between various types of astronomical objects
- Understand the patterns and the diversity of objects in the universe
- Understand how knowledge of the cosmos allows us to better understand our Earth

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

**Attendance Policy:** Regular and prompt attendance is expected and required for student success in this class.

**COMM 263 Proposal**  
**For the**  
**Connections Category of the Colonnade Plan**

**A. 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 will demonstrate the ability to

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

1. A sample syllabus for this course. This should contain course description, student learning outcomes, goals of the course, and types of assignments. You do not need to send us a course schedule of topics, exams, etc. **[Attached]**

2. Statement of how your course meets the Colonnade Plan's learning objectives.

COMM 263: Fundamentals of Culture and Communication (3 hours) meets the three objectives included in the Social and Cultural section of the Colonnade Plan. As documented in this section, COMM 263 provides an introduction to concepts and principles for understanding the challenges and opportunities of intercultural encounter between people from different ethnic/racial, national and co-cultural backgrounds in today's increasingly interdependent world. By exploring various cultural traditions, especially the influence of history, philosophy, religion, and social institutions on communicative practices and self-concepts, students will develop cultural sensitivity and come to value diverse modes of communication and ethos. Students will analyze and evaluate a variety of intercultural encounters in diverse contexts to develop intercultural communication skills and competence critical for exercising social responsibility as an effective global citizen. Below, specific details help to illustrate how COMM 263 meets each of the three learning objectives.

**Learning Objective 1:** Students will demonstrate knowledge of concepts and principles for understanding the challenges and opportunities of intercultural encounter between people from different ethnic/racial, national and co-cultural backgrounds in today's increasingly interdependent world.

Students in COMM 263 will demonstrate knowledge of concepts and principles for understanding the challenges and opportunities of intercultural encounter between people from different ethnic/racial, national and co-cultural backgrounds in today's increasingly interdependent world. First, with respect to knowledge of concepts and principles for understanding the challenges and opportunities of intercultural encounter, students will learn



about key psychological, social, linguistic and nonverbal factors that hinder and enhance effective communication and interaction across cultures and traditions. Course readings and discussions focusing on intercultural communication assist students in acquiring knowledge and theoretical understanding about how divergent cultural values, social norms and evaluation can lead to miscommunication, misunderstanding and even serious dissonance. At the same time, students will learn how cultural knowledge, awareness and sensitivity can mitigate dissonance and miscommunication. Students will view such encounters as an opportunity to innovate and improvise existing cultural and social practices to foster meaningful collaboration and mutual understanding.

Second, with respect to knowledge about people from different backgrounds in today's increasingly interdependent world, course readings and discussions will assist them to acquire an understanding about racial, ethnic, national, and co-cultural diversity and their encounters in various domestic and international contexts.

Third, students will acquire skills to communicate with those who are culturally distant, especially through discussions and assignments that take students out of their comfort zone to observe and interact with such people. Also, students have the opportunity to integrate knowledge and experience in their paper assignment. Students who take COMM 263 should be able to demonstrate understanding about cultural diversity and be able to identify the basic concepts and principles of intercultural communication and interaction.

**Learning Objective 2:** Students will examine diverse values that form civically engaged and informed members of society and demonstrate the ability to understand and analyze how culture shapes the development of self and others through various modes of communication and ethos.

Students in COMM 263 will demonstrate the ability to understand and analyze how culture shapes the development of self and others through communication while examining diverse values that form civically engaged and informed members of society. This builds on what students will have initially explored on culture and self. Students will learn to examine and analyze the influence of history, philosophy, religion, and social institutions in shaping cultural values, social norms and communication practices. Course readings and discussion focusing on various communication practices and ethos will equip students to understand and appreciate diverse values within and across societies and to develop sensitivity towards, and tolerance for wide variety of cultural diversity and its forms.

At the same time, through comparisons, students are taught to apply critical thinking skills to understand their own self-concept, values and social relationships as well as those of others. Assignments, such as country/culture reports and intercultural investigation, provide opportunity for students not only to investigate real-world issues and problems, but also analyze their underlying patterns using evidence to critically make a case for their possible solutions.

**Learning Objective 3:** Students will demonstrate the ability to examine intercultural encounters in diverse contexts and develop cultural competence and communication skills crucial for exercising their social responsibility as an effective member of society and global community.

Students in COMM 263 will demonstrate intercultural communication competence by applying basic knowledge to analyze differing message skills, behavioral flexibility, interaction management, and social skills arising out of cultural diversity and dissonance from real-life

examples as in current events. Students will write a critical evaluation of a real-life example and provide suggestions for possible resolution.

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

To assess the course objective related to learning objective 1 and 2, we will use standardized testing. Two exams, each comprised of 20 questions (some combination of multiple choice, true-false, short answer and open-ended), will be conducted across the sections of COMM 263. The country report paper will be assessed to measure learning objective 2 and 3. Ten student papers from each section of COMM 263 will be randomly collected to assess by an assessment team using a rubric to evaluate 1) organization, 2) understanding of intercultural contexts (communication concepts, theories and cultural typologies), 3) research (incorporation of supporting materials), 4) writing (grammar, clarity, and effectiveness) and 5) ethics (cultural sensitivity and perspective-taking). Each area will be scored on a 5 point scale (5 -Excellent; 4 - Good; 3 - Satisfactory; 2 - Poor; 1- Fail). The scores will be assessed on the following scale (all five areas assessed on 5 point scale): 25-22.5 Excellent, 22.4-20 Good, 19.9-17.5 Satisfactory, 17.4-15 Poor, 14.9 or less Fail. The goals will be as follows:

70% of students will score at the satisfactory level or better.

50% of students will score at the "good" level or better.

These two forms of assessment represent a comprehensive approach to evaluating the effectiveness of COMM 263 across the learning objectives.

4. If necessary, a list of any proposed revisions needed to bring your course in line with the Colonnade Plan.

Overall, very little needs to be done in terms of revisions for the course to bring the course in line with the Colonnade Plan as this course exists in the current general education program and is still in line with the objectives in the Colonnade.

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

COMM 263: Fundamentals of Culture and Communication makes a unique contribution to the *Connections* category because communication extends over all disciplines and areas of life, the experiences in COMM 263 offer more ubiquitous experiences than most courses. The course examines in three ways how individuals are shaped by and shape societies and cultures within which they live. First, by exploring cultural traditions and their social institutions across the world, it helps students develop a framework to help contextualize and evaluate the development of individuals and their behaviors and attitudes, especially those who are culturally different. Second, by focusing on encounters between people from different ethnic/racial, national and co-cultural backgrounds, the course challenges the students to critically examine the nature and characteristics of frustration, misunderstanding and dissonance that often entail communicative encounters. Students not only are challenged to exercise critical thinking in

analyzing and evaluating the divergent communicative practices and ethos of the interactants, but in the process, they must also reflect on their own social and cultural conditioning to develop a full comprehension of their responsibility, behavior and attitude in shaping their social interactions. Third, students will study real-life examples outside of the classroom (such as current events or observation assignments) and apply what they have learned to analyze its complexity, propose possible interventions, and evaluate their potential impact for social and cultural transformation. Together, COMM 263 makes a unique contribution to the *Connections* category in Colonnade by equipping students with a culturally sensitive global framework to keep ethnocentrism at bay and with the intercultural communication competence to foster trust-building across a variety of differences so they will be equipped to operate and succeed in today's world as engaged and informed members of an interconnected and interdependent world.

2. Please identify any prerequisites for this course.

No prerequisites for COMM 263.

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

The Department will offer 3-5 sections of this course each semester.

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

One of the primary ways that students develop awareness and understanding how individuals are shaped by societies and cultures within which he/she lives is through critical thinking. This builds on the culture-self assignment students undertook in COMM 145, which is part of the Foundations category in the Colonnade. Though students are not required to take COMM 145, many students who take COMM 263 will likely have taken COMM 145 allowing students to expand on that experience. In COMM 263, students are taught how to identify and evaluate evidence, to differentiate between fact and opinion, to use credible sources, and to exercise self-reflexivity to examine assumptions and overcome the pitfall of ethnocentrism. Students learn to construct evidence-based interpretation and assessment of why particular set of influences give rise to behaviors and assumptions that make miscommunication or dissonance inevitable in intercultural encounter. Throughout their coursework, students are asked to construct an evidence-based description, interpretation and argument for how they analyze a cultural or social issue or problem to come up with solutions or make suggestions that fosters civically engaged and informed members of the global society.

## Sample Syllabus

# COMM 263 – Fundamentals of Culture & Communication

### ***Required Materials:***

1. Jandt, Fred E. (2013). *An introduction to intercultural communication: Identities in a global community* (7<sup>th</sup> ed.). Thousand Oaks, CA: Sage.
2. Frequent access to Blackboard
  - ✓ Assignment submissions and returns, discussions, detailed assignment instructions (including any additional reading materials), online exams and grades will occur via BB.

### ***Overview of the Course:***

This course provides an introduction to concepts and principles for understanding the challenges and opportunities of encounters between people from different ethnic/racial, national and co-cultural backgrounds in today's increasingly interdependent world. By exploring various societies and cultural traditions - especially the influence of history, philosophy, religion, and social institutions on communicative practices and self-concepts - students will develop cultural sensitivity and value diverse modes of communication and ethos. By examining a variety of intercultural encounters in diverse contexts and diverse values that form civically engaged and informed members of society, students will develop cultural competence and communication skills crucial for exercising their social responsibility to be an effective member of society and global community.

### ***Course Outcomes:***

Upon successfully completing this course students should be able to:

- Comprehend and apply course material.
- Investigate intercultural communication.
- Understand the diverse values and self-concepts that inform members of society and cultures.
- Cultivate skills to become an effective and competent communicator in a plural world.
- Recognize the complexity of ethical responsibility in intercultural interaction.
- Develop an appreciation for and an understanding of diverse cultures and traditions.
- 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 Assignments:***

All written assignments must conform either to the APA or MLA style depending on student major.

### ***Exams (70 points each):***

There will be TWO exams over the course of the semester. The exams will be a combination of short-answer, multiple-choice, true/false, and matching type questions. The exam is based primarily on course readings and in-class lectures and discussions.

Country Report (60 points):

Students will submit a 4~5 page country/culture research paper for which they have no known family background or intimate knowledge. One of the components of intercultural communication competence is cultural knowledge and awareness. This assignment involves 1) desk research and researcher reflexivity to increase student knowledge of other culture/country as well as of self culture/country, and 2) in-class presentation to share with class what each has learned from this research. Students will compile information describing a) the physical and demographic features of the country/culture, b) major historical and contemporary events of the country/culture of choice explained from the eyes of the members, c) the food culture, d) values that are highly sought after and behaviors considered as taboos, e) common communication practices exhibited by the country's and/or culture's citizens, f) the popular culture scene, and g) the similarities and differences between the country/culture of report and one's own.

Interviewing a non-US citizen (50 points):

Each of the students will interview a non-US citizen who is currently living (either temporarily or permanently) in the United States. The purpose of this assignment is to have students go beyond their comfort zone to engage in a dialogue with a "stranger" to explore his/her background and experience, intercultural experience in the US, his or her perception of the US and Americans. At the end, students are asked to write a 4~5 page thoughtful summary of the encounter and reflection that demonstrates perspective-taking and reflexivity.

Intercultural Investigation (50 points):

Students will investigate a social/cultural practice or problem near them – in the workplace, school, community, or home - where getting along and working together results in practices that either hinder some of the members from participating as equals or deprive them of due recognition and appropriate treatment which prevents them from participating on their own terms. Students will submit a 5~6 page observation notes from the "field"/"site" that serves as preliminary evidence for identify the problematic pattern of interaction. The purpose of this assignment is to develop student skill as an intercultural detective to see beyond the obvious and question the status quo.

Intercultural Intervention (60 points):

One of the components of intercultural communication competence is becoming aware that the self is an agent for both harmony and change. Communication defined broadly offers a wide range of tools that we can use to regulate interaction and relationships for better or worse. This is a follow-up of the earlier intercultural investigation where students will submit a 5~6 page proposal for intervening in the interaction pattern using what they have learned in the course. They will analyze the nature of the problem/issue, identify its possible causes and costs when the pattern persists, propose an intervention, as well as consider some of the possible consequences from the new changes.

Online Discussion (70 points in total):

Each week, students are asked to post a 100~200 word response to a discussion prompt based on their textbook chapter reading in the coming week. They will be asked not just to summarize but to integrate thoughtfully what they have read. The purpose of the assignment is to sensitize them to key issues and terms in advance of the lecture and discussion.

Participation (70 points):

Student will also be evaluated for their level and quality of participation. Participation starts as a function of attendance, but participation is more than just being in class. Students are expected to come to class prepared to participate in class discussions and activities. Making thoughtful contributions, asking questions that expand the thinking of the class and communicating respectfully with thoughts/opinions different from one’s own are an integral part of learning mutual respect and intercultural competence.

**Grading Scale**

A	= 90% and up	= 450 – 500 points
B	= 80-89.9%	= 400 – 449.5 points
C	= 70-79.9%	= 350 – 399.5 points
D	= 60-69.9%	= 300 - 349.5 points
E	= 0-59.9%	= 299.5 points and below

<b>Country Report (60 points)</b>	points earned_____
<b>Interview (50 points)</b>	points earned_____
<b>Intercultural Investigation (50 points)</b>	points earned_____
<b>Intercultural Intervention (60 points)</b>	points earned_____
<b>Online Discussion (70 points)</b> (5 points per post, 14 posts)	points earned_____
<b>Online Exams (140 points)</b>	
Exam #1 (70 points)	points earned_____
Exam #2 (70 points)	points earned_____
<b>Participation (70 points)</b>	points earned_____
<b>TOTAL (500 points)</b>	points earned _____

**Proposal for Explorations: Social and Behavioral Sciences**

**Contact: Alex Lebedinsky, Economics Department**

**[alex.lebedinsky@wku.edu](mailto:alex.lebedinsky@wku.edu), 745-3150**

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)**

ECON 203: Principles of Macroeconomics

Subcategory: Social and Behavioral Sciences

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

*Principles of Macroeconomics* is a natural candidate for a “Social and Behavioral Sciences” course in the Explorations category of the Colonnade program. Principles of Macroeconomics offers an introduction to economic concepts, ideas and methods of analysis while focusing attention on the economy as a whole. The course is designed to provide an understanding of how local economies aggregate into regional, national and global economies, how economic conditions in one part of the country or the world can affect economies across the country or the globe, how national-level policies affect individuals and communities on the local level, and how these policies can ripple through the rest of the world. More specifically, the course will meet learning objectives of a Connections course as follows:

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

Economics is a social science, so this goal is met by the very nature of the subject.

The course starts by covering fundamentals such as measuring output, unemployment, inflation interest rates, trade flows and national debt. These issues are crucial for comparing well-being within the regions of a country and across countries, and to understanding the nature and impact of economic cycles. The course also demonstrates how laws of supply and demand can be used to study such large-scale markets as a country’s labor market by examining determinants of labor supply and demand for labor. The same model can even be used to study the entire economy by examining the interaction between aggregate demand for all goods and services and their aggregate supply.

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

Students in ECON 203 will meet this objective by learning the following key economic concepts and methods:

- Opportunity cost – what has to be sacrificed to obtain something else.
- Cost/Benefit analysis – careful accounting of all costs of actions, including the cost to the society as a whole.

- Measures of economic well-being – how Gross Domestic Product measures output of an economy, how the inflation rate captures change in prices, how the unemployment rate measures underutilization of resources.
- Ethical issues are intertwined with these economic concepts: The distinction between private costs of actions and their social costs helps students understand how individual choices can impact other members of society. Understanding the role of incentives helps students recognize how well intentioned economic policies can lead to undesirable outcomes.

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

The central issue in this course is the effect of economic policies. These effects can be fully understood only by placing these policies within the context of the problems these policies are trying to address. Therefore, the course requires integration of other subjects, such as geography and history, into economics to be able to understand fully the issues at hand. When studying economic development, for example, students will gain appreciation of differences in well-being across countries, which should lead them inevitably to a question: “Why did some countries become so rich while others remained so poor?” The course should also help students understand the complexity of what an “economic policy” means. While in developed countries it is a matter of fine-tuning the economy and avoiding recessions, in developing countries it is a matter of survival.

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

Students in ECON 203 learn the economic way of thinking. By understanding opportunity costs of their actions and by being able to carefully enumerate personal costs and benefits of their actions, they learn to make informed decisions. By understanding costs and benefits imposed by personal actions on the society, students can become better members of their communities. By learning about the role and the limitations of government, students can become better citizens.

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

ECON 203 will help students analyze complex problems using the tools learned during the course. The class material is presented using real world examples, so the students will learn to identify key economic problems in their environment and apply economic analysis to their daily lives.

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

The statements shown below or similar will be included in Econ 203 syllabi:

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



to apply economic concepts to contemporary issues and understand the impact economic decisions and actions have on individuals and society.

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

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

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

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

For ECON 203, assessment will take place either throughout a semester or at the end of a semester, depending on individual instructor. Each student taking ECON 203 will have to answer a set of at least 10 questions to help the department assess whether the course is meeting the learning objectives of the Social and Behavioral course in the Explorations category. The questions will be chosen by the department and included in regularly scheduled exams. Each question will be assigned to a specific learning objective of the Social and Behavioral course. Numbers of correct answers for each question will be compiled by each instructor and reported to the department. The goal will be to achieve a combined 70% success rate on all 10 questions. Performance on individual questions will be analyzed as well to assure that all learning objectives of the Colonnade program. are being adequately met.

5. *How many sections of this course will your department offer each semester?*  
In the fall of 2013, the Economics Department offered 6 sections with a total enrollment of about 200 students, as well as an Honors section with 25 students. The department plans to continue offering the same number of sections and can facilitate additional sections if necessary.
6. *Please attach sample syllabus for the course.*  
Attached below.

## **Principles of Macroeconomics Economics 203**

**Required Texts:** *Macroeconomics: Truths and Myths* by Brian and Claudia Strow and the Wall Street Journal

### **Course Description**

Principles of Macroeconomics satisfies the requirements of a Connections course (Local to Global) of the Colonnade Program. This course meets the following learning objectives:

*Learning Objective 1: Analyze issues on local and global scales.*

Students will learn commonly used measures of economic activity such as gross domestic product, unemployment rate, inflation, exchange rate etc. These measures will be used to compare economic well-being within regions of a country and across countries.

*Learning Objective 2: Examine the local and global interrelationships of one or more issues.*

Students will learn about international trade, how comparative advantage determines what goods are produced within and traded across countries. Students will learn how local economic conditions can affect an entire economy and how the state of the entire economy affects individuals on a local level.

*Learning Objective 3: Evaluate the consequences of decision-making on local and global scales.*

Students will learn about the role of the government in an economy. Students will also learn about the role of the Federal Reserve in the U.S. economy, how it's action impact this economy as well as economies of other countries. Students will learn about the tools of monetary policy and limits of their effectiveness in achieving the goals of the Fed. Students will also learn about how fiscal policy can be used to affect output in a country. The problems of fiscal deficits and national debt, sustainability of Social Security and will also be examined in the course.

Students will understand: Tradeoffs, opportunity cost, marginal analysis, role of incentives, costs and benefits of international trade, costs and benefits of markets, supply/demand equilibrium, fiscal policy, monetary policy, inflation unemployment, national income accounting, income/expenditure model, and economic growth. There will be a few definitions and concepts to memorize, but the vast majority of the concepts covered in the course will require you to think through relationships and to be able to analyze problems, recommend solutions, and explain exactly how they might work.

You will be asked to do simple algebra and use graphing techniques to summarize major concepts and relationships. However, it is also important for you to be able to explain economic analyses carefully and in a manner understandable to someone who has not had an economics course. Economics is not a discipline that can be learned the night before an exam, so it is crucial that you keep up with the reading and your class notes.

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course just contact the Office for Student Disability Services in **DUC A-200** of the Student Success Center in Downing University Center. The OFSDS telephone number is (270)745-5004 V/TDD. Please **DO NOT**

request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

## Grading

There will be four quizzes (20%), three exam (45%) and a cumulative final exam (35%). Questions will cover the text, lecture, material to be designated from The Wall Street Journal, and other links in blackboard. There is no such thing as a make-up quiz or exam, so don't miss class on quiz days. Quizzes will always be administered at the beginning of the scheduled class.

Date	Topic	Chapter
Aug 26	Opportunity Cost; Or, Why believing in free lunches is a bad as believing in the Great Pumpkin Preface,	1,2
Aug 28	Gross Domestic Product; Or, Stuff is cool. More stuff is cooler. Chile is only cold in the mountains.	3
Sep 4	Natural Resources ,Labor, and Capital; Or, Even the vertically challenged can pick low hanging fruit Quiz 1	4
Sep 9	Technology, Entrepreneurship, and Convergence; Or, Santa better do more with less because the population keeps growing and they need toys	5
Sep 11	Comparative Advantage; Or No matter how much you suck at doing stuff, you'll always have a job	6
Sep 16	Barriers to Trade; Or, Just because everyone else is jumping off a bridge, it doesn't mean you have to	7
Sep 18	Exam 1 (Chapters 1-7)	Exam 1
Sep 23	Unemployment; Or, Vacations are more fun if you have a job to pay for them	8
Sep 25	Inflation; Or, If I had a million Zimbabwean dollars I wouldn't be rich	9
Sep 30	Circular Flow Model; Or, Around and around we grow, where we stop nobody but Hugo knows	10
Oct 2	Business Cycles; Or, Does riding cycles strengthen your quads? Quiz 2	11
Oct 7	AD/AS; Or, Everyone likes looking at models	12,13
Oct 9	Says Law; Or Weebles wobble but they don't fall down	14
Oct 14	Keynesian Fiscal Policy; Or, Your political ideology is getting fat, so it's time to exercise it	15
Oct 16	Exam 2 (Chapters 8-15)	Exam 2
Oct 21	Government Spending; Or, Who wants fruity pebbles with a side of sugar?	16
Oct 23	Taxes; Or a tax by any other name still takes money out of my pocket	17
Oct 28	National Debt; Or, I'll gladly pay tomorrow for a hamburger today	18
Oct 30	Problems with Fiscal Policy; Or, Fool me once shame on you, fool me twice - I assume you can't Quiz 3	19
Nov 4	Money and Banking; Or, fiat is more than a car made in Italy	20
Nov 6	The Federal Reserve; Or, The world according to Ben	21
Nov 11	Keynesian Monetary Policy; Or, Helicopters and cash dumps	22,23
Nov 13	Exam 3 (Chapters 16-23)	Exam 3

Nov 18	Floating Exchange Rates; Or, Even dollar coins float in theory if not in practice	24
Nov 20	Public Policy in an Open Economy; Or, Think globally, act locally	25
Nov 25	Fiscal vs. Monetary Policy: Or, Do you prefer over the counter or prescription stimulants? Quiz 4	26
Dec 2	The State of the World Economy; Or, Has Venezuela imploded yet?	
Dec 4	Macroeconomic Jeopardy	
Dec 13	Final Exam Friday (10:30-12:30)	

**Proposal for Connections: Social and Cultural**  
**Contact: Alex Lebedinsky, Economics Department**  
**[alex.lebedinsky@wku.edu](mailto:alex.lebedinsky@wku.edu), 745-3150**

1. *What course does the department plan to offer in Connections? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)*

ECON 375: Moral Issues of Capitalism  
Subcategory: Social and Cultural

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.*

This course is designed to give students insight into the moral foundations of capitalism and the implications and consequences of government intervention in markets. The course covers a broad spectrum of issues that are relevant today including immigration, free trade, poverty, healthcare, discrimination, locally grown food, sustainability and global warming.

*Learning Objective 1: Analyze the development of self in relation to others and society.*

The course tackles the issues of morality and ethics and what it means to be a moral person in a society. The course opens with the discussion of a “social utility function”, how we can say that something is “good” for a society, how individual welfare enters into calculation of the welfare of the whole society, and how various definitions of what a “society” is can place lower value on some individuals and higher value on others. The entire course is dedicated to examination of how and why we can consider actions of individuals and organizations (business, non-profit and government) to be moral or immoral.

*Learning Objective 2: Examine diverse values that form civically engaged and informed members of society.*

Diverse values are represented through diversity of issues discussed: immigration, inequality, poverty, discrimination, corporate responsibility, pollution, pension reform and national debt. These issues affect different parts of our society in different ways. They also have a different effect on current and future generations. By developing an understanding of moral issues surrounding these problems, students will form a solid foundation based on which they can judge proposed solutions to these problems.

*Learning Objective 3: Evaluate solutions to real-world social and cultural problems.*

Topics covered in class are current, relevant and important topics, and are much debated by policy makers. The main purpose of the course is to set up a framework through which one can judge morality of solutions of these problems. This course is designed to make students think.

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

The course discusses real world-issues. The course takes the questions “What is moral? Why do we think it is moral?” -- questions that are typically left to the realm of philosophy -- and brings them into everyday life. Thus, the course makes a connection between decisions we make as individuals and as a society and a question of morality. Therefore, this course is very much in the spirit of the intention of the Connections courses in the Colonnade program whose goal is to “direct students to apply and integrate discipline-specific knowledge and skills to the significant issues challenging our individual and shared responsibility as global citizens.”

Following the spirit of the Connections courses, where “students will learn to analyze and evaluate cultural contexts, examine issues on both a local and global scale”, the course provides a framework for evaluating proposed and exiting policies that affect both small groups within societies and the entire global community.

4. *Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be Colonnade Foundations or Explorations courses.*

Prerequisite: ECON 150 or ECON 202 or ECON 203

ECON 150 and ECON 202 are approved courses in the Explorations category of the Colonnade program.

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

Ideas matter. The implementations of ideas have consequences. This course is designed to give students insight into the moral foundations of capitalism and the implications and consequences of government intervention in markets. Students will learn

- a. Students will learn how “Social welfare” is defined and how much what we perceive to be “moral” depends on how we define “social welfare”.
  - b. Students will examine a variety of real-world problems faced by individuals and society, solutions to these problems offered by individuals and government, and moral implications these solutions have on individuals and societies.
  - c. Above all, this course is designed to make students think.
6. *Give a brief description of how the department will assess the course beyond student grades for these learning objectives.*

Students are required to write 10 papers critically examining specific issues in the course. They are assessed using the following rubric:

Does the student explain how their view of society impacts their preferred policy response to moral issues in capitalism? (Learning Objective 1)

Does the student agree with or critically challenge the opinions of authors of assigned readings? (Learning Objective 2)

Does the paper critically examine the moral implications of a given policy choice? (Learning Objective 3)

7. *Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.*

All exams are essay exams where students must illustrate their knowledge of the material and show that they can critically interact with what they have learned in order to advocate public policies that improve society.

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

One section every other semester. Frequency of offering might increase depending on demand for the course.

9. *Please attach sample syllabus for the course.*  
Attached below.

## Moral Issues of Capitalism Fall 2013

Economics 375  
MWF 11:30-12:25  
Grise Hall 440  
Office Hours:  
MWF 8:30 - 11:15  
TR 9:30 – 12:30 Or by appointment

Brian Strow  
Grise Hall 427  
office x7082  
brian.strow@wku.edu

### Required Reading:

“OA” Other articles – These articles are available in blackboard and categorized in folders according to the class periods for which they will need to be read.

### Course Description

Ideas matter. The implementations of ideas have consequences. This course is designed to give students insight into the moral foundations of capitalism and the implications and consequences of government intervention in markets.

Above all, this course is designed to make you think. I promise that thinking won't hurt too much. You may even find that you enjoy it. It is a reading and discussion oriented course so you must come prepared each day having read the material.

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

### Grading

- 3 Exams 60 %
- 10 Reading Summaries 40 %

#### *Reading Summaries*

Reading summaries are summaries of the reading for that day to be turned in at the beginning of class. Pick any ten days when we have a reading assignment and write a 2-3 page summary of what you learned from the text. Include your own opinion of what you read. Do you agree with what you read, why or why not?

**If you miss a class day, you owe me an extra reading summary!**



Topic	Reading	
Aug 26	Morals vs. ethics; or, If a sucker is born every day, is it ok to lick him?	OA 1
Aug 28	Social utility functions; or, "I like talking about you usually, but occasionally, I want to talk about me"	OA 2
Aug 30	Alternate definitions of society; or, People with the last name of Mulligan don't count	OA 3
Sep 4	What is capitalism?; or, Free enterprise by any other name may not swell as sweet	OA4
Sep 6	The meaning of prices; or, Are prices just, or just prices? OA 5	OA5
Sep 9	Private property; or, If this land is your land, how can it be my land?	OA6
Sep 11	Pierre Desrochers: What is moral about eating locally grown food?	
Sep 13	What is Collectivism?; or, there's no I in People's Republic, ok, there is one, but it is at the very end.	OA7
Sep 16	Corporate Social Responsibility; or, Do you want an order of social justice with your fries and shake?	OA8
Sep 18	Comparative economic growth records; or, The proof is in the pudding (if you can afford pudding)	OA9
Sep 20	Is capitalism moral, amoral, or immoral?; or, Can you love your neighbor as yourself, but hate yourself?	OA10
Sep 23	Capitalism and the Seven Deadly Sin; or, What profit is to a man to gain the whole world and lose his soul?	OA 11
Sep 25	Illegal contracts; or, Bootleggers and Baptists unite – you have nothing to lose but your brains	OA12
Sep 27	Exam 1	
Sep 30	Inequality over time and space; or, Why current income is so one dimensional in a multi-dimensional world	OA13
Oct 2	Poverty and Morality; or, What happens if you insulate people from the consequences of their actions?	OA14
Oct 7	Poverty and Welfare; or, When does a safety net become a web?	OA15
Oct 9	Discrimination; or Markets don't discriminate, people do	OA16
Oct 11	Housing; or, Fannie and Freddie: the two little pigs whose houses were blown down	OA17
Oct 14	Healthcare; or, Why does the price of free stuff keep increasing?	OA18
Oct 16	Capitalism and the elderly; or, "Will you still need me, will you still feed me, when I'm 64?"	OA19
Oct 18	Education; or, Who is supposed to benefit from school?	OA20
Oct 21	Pollution; or, The Cuyahoga River wouldn't have caught on fire if someone had owned it	OA21
Oct 23	Recycling; or, Landfills could simplify mining	OA22
Oct 25	Sustainability; or, Who's going to speak for the trees?	OA23
Oct 28	Global warming; or, Will capitalism pave paradise, put up a parking lot, and kill us with CO2? OA	OA24
Oct 30	Regulations; or, Are animal spirits best contained in government run zoos?	OA25
Nov 1	Exam 2	
Nov 4	Monopolies; or, The devil made me buy it – and pay too much for it	OA26
Nov 6	Nationalization of industry; or, Are monopolies better if they are run by bureaucrats?	OA27
Nov 8	Industrial Policy; or, Who decides what to produce and how to produce it?	OA28
Nov 11	Rent Seeking; or, Give the cause a dollar, feed it for a day. Teach it how to lobby, feed it for a lifetime	OA29
Nov 13	Capitalism and business cycles; or, Keynes doesn't think riding cycles strengthens your quads	OA30
Nov 15	National debt; or, I'll gladly have my kids pay tomorrow for a hamburger I consumer today	OA31
Nov 18	Unfunded public pensions; or, Even nanny's like to raid the cookie jar	OA32
Nov 20	Europe's fiscal crisis; or, A failure of capitalism or a moral failure?	OA33
Nov 22	Monetary policy; or, Time to invest in helicopter manufacturers	OA34
Nov 25	Capitalism and labor; or, Laborers search for jobs and organized labor tries to stop them.	OA35
Dec 2	Immigration; or, Should Lady Liberty give potential newcomers the finger?	OA36
Dec 4	Free trade, fair trade, or no trade; or, Unlike energy, wealth can be created or destroyed	OA37
Dec 6	International aid; or, Give a man a fish, kill the local fishing industry	OA38
Dec 9	Final Exam 10:30-12:30 Monday)	

## **FIN 161 – PERSONAL FINANCE**

- 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 Finance would like to offer FIN 161 (Personal Finance) in the Social & Behavioral subcategory of the Explorations Category of the Colonnade Program.

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

A practical understanding (or lack) of basic personal financial management skills has profound effects on individuals and society as a whole. The ability to manage a personal budget, cash management accounts, make informed purchasing decisions, retain adequate insurance coverage and prepare for retirement and one's eventual death are key to success as a citizen of our society. The need for these skills is universal and transcends race, ethnicity and gender, let alone choice of major or career.

### ***Learning Objectives***

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

Personal Finance (FIN 161) is an introductory course designed to give students from all backgrounds and majors a broad, practical overview of personal financial skills. Particular attention is paid to addressing behavioral biases and their effect on individual financial success, and society at a local, national and international level. So that students may be best prepared for their roles in society, students will learn

- The importance of goal setting and the need to visualize, quantify, assess and prioritize the financial needs of an individual's lifestyle choice.
- The necessity of a formal, actively managed household budget and the practical skills required to manage one.
- The differences, advantages and disadvantages of various types of cash management alternatives such as checking, savings, money market and certificate of deposit accounts.
- To properly evaluate the myriad consumer credit products which they may encounter such as student loans, credit cards, payday loans, pawn loans amongst other choices.
- Practical credit management skills and practical understanding of consumer credit reports and scores, as well as knowledge of the role of credit in our society.
- The process of making informed, "smart" buying decisions.
- Practical car and home-buying skills and the art of negotiation.
- Evaluating the insurance choices available to consumers and the role that insurance plays in our society.
- The importance of adequate retirement planning at all stages of an individual's career and the burden it places on society and self when one delays these plans.

- Proper estate planning techniques to address end-of-life emotional, familial and societal issues.

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

Students in FIN 161 will meet this objective by addressing the learning objectives of the previous section and applying these concepts to their own lives. At each step of the learning process in the course where different concepts are presented, class discussion addresses numerous social and behavioral questions. Examples of these might be:

- Who/what determines the “rule of thumb” for the value of an engagement ring?
- What is the role of a banking institution in our lives? How do we manage such a relationship? How does government interact with this relationship?
- How/when does society seem to suggest we should purchase our first home/car? How/when should we as individuals make this determination?
- Do we have an obligation to our fellow citizens to carry adequate liability insurance on our Auto Policies? What defines “adequate?”
- What is the concept of “retirement?” How has this concept changed over the course of time? What responsibility do we have to provide for our future selves? What of government? How should we address these needs?

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

This objective is met by the following concepts:

- The unique role that women must play in managing their personal finances and their families.
- The unique financial challenges presented to minorities and tools to overcome them.

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

This objective is exhaustively met by addressing the personal financial issues faced by all individuals in this country and the steps they must take to address them. Furthermore, attention is given to problems faced by society from those who fail to address these needs for themselves.

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

FIN 161 will help students address complex, life affecting issues and problems using the tools learned during the course. Material is presented using practical, real-world examples pertinent to the current and future lives of students. Through this, students will be able to identify personal finance issues in their lives and careers and apply to analytical tools learning in this course to their daily living needs.

**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: This course is designed to serve the personal finance needs of students regardless of their major fields. Practical applications in person and family financial planning, including credit, buying, borrowing, banking, insurance, investments, taxation, estate planning and home ownership are discussed. The material will be kept basic in nature and a business background is not required. **This does not mean the material is EASY.** Any concepts introduced will be no more difficult than those faced by individuals in their “real” lives.

By its nature, finance involves **mathematics**. An adequate grasp of simple algebra is a must. Some statistical analysis will be required but any statistics used will be reviewed.

Course Objective: To provide and develop the necessary tools to allow the student to become an informed citizen and financially responsible member of society especially as it relates to the personal financial aspects of the student’s current and future life. This course fulfills the Social and Behavioral Science requirement in the Explorations category of the Colonnade Program. To meet the requirement of the courses in this category, the course has the following learning objectives:

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

#### Course Outline

So that students may be best prepared for their roles in society, students will learn

- The importance of goal setting and the need to visualize, quantify, assess and prioritize the financial needs of an individual’s lifestyle choice.
- The necessity of a formal, actively managed household budget and the practical skills required to manage one.
- The differences, advantages and disadvantages of various types of cash management alternatives such as checking, savings, money market and certificate of deposit accounts.
- To properly evaluate the myriad consumer credit products which they may encounter such as student loans, credit cards, payday loans, pawn loans amongst other choices.
- Practical credit management skills and practical understanding of consumer credit reports and scores, as well as knowledge of the role of credit in our society.
- The process of making informed, “smart” buying decisions.
- Practical car and home-buying skills and the art of negotiation.
- Evaluating the insurance choices available to consumers and the role that insurance plays in our society.
- The importance of adequate retirement planning at all stages of an individual’s career and the burden it places on society and self when one delays these plans.

- Proper estate planning techniques to address end-of-life emotional, familial and societal issues.

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

The Department of Finance will assess the effectiveness of this course by giving regular assessment of topics as determined by the Director of the Financial Planning Program, with allowances made for individual instructor preference, within limits. Uniformity of learning outcomes will be achieved through assessment of learning outcomes of students of Personal Finance regardless of instructor. This will be achieved through standardized levels of examination as varying points of a given semester.

Learning objectives of the course will be deemed to have been met when 70% of students receive a passing grade on a goal-setting assignment, budgeting project and retirement project. Furthermore, certain standard questions will be given on exams, regardless of instructor, and learning objectives will have been met if 70% of students correctly answer.

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

At a minimum, the Department of Finance will offer two sections of FIN 161 per semester with 90 seats. Enrollment in an individual section of the course is currently limited by seating capacity of classrooms in Grise Hall. Additional offerings of the course are regularly offered during Summer Sessions with capacity for 40 students.

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

See below for sample syllabus information.

# PERSONAL FINANCE

FIN 161 - SECTION 001  
Grise Hall, Room 438  
Tuesday & Thursday | 11:10 – 12:30 p.m.  
August 27, 2013 – December 9, 2013

*You are responsible for knowing and understanding the contents of this syllabus. This syllabus represents a contract between the student and the instructor.*

## INSTRUCTOR

Mr. Andrew J. Head, MA, CFP®  
Director, Financial Planning Program  
Director, Center for Financial Success

## OFFICE

325 Grise Hall

## PHONE

270.745.4733

## EMAIL

[andrew.head@wku.edu](mailto:andrew.head@wku.edu) (Best contact between classes)

## OFFICE HOURS

Various times by appointment

## REQUIRED MATERIALS

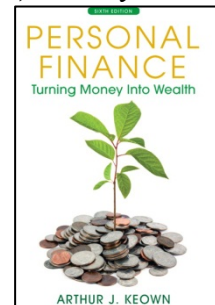
### TEXT

**Personal Finance: Turning Money into Wealth, 6/E (or newer) with MyFinanceLab**

-Arthur J. Keown

ISBN-10: 0132719169

ISBN-13: 9780132719162



### **Purchasing Options**

New Including MyFinanceLab = \$Various

Used + MyFinanceLab = \$Used Price + \$55

Loose Leaf + MyFinanceLab = \$110

eText + MyFinanceLab = \$100

## CALCULATOR

**Texas Instruments BAI Plus**

Available for approximately \$28 at various stores





## To register for FIN 161-M01 May 2013:

1. Go to [pearsonmylabandmastering.com](http://pearsonmylabandmastering.com).
2. Under Register, click **Student**.
3. Enter your instructor's course ID: [head07615](#), and click **Continue**.
4. Sign in with an existing Pearson account or create an account:
  - If you have used a Pearson website (for example, MyITLab, Mastering, MyMathLab, or MyPsychLab), enter your Pearson username and password. Click **Sign in**.
  - If you do not have a Pearson account, click **Create**. Write down your new Pearson username and password to help you remember them.
5. Select an option to access your instructor's online course:
  - Use the access code that came with your textbook or that you purchased separately from the bookstore.
  - Buy access using a credit card or PayPal.
  - If available, get 14 days of temporary access. (Look for a link near the bottom of the page.)
6. Click **Go To Your Course** on the Confirmation page. Under MyLab & Mastering New Design on the left, click **FIN 161-001 F13 11:10-12:30 TR** to start your work.

### Retaking or continuing a course?

If you are retaking this course or enrolling in another course with the same book, be sure to use your existing Pearson username and password. You will not need to pay again.

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1. Go to [pearsonmylabandmastering.com](http://pearsonmylabandmastering.com).
2. Click **Sign in**.
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4. Under MyLab & Mastering New Design on the left, click **FIN 161-001 F13 11:10-12:30 TR** to start your work.

### Additional Information

See **Students > Get Started** on the website for detailed instructions on registering with an access code, credit card, PayPal, or temporary access.

## **STUDENTS WITH DISABILITIES**

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



## **COURSE DESCRIPTION**

Course Description: This course is designed to serve the personal finance needs of students regardless of their major fields. Practical applications in person and family financial planning, including credit, buying, borrowing, banking, insurance, investments, taxation, estate planning and home ownership are discussed. The material will be kept basic in nature and a business background is not required. **This does not mean the material is EASY.** Any concepts introduced will be no more difficult than those faced by individuals in their “real” lives.

By its nature, finance involves **mathematics**. An adequate grasp of simple algebra is a must. Some statistical analysis will be required but any statistics used will be reviewed.

### Course Outline

So that students may be best prepared for their roles in society, students will learn

- The importance of goal setting and the need to visualize, quantify, assess and prioritize the financial needs of an individual’s lifestyle choice.
- The necessity of a formal, actively managed household budget and the practical skills required to manage one.
- The differences, advantages and disadvantages of various types of cash management alternatives such as checking, savings, money market and certificate of deposit accounts.
- To properly evaluate the myriad consumer credit products which they may encounter such as student loans, credit cards, payday loans, pawn loans amongst other choices.
- Practical credit management skills and practical understanding of consumer credit reports and scores, as well as knowledge of the role of credit in our society.
- The process of making informed, “smart” buying decisions.
- Practical car and home-buying skills and the art of negotiation.
- Evaluating the insurance choices available to consumers and the role that insurance plays in our society.
- The importance of adequate retirement planning at all stages of an individual’s career and the burden it places on society and self when one delays these plans.
- Proper estate planning techniques to address end-of-life emotional, familial and societal issues.

## **METHOD OF INSTRUCTION**

This course will be conducted in a lecture/discussion format, primarily involving critical thinking and problem solving. Students are expected to take an active role, both in the classroom and out of class.

## **COURSE OBJECTIVE**

To provide and develop the necessary tools to allow the student to become an informed citizen and financially responsible member of society especially as it relates to the personal financial aspects of the student's current and future life.

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

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

Topics in this class demonstrate how society and individuals benefit when individuals take responsibility for personal financial decisions, how planning makes for effective decisions, and will discuss strategies to consider when planning. We will explore personal behaviors that both exacerbate and ameliorate not only individual situations but societal problems, especially in the financial area.

While the personal finance area can be viewed as highly technical in nature, in the end the financial problems that arise in people's lives often result from behavioral imperfections and imperfections in the financial structures that individuals must deal with in their everyday life. This course will address some of these imperfections and develop strategies for dealing with them. There is both a social and behavioral component to the personal finance area, and we will address them in this course.

## **IMPORTANT DATES**

September 3 – Last day to add a class. Last day to drop a class without a grade. Last day to change a class from audit to credit. Last day to receive 100% refund for a class.

September 9 – last day to receive 50% refund.

September 16 – last day to receive any refund for the 2013 Fall semester.

October 3 – NO CLASS - Fall Break

October 16 – Last day to drop with a W, change from CR to AU

November 28 – NO CLASS – Thanksgiving

## GRADING

### EXAMS

There will be two exams and a final exam. The exams will be primarily in a multiple-choice format. Students are responsible for bringing a Scantron and your financial calculator to each exam. Calculators may **not** be shared during exams and language translators are not permitted. Exams cover **ALL** assigned reading material whether or not covered in class and class lectures. I will retain all exams. Failure to return an exam after the in-class review will result in an F for the course.

### EXAM SCHEDULE AND VALUE

	<u>Points</u>	<u>Date (Tentative)</u>
Exam 1	125	October 1
Exam 2	125	November 12
Final Exam	125	December 9 (MONDAY @ 8AM)

### CHAPTER HOMEWORK ASSIGNMENTS

Assignments will be posted on and must be submitted through **MyFinanceLab**. Points for each assignment depend on the number of questions assigned. Homework assignments can be resubmitted an unlimited number of times, up until the due date/time. I will not reopen missed assignments for any reason.

### SEMESTER BUDGET PROJECT 80 Points

In Chapter 2 we will discuss (amongst other things) proper budgeting techniques. Due to the fact that a solid approach to budgeting is absolutely pivotal to your long-term financial success, while taking this course it is important that you get to practice with software packages that will make your future financial life a LOT easier. Because this is such an important step in financial success, you will be required to use the **YouNeedABudget** software package (this will be discussed in class) to record your financial transactions and category budgets. Other software can be used **ONLY** with **prior** permission. You will be submitting sharing your budgets with me through the “Cloud” using Dropbox. Details of this will be discussed in class. This **MUST** be shared with me no later than the first exam. Late submissions will **NOT** be accepted.

### RETIREMENT PROJECT 50 Points

There will be a project assigned where you will be required to calculate your required retirement contributions under various scenarios. This will be assigned further into the course.

### COURSE GRADE:

2 Exams @ 125 = 250 points  
1 Final Exam @ 125 = 125 points  
Homework = 80 points (this is an estimate)  
Retirement Project = 50 points  
Budget Project = 80 points  
Participation & Attendance = 25 points

**TOTAL = 625** (This is an approximation because there may be more or fewer points from quizzes and other assignments)

**GRADES:** Failure to take ALL exams will result in an “F” for the course, otherwise your grade will be based on the total points you earn in the course and determined by the following FIXED scale:

**A: 90-100% of total pts.; B: 80-89%; C: 70-79%; D: 55-69%; F: < 58%**

## CLASS POLICIES

- **I do not give make up exams.** If you have *extreme* circumstances that prevent you from taking the exam when scheduled, you must contact me at least 24 hours in advance and arrange for an alternative time to take a more difficult exam. The alternative exam must be taken before exams are handed back (usually the following class period) and will only be accepted for a grade with proof of excuse. Alternative exams will be different and harder than the original.
- **Quizzes and in-class assignments cannot be made up. Absences on these days result in a zero.**
- You are responsible for all material covered in class as well as obtaining handouts. If you miss class, it is **your responsibility** to get notes and handouts from one of your classmates. I only provide handouts once.
- Attendance and preparation are *extremely* important. The typical college course requires **2-3 hours** of preparation outside of class for every hour spent in class.
- I will take attendance using a seating chart. I will begin deducting points after one unexcused absence and I will stop grading after **5** absences.
- There are no individual extra credit projects. Period. Everyone's grade for the course is based on the same material.
- Do **NOT** anticipate any curving of grades.
- Incompletes are **not given** except under extreme circumstances.
- If you quit coming to class and fail to formally drop the class, you will get an **F or potentially an FN**.
- **Turn off all beepers and cell phones before coming into the classroom.** This means ringers *as well as texting!* The first incidence of class interruption will result in a warning. For subsequent offenses, the student will be asked to leave must get my permission before returning to class.
- Computer use in class is permitted for note taking and other class-related items. Use of a computer is a privilege, though, and the moment it becomes a distraction to me or others around you, you will lose that privilege permanently for the semester.
- While I understand some conversation with those around you is necessary at times, please keep the conversations to a minimum. If chatting becomes a

distraction to me or your classmates you will be asked to leave and must get my permission before returning to class.

- Please arrive at class ready to work **on time**.
- **Bring your calculator to class**

### COURSE SEQUENCE

8/27/2013	T	Intro / 1	
8/29/2013	Th	1,2	
9/3/2013	T	2	
9/5/2013	Th	2 + YNAB	
9/10/2013	T	NO CLASS	Conference
9/12/2013	Th	3	
9/17/2013	T	3	
9/19/2013	Th	4, 5	
9/24/2013	T	5	
9/26/2013	Th	5	
10/1/2013	T	EXAM I	Ch.'s 1, 2, 3, 5
10/3/2013	Th	FALL BREAK	NO CLASS
10/8/2013	T	6	
10/10/2013	Th	6	
10/15/2013	T	8	
10/17/2013	Th	8	
10/22/2013	T	8, 9	
10/24/2013	Th	9	
10/29/2013	T	9	
10/31/2013	Th	13	
11/5/2013	T	13	
11/7/2013	Th	13, 15	
11/12/2013	T	EXAM II	Ch.'s 6, 8, 9
11/14/2013	Th	15	
11/19/2013	T	15	
11/21/2013	Th	15,16	
11/26/2013	T	16	
11/28/2013	Th	THANKSGIVING	NO CLASS
12/3/2013	T	16, 17	
12/5/2013	Th	17, 18	
12/9/2103	M	FINAL EXAM	

Chapter	Title
1	The Financial Planning Process (5 HW points)
2	Measuring Your Financial Health and Making a Plan (5 HW points)
3	Understanding and Appreciating the Time Value of Money (10)
5	Managing Your Money (10)
6	Using Credit Cards: The Role of Open Credit (5)
7	Using Consumer Loans: The Role of Planned Borrowing (6)
8	The Home and Automobile Decision (8)
9	Life & Health Insurance (TBD)
13	Investing in Stocks (5)
14	Investing in Bonds and Other Alternatives (7)
15	Mutual Funds: An Easy Way to Diversify (6)
16	Retirement Planning (6)
17	Estate Planning (5)

For successful completion of the course, you should be familiar with (1) ALL material in the chapter listed, (2) ALL end of chapter questions, (3) suggested end of chapter Financial Planning Exercises (FPE), and (4) ALL lecture material related to the listed chapters.

## DEPARTMENT OF GEOGRAPHY AND GEOLOGY – COLONNADE PROPOSAL

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

1. What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

*GEOG 200 Introduction to Latin America (Social and Cultural – Connections Category)*

*Crosslisted with: HIST 200, SPAN 200 (and perhaps ANTH 200 and PS 200)*

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

Students will investigate ways in which Latin Americans shape, and are shaped by, the societies and cultures within which they live. This Connections course will consider the ethical questions and shared cultural values that shape societal norms and behaviors across Latin America, 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.

Student Learning Outcomes for Connections – Social and Cultural courses:

Colonnade Learning Objective 1) - Analyze the development of self in relation to others and society:

Students will examine social and cultural structures over time and space that have shaped contemporary societies in Latin America, with comparisons to other social groups within the region and beyond.

Colonnade Learning Objective 2) - Examine diverse values that form civically engaged and informed members of society.

Students will gain an understanding of how Latin American societies have evolved in diverse ways over time and space, with a specific focus on those cultural values that shape contemporary political, economic, and environmental actions. This is becoming increasingly important for current and future college students in the U.S. as Latinos/as are now the largest minority group in the U.S., accounting for nearly 50 million U.S. residents.

Colonnade Learning Objective 3) - Evaluate solutions to real-world social and cultural problems.



Students will examine and evaluate existing and future challenges to socio-economic development in Latin America, including poverty, political instability, population growth, migration, resource insecurity, climate change, globalization, and other forces that are shaping the societies and cultures of the region in profound ways.

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

The Connections component of the Colonnade program is focused on building integrated and collaborative knowledge across the disciplines. As GEOG 200 is co-taught and cross-listed with HIST 200 and SPAN 200 (and perhaps ANTH 200 and PS 200 in the future), it certainly meets this goal and more. GEOG 200 (and its cross-listed partner courses) – Introduction to Latin America - goes beyond a typical introductory history or geography foundational course by taking the basic concepts behind the social and cultural processes that shape peoples and places and focusing on the unique temporal and spatial dimensions that shape Latin Americans. This course (and its cross-listed partner courses) will provide a deeper, more focused examination of a cultural region that is critical to U.S. interests and that is inextricably intertwined with fast-changing social-cultural values across the hemisphere.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.

This course (and its cross-listed partner courses) has no prerequisites.

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

The following items will appear in all GEOG 200: Introduction to Latin America (and its cross-listed partner courses) syllabi:

Course description: Students in GEOG 200 – Introduction to Latin America – (and its cross-listed partner courses) will investigate ways in which Latin Americans shape, and are shaped by, the societies and cultures within which they live. This Connections course will consider the ethical questions and shared cultural values that shape societal norms and behaviors across Latin America, 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.

**Learning Objectives for Colonnade Program:** This course fulfills the Colonnade Program's requirements for the Society and Culture subcategory of the Connections Category. As part of that program, GEOG 200 (and its cross-listed partner courses) has the following learning objectives:

Students will demonstrate the ability to:

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

Learning Objectives for GEOG 200 (and its cross-listed partner courses): The course objectives for GEOG 200 are designed to integrate fully with the Colonnade Program. Upon successfully completing GEOG 200, students will be able to:

- Examine social and cultural structures over time and space that have shaped contemporary societies in Latin America, with comparisons to other social groups within the region and beyond..
- Gain an understanding of how Latin American societies have evolved in diverse ways over time and space, with a specific focus on those cultural values that shape contemporary political, economic, and environmental actions.
- Examine and evaluate existing and future challenges to socio-economic development in Latin America, including poverty, political instability, population growth, migration, resource insecurity, climate change, globalization, and other forces that are shaping the societies and cultures of the region in profound ways.
- Understand the key temporal and spatial properties, including a more nuanced understanding of Latin America's map, that shape modern cultures and societies in the region.

Graded Assessment of Learning Objectives:

- Each student will be required to complete a term project comprised of three parts. The first part allows the student to select from three critical areas of social-cultural change: immigration, globalization, and the drug wars. A short response paper will discuss in detail the themes, ideas, and methods of three assigned academic journal articles on the selected topic. The second part requires attendance and participation in a structured 90-minute evening debate, including a video presentation, on the chosen theme. The final component requires the student to write a 400-600 word Op Ed about a key theme addressed in the video presentation and/or in the discussion about the articles reviewed.

Term Project Assessment Rubric:

- Excellent: The student demonstrates sophisticated critical thinking skills and makes appropriate use of references to the assigned articles and video. The writing is well-written, clear, and concise and provides an advanced understanding of the theme chosen by the student.
- Good: The student demonstrates critical thinking skills and makes appropriate use of references to the assigned articles and video. The writing is well-written but is occasionally unclear or not concise. The student provides an adequate understanding of the chosen theme.

- Average: The student demonstrates some critical thinking skills but only occasionally makes appropriate use of references to the assigned articles and video. The writing is adequate but is often unclear or contains a number of grammatical errors. The student provides some understanding of the chosen theme.
  - Below Average: The student demonstrates marginal critical thinking skills and makes poor use of references or fails to use references at all. The writing is unclear and/or contains numerous grammatical errors. The student does not demonstrate an adequate understanding of the chosen theme.
6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

Each student will complete a pre-course assessment of their temporal and spatial knowledge base about the Latin American region. This pre-course assessment consists of approximately 15-20 core questions about the region, and typically reveals that students have a very thin knowledge base about the region. The average pre-course assessment score has ranged between 0 and 10%. These assessment questions are drawn from the core curricula themes addressed during the semester in this course.

At the conclusion of the course, the same core questions are asked in the same format. The faculty will select a random sample of the completed assessments (typically about a 20% sample) and analyze the responses to determine if student learning outcomes have been met successfully. Students are expected to have met core learning outcomes by scoring at least in the 70<sup>th</sup> percentile, with scores above this range indicating a higher than average understanding of key spatial and temporal themes for Latin America. Past assessments have revealed an average score in the 70-75<sup>th</sup> percentile range for selected students.

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

GEOG 200 – Introduction to Latin America (and its cross-listed partner courses) will provide students with the opportunity to go beyond the introductory topics of a typical general education foundational course and investigate ways in which Latin Americans shape, and are shaped by, the societies and cultures within which they live. In-class assignments will include basic spatial reasoning, an understanding of key temporal markers in society, and an analysis of a novel that will enable students to work together in a debate group to apply their classroom knowledge to real-life challenges for Latin American societies. Oral presentations of and discussions about the core material are embedded in the course structure. The term project discussed above will let students immerse themselves in one of the key socio-cultural challenges discussed over the course of the semester. This course will provide students with the type of applied knowledge that they will be able to draw upon to understand their changing world.

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

Initially the Department will offer one section of GEOG 200 (with its cross-listed partner courses). Depending on faculty availability, GEOG 200 will be offered every Fall semester in a big lecture room with a capacity of 100 students. If demand permits, more sections may be added.

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

## Sample Syllabus

**GEOG/HIST/SPAN 200-001: Introduction to Latin America**  
TR 2:20 pm – 3:40 pm, Environmental Sciences and Technology 260  
(SAMPLE SYLLBUS SUBJECT TO CHANGE) Fall 2014

Co-Course Instructors: Professor Marc Eagle, History  
Professor David J. Keeling, Geography and Geology

Office (Eagle): CH 238  
Phone: 745-7026 Email: marc.eagle@wku.edu

Office (Keeling): EST 304  
Phone: 745-4555 Email: david.keeling@wku.edu

Office Hours (Eagle): TR 12:45-1:45 pm and by appointment  
Office Hours (Keeling): TR 1:00-2:00 pm and by appointment

### Course Description

This course, which is jointly taught by the History and Geography/Geology departments, is intended to provide an interdisciplinary introduction to the study of the culture and societies of Latin America. This course goes beyond a typical introductory history or geography foundational course by taking the basic concepts behind the social and cultural processes that shape peoples and places and focusing on the unique temporal and spatial dimensions that shape Latin Americans. This course (and its cross-listed partner courses) will provide a deeper, more focused examination of a cultural region that is critical to U.S. interests and that is inextricably intertwined with fast-changing social-cultural values across the hemisphere. This course is also a required foundational course for the Latin American Studies Minor.

### Course Objectives and Goals

Students will investigate ways in which Latin Americans shape, and are shaped by, the societies and cultures within which they live. This Colonnade Connections course will consider the ethical questions and shared cultural values that shape societal norms and behaviors across Latin America, 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.

### Required Texts

- Julie A. Charlip and E. Bradford Burns, *Latin America: An Interpretative History*, 9<sup>th</sup> ed. (2011).
- Isabel Allende, *Of Love and Shadows* (2005). (any edition is acceptable)

We will announce a number of additional readings during the semester that will be posted on the Blackboard website (<http://blackboard.wku.edu>). There will also be a selection of articles for each of the topical discussion sessions scheduled during the semester. You are responsible for keeping up with **all** books and articles assigned.

### Evaluation Methods

Grades will be based on the following criteria:

- 10%: Classroom participation
- 20%: Short assignments and quizzes
- 20%: Midterm exam
- 25%: Writing assignment/topical discussion
- 25%: Final exam

### Student Learning Objectives:

This course fulfills the Colonnade Program's requirements for the Society and Culture subcategory of the Connections Category. As part of that program, GEOG 200 (and its cross-listed partner courses) has the following learning objectives:

Students will demonstrate the ability to:

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

### Student Learning Outcomes for Connections – Social and Cultural courses:

Colonnade Learning Objective 1) - Analyze the development of self in relation to others and society:

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Students will gain an understanding of how Latin American societies have evolved in diverse ways over time and space, with a specific focus on those cultural values that shape contemporary political, economic, and environmental actions. This is becoming increasingly important for current and future college students in the U.S. as Latinos/as are now the largest minority group in the U.S., accounting for nearly 50 million U.S. residents.

Colonnade Learning Objective 3) - Evaluate solutions to real-world social and cultural problems. Students will examine and evaluate existing and future challenges to socio-economic development in Latin America, including poverty, political instability, population growth, migration, resource insecurity, climate change, globalization, and other forces that are shaping the societies and cultures of the region in profound ways.

#### Other Assessment:

We will have regular short writing assignments on the course readings both in and out of class, and at least two map quizzes will be given during the semester to ensure that students understand the geographical scope of this course. There will also be topical discussion sessions to be held outside of class time. Students will choose one of three sessions, read a relevant selection of articles, watch a film and participate in a discussion at the session itself, and write a paper and an Op Ed response. Further details on this assignment will be handed out in class. Due dates for important assignments will be announced as the semester progresses.

Computer or printer problems are not an acceptable excuse for late work – make sure that you back up your work and arrange to print it out with sufficient time to address any problems. Late writing assignments will be docked 10 points for the first day past the due date and 5 points every calendar day thereafter. Late quizzes and short writing assignments will not be accepted. Assignments may not be sent by email without a previous agreement. There will be no make-up exams without prior arrangement, and any make-up exams given will not have a selection of possible questions to answer.

#### Attendance

Attendance is mandatory, since much of this course will be based on classroom discussion. We will record class attendance at the beginning of each class session. Leaving class early constitutes an absence. Students are allowed four absences with no penalty; each additional absence will lower your total grade by a half-grade. Eight or more absences will automatically result in a failing grade for the course.

#### Academic Dishonesty

Academic dishonesty absolutely will not be tolerated in this class. **Any** instance of academic dishonesty (including cheating on tests, failing to properly cite your work, or copying all or part of an assignment from a book, article, online source, or classmate) will result in an immediate failing grade for the entire course and a report to the Dean's office. This includes, for example, copying even part of your paper from Wikipedia. Refer to "Academic Offenses" in WKU's online Student Handbook, at <http://www.wku.edu/handbook/> for details on the university's policy on academic dishonesty.

Please see me if you have **any** questions at all on what constitutes academic dishonesty.

#### General Policies

Cell phones may not be used in class; turn them off before class begins. Students who violate this policy will receive an absence for the day. The use of notebook computers is discouraged, since it tends to lead to poorer comprehension of lecture material, though it will be allowed unless it is disrupting class or provoking complaints from other students.

Any students with special needs should contact the Office for Student Disability Services in DUC A200 (tel. 745-5004/TTY 745-3030) as soon as possible after the start of the semester to request a letter of accommodation, which I will be happy to honor. If other problems arise during the course of the semester, please let me know as soon as you can instead of waiting until after you have missed class sessions and assignments.

If you have questions about your grades or the assignments, please contact either of your professors. Students are always welcome to come to our office hours or contact us by phone or email, especially if you are having any difficulties in this class. We are also more than happy to look at a draft version of your written assignments before they are due if you need assistance with grammar or spelling. Students are strongly encouraged to make use of the Learning Center in DUC A330 (tel. 745-6254) for general academic assistance, and the Writing Center in Cherry Hall 123 (tel. 745-5719) for help with writing assignments.

The course schedule below is subject to change as the semester progresses.

#### Course Schedule

**(Sample for Colonnade approval only** – correct dates will be entered in advance of the Fall 2014 semester).

#### Week 1

Aug 27: Introduction (DK/ME)

Aug 29: Regional Geography of Middle America (DK)

#### Week 2

Sep 3: Regional Geography of South America (DK)

Sep 5: Pre-Columbian America (ME)

Reading: Burns & Charlip, Ch. 1

#### Week 3

Sep 10: The Colonial Past (ME)

Sep 12: The Struggle for Independence (ME)

Reading: Burns & Charlip, Ch. 2-3

#### Week 4

Sep 17: Post-Independence Challenges (ME)

Sep 19: Nineteenth-Century Politics (JP)

Reading: Burns & Charlip, Ch. 4

#### Week 5

Sep 24: Nineteenth-Century Development and the Belle Epoque (DK)

Sep 26: Music and Society-From Tango to Salsa (DK)

Reading: Burns & Charlip, Ch. 5

#### Week 6

Oct 1: Nationalism and the Mexican Revolution (ME)

Oct 3: [Fall Break -- no class]

Reading: Burns & Charlip, Ch. 6

#### Week 7

Oct 8: Latin American Popular Culture (ME)

Oct 10: **Midterm Exam**

Reading: Burns & Charlip, Ch. 7

Week 8

Oct 15: US Imperialism in the Early Twentieth Century (ME)

Oct 17: World Wars and Depression in Latin America (ME)

Reading: Burns & Charlip, Ch. 8 (begin)

Week 9

Oct 22: Migration in the Twentieth Century (DK)

Oct 24: Cold War I (DK)

Reading: Burns & Charlip, Ch. 8 (finish), Ch. 9 (begin)

Week 10

Oct 29: Cold War II (DK/ME)

Oct 31: From Revolution to Reaction (ME)

Reading: Burns & Charlip, Ch. 9 (finish); *Of Love and Shadows* (begin)

Week 11

Nov 5: Political and Social Change at the Millenium (ME/DK)

Nov 7: Discussion: *Of Love and Shadows* (ME/DK)

Reading: *Of Love and Shadows* (finish)

Week 12

Nov 12: Film: *City of God* (ME/DK)

Nov 14: Film and Discussion: *City of God* (ME/DK)

Reading: Burns & Charlip, Ch. 10

Week 13

Nov 19: Latin American Regional Integration and Geopolitics (DK)

Nov 21: Environmental Challenges and Sustainability in Modern Latin America (DK)

Reading: Burns & Charlip, Ch. 11

Week 14

Nov 26: Modern Latin American Political Developments (ME)

Nov 28: [Thanksgiving Holiday -- no class]

Reading: (review)

Week 15

Dec 3: From Left to Right to Left-Modern Political Change (DK)

Dec 5: Latin America: Towards the Future (DK/ME)

Reading: (review for exam)

**Final exam is on Monday, Dec 9 at 1:00 pm – 3:00 pm**

**Discussion Dates:**

**The class will be divided into three discussion groups for the writing assignment. There will be a choice of three dates, with about 12 slots available for each date, to accommodate student schedules.**

**Wednesday October 23<sup>rd</sup> @ 5-7 pm**

**Tuesday October 29<sup>th</sup> @ 5 -7 pm**

**Thursday November 7<sup>th</sup> @ 5 -7pm**

**A sign-up sheet will be circulated during the second week of classes.**



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

1. What course does the department plan to offer in Connections? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

Geog 378: Food, Culture, and Environment will be offered for the Local to Global Connections category.

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

1. Analyze issues on local and global scales.

Students will apply fundamental concepts of geography, such as place, region, diffusion, and cultural ecology to explain patterns of food production and consumption around the world at scales from the local to the global.

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

Students will explore the interplay of local traditions and environmental influences with regional and global interconnections to understand how regional and national cuisines have been shaped by geography and history. They will demonstrate an understanding of the origins and spread of the major crop and livestock complexes, of the changes in technology and social organization that accompanied the rise of industrialized agriculture, and the environmental and social impacts of various phases of food globalization, including the Columbian Exchange, the Green Revolution, and counter-globalization represented by local food movements. They will expand their direct experience with the globalization of regional and ethnic cuisines.

3. Evaluate the consequences of decision-making on local and global scales.

Students will increase their understanding of commodity chains that bring food to their plates and explore and contrast the social and environmental implications of commodity chains that are primarily industrial, that involve fair trade principles, and that emphasize eating locally.

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

Food is a universal in human experience. We need it to survive, it is a central element in definitions of self and community, and it is a major component of economic exchange. Food is a marker of identity and culture with distinct local, regional, and national variations. Producing it is a livelihood for vast numbers of people around the globe, but also the foundation of multi-national corporations that are the lynchpin of the modern economy. The toolkit of the geographer, with its focus on scale, human-environment connections, region, place, and movement, is extremely well adapted to analyzing and understanding issues related to the production and consumption of food and to exploring local-global connections.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be Colonnade Foundations or Explorations courses.

Geog110 World Regional Geography is a Colonnade Explorations course.

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

After completing this course, a student should be able to:

- Apply fundamental concepts of geography, such as place, region, diffusion, and cultural ecology to explain patterns of food production and consumption around the world. They will explore local connections between environment and culture to understand why certain farm systems and foodways thrive in various regions and why they differ around the world.
  - Understand and be able to describe key cultural developments that accompanied and fostered human development of agriculture and demonstrate an understanding of the origins and spread of the major crop and livestock complexes.
  - Understand the changes in technology and social organization that accompanied the rise of industrialized agriculture.
  - Understand the environmental and social impacts of various phases of food globalization, including the Columbian Exchange, the Green Revolution, and the reaction to globalization represented by local food movements.
  - Explain the types of commodity chains that bring food to their plates and explore and contrast the social and environmental implications of commodity chains that are primarily industrial, that involve fair trade principles, and that emphasize eating locally.
  - Illustrate links between cultural identity and food, e.g. through symbolic foods and cultural capital.
6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

Each semester, students in each section of Geog 378 will be given a pre-test at the beginning of the semester that includes questions centered on the major themes and content areas covered in this course. The exam will include multiple choice questions on core concepts in geography and cultural ecology, as well as on content areas such as the history, development and distribution of food production systems, commodity chains, and expression of cultural identity through foodways.

An assessment exam based on the pre-test will be administered in each section of Geog378 during the 12<sup>th</sup> or 13<sup>th</sup> week of the semester. A random sample of 25% of the assessment exams will be selected and graded. A passing grade of 70% is required to meet basic learning expectations for this course.

The results will be shared with all of the Geog 378 instructors, the department head, and other department members for further analysis. From these analyses, it will be determined if any changes should be made to our teaching methods or course content to meet the expected learning outcomes for the course.

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

At least one section per Academic year will be offered, with additional sections added as demand dictates.

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

## **Geog378: Food, Culture, and Environment Syllabus**

“The act of putting into your mouth what the earth has grown is perhaps your most direct interaction with the earth.”

*Frances Moore Lappé*

### **Prerequisite**

Geog110 World Regional Geography

### **Required Texts**

- Ettliger, Steve. 2007. *Twinkie, Deconstructed*. New York: Hudson Street Press.
- Lee, Jennifer 8. 2008. *The Fortune Cookie Chronicles: Adventures in the World of Chinese Food*. New York: Twelve.
- Schlosser, Eric. 2001. *Fast Food Nation*. Boston: Houghton Mifflin.

Required readings will also include a selection of articles that will be made available through Blackboard or electronic databases.

### **Course Description**

This course explores connections between food, place, and culture, highlighting critical issues surrounding them at scales from the local to the global. Topics covered include the development of agriculture, the global spread of major crop and livestock species, ecological and social impacts of food production systems, the diffusion, change, and persistence of regional and ethnic cuisines, and what it means to eat in a hyperglobalized world.

### **Course Objectives:**

After completing this course, a student should be able to:

- Apply fundamental concepts of geography, such as place, region, diffusion, and cultural ecology to explain patterns of food production and consumption around the world. They will explore local connections between environment and culture to understand why certain farm systems and foodways thrive in various regions and why they differ around the world.
- Understand and be able to describe key cultural developments that accompanied and fostered human development of agriculture and demonstrate an understanding of the origins and spread of the major crop and livestock complexes.
- Understand the changes in technology and social organization that accompanied the rise of industrialized agriculture.

- Understand the environmental and social impacts of various phases of food globalization, including the Columbian Exchange, the Green Revolution, and the reaction to globalization represented by local food movements.
- Explain the types of commodity chains that bring food to their plates and explore and contrast the social and environmental implications of commodity chains that are primarily industrial, that involve fair trade principles, and that emphasize eating locally.
- Illustrate links between cultural identity and food, e.g. through symbolic foods and cultural capital.

## **Class Policies:**

### Participation

Active participation in class is required. Participation includes a variety of activities -- willingness and preparedness to respond to questions, asking questions, offering observations and examples of topics under discussion, and (most critical for the learning process) engaging in critical analysis to further the group's understanding of course material.

### Attendance

Punctual attendance is required. I complement material in the text with related topics and examples not covered by the text, and you will be tested on this material. If you miss class, even for a legitimate reason, you are still responsible for the material covered in that lecture and should get notes from a fellow student.

### Preparedness

A schedule of readings is included in this syllabus. You should make sure that you keep up with chapter readings as we cover each topic in lecture. The reading listed for each class should be read **before** the class.

### Field Excursions

A course about food should actively engage students with food. During the semester, a series of excursions will be organized to local ethnic restaurants at a variety of times outside of normal class time. Each student should participate in at least one of these. As a group, we will order, sample, and talk about a variety of dishes. Each class member will research a particular dish representative of that cuisine and be prepared to introduce it, its ingredients, and cultural meanings to other members of the group. We will share the cost of these meals, which should be under \$10 apiece.

Field trips to other locales, such as a farmers market, may also be required.

### Schedule Changes

The Department of Geography and Geology strictly adheres to University policies, procedures, and deadlines regarding student schedule changes. It is the sole responsibility of the student to meet all deadlines in regard to adding, dropping, or changing the status of a course. Only in exceptional cases will a deadline be waived. The Student Schedule Exception form is used to initiate all waivers. This form requires a

written description of the extenuating circumstances involved and the attachment of appropriate documentation. Poor academic performance, general malaise, or undocumented general stress factors are not considered as legitimate circumstances.

### Academic Honesty

Students are expected to adhere to all WKU policies on academic honesty.

### **Grading:**

The final course grade is based on the following components:

Participation	10%
Projects	40%
Homework	20%
Midterm	15%
Final Exam	<u>15%</u>
	100%

The standard university grading scale is used:

$\geq 90\%$	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
$< 60\%$	F

### **Projects**

Projects are designed to introduce students to specific research techniques while furthering their understand of selected issues in food and agriculture. Projects involve data collection, analysis, and a written report. Project assignments will be graded based on completeness, cogency of analysis (e.g. is the analysis well-reasoned and supported by the data), and writing mechanics and style (e.g. correct grammar, spelling, use of topic sentences in paragraphs, etc.).

### **Exams**

The course includes two exams -- a midterm and a final -- that are based on course readings, lectures, and class discussion.

## Colonnade Program Course Proposal: Connections Category

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### ***Connections: Understanding Individual and Social Responsibility***

*Connections* courses direct students to apply and integrate discipline-specific knowledge and skills to the significant issues challenging our individual and shared responsibility as global citizens. Students will learn to analyze and evaluate cultural contexts, examine issues on both a local and global scale, and apply system-level approaches to the stewardship of our social and physical environments. Although they may be used with a major or minor program, *Connections* courses are classes at the 200-level or above designed for the general student population, and may be taken *only after* students have earned at least 21 hours in **WKU Colonnade Program** coursework or have achieved junior status. *Connections* courses may not have graduate components or prerequisites other than approved courses within the **WKU Colonnade Program**.

Proposed courses must be designed to address specifically the goals and outcomes of one (1) of the subcategories listed below. Students will take one course from each of the three following areas, selecting three different disciplines (usually defined by course prefixes).

- **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.
  1. Analyze the development of self in relation to others and society.
  2. Examine diverse values that form civically engaged and informed members of society.
  3. Evaluate solutions to real-world social and cultural problems.
  
- **Local to Global** (3 hours)  
Students will examine local and global issues within the context of an increasingly interconnected world. Courses will consider the origins and dynamics of a global society, the significance of local phenomena on a global scale, and/or material, cultural, and ethical challenges in today's world.
  1. Analyze issues on local and global scales.
  2. Examine the local and global interrelationships of one or more issues.
  3. Evaluate the consequences of decision-making on local and global scales.
  
- **Systems** (3 hours)  
Students will 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.
  1. Analyze how systems evolve.
  2. Compare the study of individual components to the analysis of entire systems.

3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

\*\*\*NOTE: The **Colonnade Program** is designed to incrementally build student skills in argumentation and the use of evidence beginning with discipline-specific coursework in the *Foundations* and *Explorations* categories. By extension, *Connections* courses are intended to be summative learning experiences in which students apply basic knowledge to larger and more complex social, global and systemic issues of concern. Proposals should address this summative purpose in the design of the course and the assessment of student learning.



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

1. **What course do your departments plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)**

History 320, English 320, Political Science 320; “American Studies”  
Subcategory: Social and Cultural

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

*Learning Objective 1: Analyze the development of self in relation to others and society.*

This team-taught course uses an interdisciplinary approach to examine and evaluate the following central themes in American society and culture (only one theme is considered each time the course is offered): justice; dissent; the American Dream; utopias/dystopias; heroes, leaders and demagogues; and land, wilderness and nature. Regardless of the theme, the American Studies course asks the question “what does it mean to be an American?” This course recognizes the multiple ways America has expressed, institutionalized and contested personal and national identity over its history and today. Students analyze and interpret the historical development of these aspects of the American experience and examine the contemporary implications for themselves, their community and the country as a whole in an international context. Key concepts of civic responsibility, citizenship, community, individualism, power and politics and how Americans shape and are, in turn, shaped by them will be explored through the broader themes.

*Learning Objective 2: Examine diverse values that form civically engaged and informed members of society.*

The themes of this course are chosen to reflect the cultural diversity of the American experience. Justice, dissent, the American Dream and the other themes the class explores have been interpreted and institutionalized differently throughout history and with regard to particular groups in American society. The course pays particular attention to issues of class, race, gender, region, and religion in the American experience. The reading assignments, classroom discussions and research paper will provide students the opportunity for critical analysis, awareness and appreciation of this diversity.

*Learning Objective 3: Evaluate solutions to real-world social and cultural problems.*

The American Studies course examines the development of the American experience and also provides information to evaluate this experience in relation to other states and societies. Themes such as justice, dissent and leadership forms and styles are central to the democratic experience and an examination of their development, interpretation and current areas of debate and struggle are essential for all students. Themes such as the American Dream, utopias/dystopias, and Americans relations to land and nature force examination of the various visions and designs for the United States. This allows students

to evaluate the current social, political, artistic and societal responses to issues of identity, civic responsibility, diversity, and liberties and rights as Americans and as global citizens.

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

American Studies is a unique interdisciplinary discussion seminar-style class in the historical and political dimensions and narrative explorations of a particular central theme in United States culture and society. Team-taught by faculty from the Departments of History, English and Political Science, it emphasizes two primary objectives of the Colonnade Connections courses: to provide students with ongoing opportunities to engage directly and regularly with central social and cultural questions and traditions, and to ensure their exposure to multiple disciplinary approaches to significant issues facing them as individuals and global citizens. The course focuses on a central theme in American culture and society (see brief introductions of themes below) and explores its historical evolution and current national and international dynamics from multiple conceptual and disciplinary approaches. The free exchange of ideas and viewpoints is at the very heart of the course and students engage the thematic topic through consistent and probing discussions of literature, scholarship and interpretative writings, films, and other primary sources from speeches to essays to images and advertisements. Furthermore, because students take the course for History, English, or Political Science credit, in addition to as a Connections elective, students also will represent at least three and often many more majors and interests, further ensuring that all participants encounter a wide variety of opinions and approaches, allowing them to better appreciate the complexity of the issues we discuss. Students will develop writing and critical reading and thinking skills first developed in earlier Foundations courses through regular class discussions, journaling assignments and a sustained research project.

Each time it is offered, the course will examine *one* of the following six themes on a rotating basis:

1) *Justice*

How has the abstract and universal concept of “justice” been defined, enacted, challenged, and symbolized in America. Who or what establishes and enforces justice? What is the relationship of justice to other concepts like equality, individual rights, fairness, desert, punishment, and property? Under what circumstances, if any, is violence, actual or virtual, justified? What specific issues, cases, and controversies are currently challenging the effort to ensure “justice for all”? Currently and historically, how have factors like race, gender, social class, age, nationality, ethnicity, etc. influenced the application of justice? We will examine speeches, court cases, essays, novels, films, and other forms of popular culture to explore the various meanings, manifestations, and consequences of the quest for justice in the American experience.

## 2) *The American Dream*

Many people think of a little house with a white picket fence; others imagine fabulous wealth and a life of ease; still others of religious or personal freedom: what exactly does the American Dream entail and what does it look like? Is it the same for everyone—men and women, old and young, all races, classes, and ethnicities? Is it strictly economic? Is it individual and familial or can it include social and communal elements? How is this dream symbolized in art and how is it codified in law and social practices? To what degree can it be achieved and by whom? How has its definition changed over time? Is it truly unique to America or do other nations have their own definitions of such a “dream” and how do they differ?

## 3) *Dissent*

We explore the people, movements, ideas, and events that have challenged the status quo and fought for change in American institutions, ideas, and values. We examine speeches, court cases, protests, fiction, films, and other forms of popular culture to explore the various meanings, manifestations, and consequences (good and bad) of dissent in the American experience.

## 4) *Heroes, Leaders, Icons and Demagogues*

What makes for a hero, or more specifically an “American” hero? What do we look for in heroes, real or fictional? Are we, as Americans, equally attracted to anti-heroes? What is the difference between a hero and a leader and an icon? What specific qualities and characteristics do we look for in each? What kind of leadership is most effective or appropriate in a democracy? When and how does leadership become demagoguery? This course will examine these and many other questions by studying heroes, anti-heroes, icons, leaders, and demagogues in American history, politics, and culture.

## 5) *Utopias/Dystopias*

The United States has always been viewed and viewed itself as a place where one can create “a shining city on a hill,” an ideal, even utopian society. But it has also often been criticized as the opposite, a dystopian land characterized by violence, bigotry and materialism. Through films, novels, and historical documents, we study real and imagined communities and how different groups have strived to create ideal American societies and to what extent they achieved their goals. We also look at contrasting dystopic visions of the American past, present and possible future as windows into fears about changing American conditions and values.

## 6) *Nature, Wilderness, Land, and America*

Through films, novels, and historical documents and essays, we study interactions between Americans and their environment and how these have been shaped by changing conceptions of the American land, be it pristine wilderness or suburban sprawl. We also look at the current clash of interests and ideologies in America over the environment-- and the efforts to develop policies to reconcile these competing interests. Among the questions we tackle are: What role does conservation or environmentalism play in American thought and history? What does it mean to be an “environmentalist” or “conservationist”? What is “nature” and “wilderness” and how have they historically

been defined? What is "nature writing" and what can it offer to the increasingly virtual life of 21st-century America?

- 4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.**

History 101 or 102, and English 100, or permission of instructor

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

Students will investigate the ethical dimensions of the history, politics and narrative representations of central themes in American culture and society. They will consider the role of the individual, institutions, and the broader community in constructing shared cultural values that shape societal norms, behaviors, and beliefs.

By the end of the course, students will demonstrate:

- understanding of a central theme in American society including its historical, political, cultural, global, and contemporary dimensions.
- ability to critically analyze and interpret both assigned texts and those they gather through their own research that pertain to the course's central theme
- awareness of the ways the central theme influences and shapes their own lives as well as our highly diverse national and global society.
- awareness of the ways in which their own civic engagement can contribute to solutions for societal problems.

- 6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.**

Students' research papers will be evaluated to assess their writing abilities and the development of their understanding of the central ideas and themes of the course. The evaluation will be based on the attached rubric.

- 7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.**

Building upon understandings and abilities they have begun to develop in Foundation courses, students will hone their skills in developing and advancing well-organized and persuasive oral and written arguments in seminar-style discussions about the week's readings that will constitute the bulk of each class meeting. Students will also be responsible (as part of small groups) for guiding the class discussion once during the semester and will write regular journal entries in which they analyze course materials and support their assertions with textual evidence. The exams and, particularly, the research project, are designed to help students develop their ability to select and interpret an array of primary and secondary sources and to make a compelling argument about what they reveal about the central theme of the course for that particular semester.

**7. How many sections of this course will your departments offer each semester?**

Approximately one section each year of 36-45 students (12-15 per instructor)

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

**AMERICAN STUDIES**  
**(ENG 320, HIS 320, and POL 320)**  
**JUSTICE, CRIME and PUNISHMENT in AMERICA**

Professor Tony Harkins (CH 218; 5-3149; [anthony.harkins@wku.edu](mailto:anthony.harkins@wku.edu))

Professor Sandy Hughes (CH 11; 5-5766; [sandy.hughes@wku.edu](mailto:sandy.hughes@wku.edu))

Professor Roger Murphy (GR 308; 5-2890; [roger.murphy@wku.edu](mailto:roger.murphy@wku.edu))

**Introduction to American Studies:** American Studies is an interdisciplinary seminar in the history, culture, and politics of the United States. The materials it covers, while all related, will come from a wide variety of fields and perspectives, and will include historical documents, scholarly essays, novels, and films. This is not a lecture course, but one designed to exchange ideas, to share information, to discuss questions and issues, and to be fun. **The students and professors are equally responsible for the progress, success, and enjoyment of the course.**

**Introduction to Course Theme:** This class will investigate how the abstract and universal concept of “justice” has been defined, enacted, challenged, and symbolized in America. Who or what establishes and enforces justice? What is the relationship of justice to other concepts like equality, individual rights, fairness, desert, punishment, and property? Under what circumstances, if any, is violence, actual or virtual, justified? What specific issues, cases, and controversies are currently challenging the effort to ensure “justice for all”? Currently and historically, how have factors like race, gender, social class, age, nationality, ethnicity, etc. influenced the application of justice? We will examine speeches, court cases, essays, novels, films, and other forms of popular culture to explore the various meanings, manifestations, and consequences of the quest for justice in the American experience.

**Learning Outcomes:** Students will investigate the ethical dimensions of the history, politics and narrative representations of central themes in American culture and society. They will consider the role of the individual, institutions, and the broader community in constructing shared cultural values that shape societal norms, behaviors, and beliefs.

By the end of the course, students will demonstrate:

- understanding of a central theme in American society including its historical, political, cultural, global, and contemporary dimensions.
- ability to critically analyze and interpret both assigned texts and those they gather through their own research that pertain to the course’s central theme
- awareness of the ways the central theme influences and shapes their own lives as well as our highly diverse national and global society.
- awareness of the ways in which their own civic engagement can contribute to solutions for societal problems.

**Required Readings:**

You should purchase the following books, available through the WKU Bookstore:

- Kevin Boyle, *Arc of Justice* (Henry Holt, 2004)
- Barbara Ehrenreich, *Nickel and Dimed* (Henry Holt, 2001)
- Steve Bogira, *Courtroom 302* (Random House, 2005)
- Arthur Miller, *The Crucible* (Penguin Classics, 2003)

- Bharati Mukherjee, *Jasmine* (Grove Press, 1999)

All other readings will be available through the course Blackboard site or will be handed out in class.

**Participation and Attendance:** Attendance is **required**. Your presence and participation (beginning at 5:30 sharp) is one of the most important elements of this course, and you will be evaluated on it accordingly. Except in extreme circumstances, missing more than two classes is unacceptable and will result in an “F” for the course. Simply attending class, however, will not result in a high participation grade. Come to class each week prepared to discuss any materials that have been assigned in advance. A key objective of our discussions will be to raise questions--however basic--about the materials we cover. Even if you don't have “answers,” it is your responsibility to help raise the questions that will stimulate further thought and conversation.

**Paper:** You will write one formal research-based paper of 8-10 pgs (12-15 for Honors students). It will require a minimum of six sources including scholarly/academic ones and several pre-assignments including a topic proposal, an annotated bibliography, and a formal draft. See syllabus for due dates; much more detail will be provided later this semester.

**Midterm and Final Essay Exams:** The midterm will cover the first half of the semester; the final will focus on the second half, but also cover selected topics from the entire semester. You will be given the questions one week in advance and exams will be due in class the following week. Detailed instructions to come.

**Journals:** You will be required to submit a journal 8 times during the semester on the weeks indicated on the course schedule. To receive credit, you **MUST** submit your journal to Blackboard for any particular week before or by that week's classtime or bring a paper copy to class.

Your journal entry each week will have **one of three related sections that will rotate over the course of the semester:**

**1) *Your comments on the assigned materials.*** These should be your personal thoughts and reactions rather than informational notes. However, include **direct references to specific passages** from the readings as a part of your response (these will be very useful to you in writing the essay exams). Be prepared to share the passages that you wrote about in class discussion.

**2) *Your comments on the most recent class discussion.*** First, describe what you felt were the **most important points** covered during that class period and explain why. Especially as the semester progresses, these “most important points” should examine both the specific material we cover and the larger themes/issues that run through the entire class. Second, raise any questions and issues (at least ONE) that we didn't have time to fully explore and explain why it should be brought up again in the future.

**3) *Your comments or reflections on a topic or material not assigned in class.*** This part might be on a TV show, music, a current event (local or global), a newspaper article, or anything else that touches on the themes, topics, and questions we are covering in class.

Clearly date and label all entries! Send an electronic copy of your journal entry to the Blackboard site. These will be graded on a ten point scale.

**Leading Discussion:** You will be assigned a discussion group that will be responsible once during the semester to help **lead discussion** on that week's readings (essays, book, film, etc) for most of the class period. Your preparation can take many forms include preparing questions or handouts in advance, selecting passages to focus on, breaking the class into groups, dividing up the class for a debate, etc. You will need to meet with the professors that evening at 4:45 to discuss your plans for leading class.

### **Grading Policies and Evaluation:**

Your final grade will be based on the following five factors.

Attendance and Participation:	20%
Journals:	20%
Midterm Exam:	15%
Research Paper:	30%
Final Exam:	15%

**Late work** will be accepted only in the case of prior consultation, or in the case of serious emergency. All other late work will be marked down 1 full grade (from a B to a C for example) for each day it is late.

**Plagiarism** consists of turning in work that is not your own, in all or in part. The consequences for plagiarism in this course are simple: if you are caught plagiarizing, **you will receive an "F" for the course**. No exceptions. For a definition and more information of academic honesty, see <[www.wku.edu/judicialaffairs/2004-05Handbook/AcademicOffenses.pdf](http://www.wku.edu/judicialaffairs/2004-05Handbook/AcademicOffenses.pdf)>

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

### **Readings/Discussion Schedule**

Week 1 (Sep. 1)	<u>Introduction to Course</u> "What is Justice"	
Week 2 (Sep. 8)	<u>General Concepts</u> Brighthouse on Rawls; Mosque debate readings; <i>Courtroom 302</i> , Prologue; Bill of Rights; Dec. of Independence	<b>Journal 1 Due</b>
Week 3 (Sep. 15)	<u>FILM: <i>Stranger with a Camera</i></u> Trillin article/ <i>Arc of Justice</i> chs. 1-5	<b>Journal 2 Due</b>
Week 4 (Sep. 22)	<u>Racial Justice</u> <i>Arc of Justice</i> , chs. 6-Epilogue	<b>Journal 3 Due</b> <u>GROUP 1 leads</u>
Week 5 (Sep. 29)	<u>Free Speech?</u> "What's wrong with Hate"/ "Death for Dixie" / "Letter from Birmingham Jail"/ <i>Texas v. Johnson</i>	<b>Brainstorm Research Topics</b> <u>GROUP 2 leads</u>



- Week 6 (Oct. 6)      Economic Justice      **Journal 4 Due**  
*Nickel and Dimed* (ALL)/ “Economic Bill of Rights”; Nozick, “Anarchy, State, and Utopia”  
GROUP 3 leads  
**Preliminary Paper Topic Due**
- Week 7 (Oct. 13)      Equal Justice under the Law?  
*Courtroom 302* chs. 2, 9-10, 12-13, 15// *Terry v. Ohio*      **Midterm Due by Friday**
- Week 8 (Oct. 20)      FILM: Dexter  
Poe, “Pit and the Pendulum”; Abu Ghraib readings; *Jasmine*, 1<sup>st</sup> ½ GROUP 4 leads  
**Extended Paper Topic w/ Bibliography Due**
- Week 9 (Oct. 27)      Gender Justice      **Journal 5 Due**  
*Jasmine*, ALL      GROUP 5 leads
- Week 10 (Nov. 3)      Equal Justice under the Law?, cont.      **Journal 6 Due**  
*Courtroom 302* pgs. 138-142, chs. 11, 16, 18-19; Other TBA      GROUP 6 leads
- Nov. 6      Field Trip to National Civil Rights Museum, Memphis
- Week 11 (Nov. 10)      Death Penalty  
FILM: *Thin Blue Line/ Gregg v. Georgia*      **Paper Draft Due**
- Week 12 (Nov. 17)      Witch Hunts Then and Now and Justice      **Journal 7 Due**  
Miller, *The Crucible* (ALL); Mather, Trial History; Hawthorne, “Young Goodman Brown”; Miller, “Why I Wrote the Crucible”; Red Scare readings  
GROUP 7 leads  
**Opt. Conf. with Professor**
- Week 13 (Nov. 24)      No Class --Thanksgiving
- Week 14 (Dec. 1)      FILM: Lone Star      **Journal 8 Due**  
Reading on Arizona Immigration debate
- Week 15 (Dec. 8)      Culture, Crime and Justice  
Poe, “The Black Cat,” “The Tell-Tale Heart”; Mukherjee, “A Father”;  
**Final Paper Due**
- Week 16 (Dec. 15)      **Final Exam Due**

***RUBRIC for American Studies RESEARCH PAPER***

	<b>1. EXCELLENT</b>	<b>2. GOOD</b>	<b>3. NEEDS WORK</b>	<b>4. POOR</b>
<b>A. THESIS</b>	Thesis is easily identifiable, plausible, novel, sophisticated, insightful, and clear.	Thesis is promising, but may be slightly unclear, or lacking insight or originality.	Thesis is unclear or unoriginal. Uses vague language. Provides little around which to structure the essay.	Thesis is difficult to identify, non-existent, or merely restates the question. Shows little effort or comprehension of the essay prompt.
<b>B. STRUCTURE</b>	Structure is evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	Structure is generally clear and appropriate, though may wander occasionally. Essay may have a few unclear transitions, or a few paragraphs without strong topic sentences.	Structure is generally unclear, often wanders, or jumps around. Transitions are few and/or weak, and many paragraphs lack topic sentences.	Structure is unclear, often because thesis is weak or non-existent. Essay has little or no structure or organization. Transitions are confusing and unclear. Topic sentences are few or non-existent.
<b>C. USE OF EVIDENCE</b>	Primary source and historical context information is incorporated to support every point. Examples support thesis and fit within paragraph. Specific, explicit references to assigned readings are incorporated. Factual information is incorporated. Sources are properly cited.	Author uses examples to support most points. Some evidence does not support point or is out of place. Quotations are generally integrated well into sentences and paragraphs. Some factual information is incorporated. Some sources are properly cited.	Author uses examples to support some points. References to assigned readings unclear or incorrect. There may not be a clear point. Moderate amount of factual information is incorporated. Sources are improperly cited.	Very few or weak examples. Essay is weakened by a general failure to support statements. Evidence supports no particular point. Little or no factual information is incorporated, and primary sources remain mostly not interpreted or are merely summarized. No citations for sources.
<b>D. LOGIC AND ARGUMENTATION</b>	All ideas flow logically. The argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments. Makes original connections that illuminate thesis.	Argument is clear and usually flows logically and makes sense. Some counter-arguments are acknowledged, though perhaps not addressed. Occasional insightful connections to evidence appear.	The argument may often be unclear or not make sense. Author may not address counter-arguments or make sufficient connections with the thesis. Essay may contain logical contradictions.	Ideas do not flow at all, usually because there is no argument to support. Essay displays simplistic view of topic, and no consideration of possible alternative views. Any attempts to relate evidence to argument are very weak. Argument is too incoherent to determine.