

Faculty Senate: May 14, 2020
Colonnade/Gen Ed Committee Report

Julie Shadoan, Chair

Senate Recommendation 2020-05-01 c-3-colonnade-general-
education-report-4-7-2020-part-2-revised

Colonnade General Education Committee Report (Part 2)
University Senate
Apr. 7, 2020
via Zoom

Action Items

Course Proposals and syllabi attached

Approval of:

1. BIOL 351: Indian Himalayas – Biogeography, Ganges & Culture (Connections: International Experience) Implementation: Summer 2021
2. HMD 476: Global Hospitality and Cuisine (Connections: International Experience) Implementation: Summer 2021
3. FLK 280, Cultural Diversity in the U.S. (Connections: Social & Cultural) Implementation: Spring 2021

**Colonnade Connections Course Proposal
International Experience Subcategory**

Proposal Contact Name, E-mail, and Phone: College and Department:

Nilesh Sharma, Ph.D.

nilesh.sharma@wku.edu; Phone: 270-745-6593

**Department of Biology; Ogden College of
Science**

Proposal Date:

2/28/2020

1. Course Details

1.1 Course prefix (subject area), number and title:

(BIOL-351): Indian Himalayas – Biogeography, Ganges & Culture

1.2 Credit hours: **3**

1.3 Prerequisites²: **None**

1.4 Expected number of sections offered each semester/year: **1/summer semester**

1.5 Is this an existing course or a new course? **New Course**

1.6 Proposed term of implementation? **Summer 2021**

1.7 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.)
Foreign/Study

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

Students will uncover and experience the diversity at multiple levels - biology, ecology, geography, history, religion and culture - featuring the Northern frontier of India. We will visit the Shivalik hills region comprised of triangular cities of Haridwar, Rishikesh and Dehradun, each renowned for its unique geographical physiography, religious and cultural attributes. The tour begins in the foothill city of Dehradun where we will visit the premier institutions of India related to Himalayan studies. Through the interactions with the scientists/staff of these institutions and guided field visits, students will gain the first-hand knowledge of the geography, ecology, flora and fauna that define the region. They will be able to capture the panoramic view of the snow peaks of the Himalayas and identify a few unique plant and animal species while travelling to the nearby famous hill station, Mussoorie (6,578 feet high). Our second place of interest will be the ancient city of Haridwar - considered the gateway to the Himalayan abode of the Hindu god, Shiva. This Shivalik plain holds a special place in the hearts of the majority of Indians, as the first land-touchdown of the Himalayan glaciers and snowmelt occurs here feeding into streams of the most sacred river, the Ganges- worshipped as goddess and medium of liberation by millions. Here our interactions will occur with students and faculty of the Dev Sanskriti University, a center of excellence in the education and research of Indian traditions and cultures. Students will gain an overview of the Vedic culture system and Indian traditions. Our journey to the mountain cities of Rishikesh and Devprayag will present us the real-time encounter to lower Himalayan mountains along with the gorges and ravines that feed into headstreams of the Ganges. At the end of our Himalayan tour, we return to Delhi, where we will visit the medieval monuments and neighboring Agra city for the tour of the Tajmahal, one of the wonders of the world. All these engagements will help our students to recognize and assimilate the vast diversity in land and life forms, human activities, foods, cuisines, clothing, and beliefs that define the human world. In the end, students will be able to broaden their views on global connectedness or complexities.

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

This course combines student learning in the multidisciplinary areas of geography (Himalayan mountain and river systems), history (Indian traditions and monuments), biology (diversity in tropical flora & fauna), ecology (tropical grasslands/forests), culture (Vedic culture, Hindu Cosmic philosophy, Yogic practices), and experiences of spices, foods or costumes. Students will learn from their field visits as well as interactions with students, faculty members and scientists of the collaborating institutions of the Indian forest Research Institute, Wildlife Institute of India, and Wadia Institute of Himalayan Geology located at Dehradun, and Dev Sanskriti University at Haridwar.

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

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Articulate the relationship between ideas, experiences, and place.	Students will uncover and experience the diversity at multiple levels - biology, ecology, geography, history, religion and culture - featuring the Northern frontier of India. We will visit the Shivalik hills region comprised of triangular cities of Haridwar, Rishikesh and Dehradun, each renowned for its unique geographical physiography, religious and cultural attributes. Our tour begins in the foothill city of Dehradun where we will visit premier institutions like Indian Forest Research Institute, The Wildlife Institute of India, and The Wadia Institute of Himalayan Geology. Through the interactions with the scientists and guided field visits, students will gain first-hand knowledge of the geography, ecology, flora and fauna that define the region. They will be able to capture the panoramic view of the snow peaks of the Himalayas and identify a few unique plant and animal species while travelling to the nearby famous hill station, Mussoorie (6,578 feet high). Our second place of interest will be the ancient city of Haridwar - considered the gateway to the Himalayan abode of the Hindu god, Shiva. This Shivalik plain holds a special place in the hearts of majority of Indians, as the first land-touchdown of the Himalayan glaciers and snowmelt occurs here feeding into streams of the most sacred river, the Ganges- worshipped as goddess and medium of liberation by millions. Here our interactions will occur with students and faculty members of the Dev Samskriti University, a center of excellence in the education and research of Indian traditions and cultures. Students will gain an overview of the Vedic culture system and Indian traditions. Our journey to the mountain cities of Rishikesh and Devprayag will present us a real-time encounter to lower Himalayan mountains along with the gorges and ravines that feed headstreams of the Ganges. At the end of our Himalayan tour, we return to Delhi where we will visit the medieval monuments and neighboring Agra city for the tour of the Tajmahal, one of the wonders of the world. All these engagements will help our students to recognize and assimilate the vast diversity in land and life forms, human activities, foods, cuisines, clothing, and beliefs that define the human world. In the end, students will be able to broaden their views on global connectedness or complexities.
2. Develop tools to engage with diverse people in the local cultures.	We have collaborative arrangements with premier institutions like Indian Forest Research Institute, The Wildlife Institute of India, and The Wadia Institute of Himalayan Geology located in Dehradun, which will help us build the scientific knowledge of local plant, animal species, rare forest trees, spice and medicinal plant species, ecology, geography or geology. Our interactions with Dev Sanskriti University, Haridwar will help us identify the Indian traditions, Vedic cultures and Yogic practices or religious ceremonies. At the end of our Himalayan tour, we return to Delhi where we will visit the medieval monuments and neighboring Agra city for the tour of the Tajmahal, one of the wonders of the world.

3. Explore other peoples' values and clarify their own.	In all the above engagements, students will grasp the different modes of thinking, living and working. They will learn how differences in geography, natural resources, economics, traditions and customs shape humans' behavior and subsistence. With this background, they will be better prepared to deal with the pressing issues that present global challenges (such as climate change, environmental degradation, hunger, pandemics) and demand global solutions.
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5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

Students will have opportunity to study a diverse flora and fauna along with their habitats. They will also learn about mountain formation and their drainage systems; acquire familiarity about one of the most ancient systems of culture and philosophy.

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

6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*. On return from the trip, students will write an in-depth research paper (approx. 13-15 pages: New Times Roman, 1.5 space:11 font) giving full accounts of the geographical sites/places visited, flora and fauna studied, cultures and religious practices encountered, foods/beverage enjoyed, and history of monuments/places visited. Students will also articulate, at least in a page, how this abroad experience will broaden their worldviews and make them appreciate the global connectedness as well as identify the global challenges. *This paper will be used as an artifact for assessment by the department (Standards & rubrics are given in the following table and table 6b).*

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i> . Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
1. Articulate the relationship between ideas, experiences, and place.	At the end of this abroad trip, students will write an in-depth reflection paper (research paper) giving full accounts of the geographical sites/places visited, flora and fauna studied, cultures and religious practices encountered, foods/beverage enjoyed, and history of monuments/places visited. Students will also articulate, at least in a page, how this abroad experience will broaden their worldviews and make them appreciate the global connectedness as well as identify the global challenges.	20% of the class will be sampled and assessed according to the rubric as below. 50% of the class should score 3.
2. Develop tools to engage with diverse people in the local cultures.	Students will narrate their learning experiences that occurred at the Forest Research Institute and other institutions at Dehradun (with regard to biology, ecology and geography or geology). Students will also describe their interactions occurred at the Dev Sanskriti University, Haridwar about knowing Indian traditions, cultures, and beliefs.	20% of the class will be sampled and assessed according to the rubric as below. 50% of the class should score 3.
3. Explore other peoples' values and clarify their own.	The report must include a student’s understanding of the cultures, religious practices, belief system or philosophical concepts learned; people’s views about life, death and the cosmos.	20% of the class will be sampled and assessed according to the rubric as below. 50% of the class should score 3.

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

TABLE: 6b. Rubric for assessment of Connection – International Experience subcategory course

	4. EXCELLENT	3. GOOD	2. NEEDS WORK	1. POOR
1. Articulate the relationship between ideas, experiences, and place	Effectively defines the scope of the research question and presents historical perspectives. Effectively determines key concepts.	Defines the scope of the research question completely. Can determine key concepts.	Defines the scope of the research question incompletely (parts are missing or unbalanced). Can determine key concepts.	Has difficulty defining the scope of the research question. Has difficulty determining key concepts.
2. Develop tools to engage with diverse people in the local cultures	Uses the quantitative analysis of evidence as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work. Types of information (sources) selected directly relate to concepts or answer research question	Uses the quantitative analysis of data evidence as the basis for competent judgements, drawing reasonable conclusions from this work, but not insightful. Types of information (sources) selected relate to concepts or answer research question.	Uses the quantitative analysis of data evidence as the basis for sketchy generalization, not drawing plausible conclusions from this work. Types of information (sources) selected partially relate to concepts or answer research question	Poor connection between data and judgement, unreasonable conclusions Types of information (sources) selected do not relate to concepts or answer research question
3. Explore other peoples' values and clarify their own	Analyses logical consequences of other peoples' views relating to life, environment, other life forms, traditional values, historical past etc., in light of consequences of own views on all those aspects	Analyses logical consequences of other peoples' s views relating to life, environment, other life form, traditional values, historical past etc., without relating those views with own	Considers implications of other peoples' views on life, environment, or other life forms without reference to their traditional/religious values or historical past	Does not consider the implications of views on all the aspects mentioned in other categories.

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

Artifact used for the assessment: As depicted in the 6a -

At the conclusion of the trip, students will write an in-depth reflection paper (research paper) giving full accounts of the geographical sites/places visited, flora and fauna studied, cultures and religious practices encountered, foods/beverage enjoyed, and history of monuments/places visited.

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

SYLLABUS

COLONNADE CONNECTION- SUBCATEGORY: INTERNATIONAL EXPERIENCE

BIOL-351: Indian Himalayas - Biogeography, Ganges & Culture

INSTRUCTOR

Nilesh Sharma, Ph.D.
Instructor II
Department of Biology, WKU

CONTACT INFORMATION

TCH # 3030
Phone: 270-745-6593
E. Mail: Nilesh.sharma@wku.edu

COURSE DESCRIPTION

Students will uncover and experience the diversity at multiple levels - biology, ecology, geography, history, religion and culture - featuring the Northern frontier of India. We will visit the Shivalik hills region comprised of triangular cities of Haridwar, Rishikesh and Dehradun, each renowned for its unique geographical physiography, religious and cultural attributes. Our tour begins in the foothill city of Dehradun where we will visit institutions like the Indian Forest Research Institute, Wildlife Institute of India, and Wadia Institute of Himalayan Geology. Through our interactions with scientists and guided field visits, students will gain first-hand knowledge of the geography/geology, ecology, biology, flora and fauna that define the region. They will be able to capture the panoramic view of the snow peaks of the Himalayas and identify a few unique plant and animal species while travelling to the nearby famous hill station, Mussoorie (6,578 feet high). Our second place of interest will be the ancient city of Haridwar - considered the gateway to the Himalayan abode of the Hindu god, Shiva. Here our interactions will occur with students and faculty members of the Dev Samskriti University, a center of excellence in the education and research of Indian traditions and cultures. Students will gain an overview of the Vedic culture system and Indian traditions. At the end of our Himalayan tour, we return to Delhi, where we will visit the medieval monuments and neighboring Agra city for the tour of the Tajmahal, one of the wonders of the world. All these engagements will help our students to recognize and assimilate the vast diversity in land and life forms, human activities, foods, cuisines, clothing, and beliefs that define the human worlds. In the end, students will be able to broaden their views on global connectedness or complexities.

SUGGESTED READING MATERIALS (online materials will be provided before the trip begins)

1. Himalaya: A Literary Homage to Adventure, Meditation, and Life on the Roof of the World: Eds. Ruskin Bond & Namita Gokhale, 2018 (Shambhala Publication)
2. Indian Cultures as Heritage: Contemporary Past by Romila Thapar, 2018 (Aleph Book Company)
3. Garhwal Himalaya: Ecology & Environment by G. S. Rajwar, 1993 (Ashish Publishing House)

CONNECTION STUDENT LEARNING OUTCOMES

1. Articulate the relationship between ideas, experiences, and place.
2. Develop tools to engage with diverse people in the local cultures.
3. Explore other peoples' values and clarify their own.

COURSE OBJECTIVES:

The

above Connection SLOs can be achieved by covering the following course objectives

- Explain the geographical physiography of the regions visited
- Identify common flora and fauna in relation to their habitats
- Analyze the cultural diversity in relation to the past history of the country
- Demonstrate familiarity with Indian cuisines/food or costumes
- Evaluate agents of environmental degradation
- Apply the concept of global connectedness and challenges in local contexts at home

PHYSICAL EXPECTATIONS

Participants should be in good health, prepared to walk about 2-4 miles/day including uphill slopes, ready to enjoy hot, humid and dry climates. We will mostly travel by roads and there is no mountain hiking or trekking on our list of activities, but we will frequently meet uphill/downhill slopes. As we will spend time around the Ganges, swimming may be advantageous for the participants.

STUDENTS WITH DISABILITIES

Students with disabilities who require accommodations for this course must contact the instructor and Office for Student Disability Services, Room 445, Potter Hall, at least a month in advance. Accommodations can be provided limited to the conditions of study-abroad settings.

COURSE ACTIVITIES & EVALUATIONS

Pre-Trip Assignment

Online Module	Assessment of reading comprehension of online reading materials and videos related to Shivalik regions/places and biogeography	100 points
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During Trip Assignments

Journal Entries	Daily entries that include descriptions of tours/visits complete with notes on the features of sites/places/monuments, flora and fauna	100 points
Exploration Presentations	Each student will discuss their self-directed explorations (consistent with the journal entries) to the class meetings	50 points
Participation in all activities	Students are expected to attend all tours, field trips, research and other participation activities	150 points

Post-trip Assignment

Reflection Paper (Research paper)	After returning from the trip within 10 days, students will write an in-depth reflection paper (research paper in about 13-15 pages: New Times Roman, 1.5 space: 11 font) giving full	200 points
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	<p>accounts of the geographical sites/places visited, flora and fauna studied, cultures and religious practices encountered, foods/beverage enjoyed, and history of monuments/places visited. Students will also articulate, at least in a page, how this abroad experience will broaden their worldviews and make them appreciate the global connectedness as well as identify the global challenges.</p>	<hr/> <p>TOTAL 600 POINTS</p>
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TENTATIVE ITINERARY

Below is the tentative list of destinations and activities planned for the trip. However, activities are subject to change depending on the expenses, weather and discretion of instructor.

Itinerary and Contact Hours Worksheet

Date	Location	Course Content / Activity	Related Learning Objective(s)	Guest Lectures	Delivery Method	Contact hours
May 22 a.m.	Minneapolis, MN	Jungle Theater, tour and discussion	2 and 3	Joe Smith, Artistic Director	1 hour backstage tour, 2 hours Q & A	3
Contact Hours Prior to and/or Following Off-campus Portion of Program						
May 15	WKU	Tour Plans & Discussions	1		1 h Face-to-face discussion	1
May 18	WKU	Comprehension on online reading materials	1		1 h Face-to-face discussion	1
May 19	WKU	Final checkup before flying	1		1 h Face-to-face discussion	1
Classroom Contact Hours Abroad						
May 20-21	Flying to New Delhi	Arrival at New Delhi				
May 22	New Delhi	Orientation to New Delhi	1		1 h Face-to-face discussion	1
May 24	New Delhi	Discussion	1		1 h Face-to-face discussion	1
May 25	Dehradun	Arrival & Self exploration				
May 26	Dehradun	Discussion on ecology, forests etc.	1		1 h Face-to-face discussion	1
May 27	Dehradun	Discussion on medicinal plants, local animal species of interest	1		1 h Face-to-face discussion	1
June 1	Mussoorie	Discussion on hill station and environmental characteristics	1		1 h Face-to-face discussion	1
June 4	Haridwar	Recap on cultural encounters	1		1 h Face-to-face discussion	1
June 7	Devprayag	Recap on the mountain drainage and origin of river systems	1		1 h Face-to-face discussion	1
June 12	New Delhi	Summary of the trip and takeaways	1		1 h Face-to-face discussion	1
Excursion / Field Trip Contact Hours Abroad						
May 23	New Delhi	Visit & Tour to Connaught Place, Indian Parliament House, President House; Central Govt. Departments	1, 3		3 hours tour	3
May 24	New Delhi	Visit & Tour to Medieval historical sites, Red Fort, Qutub Minar & its monuments, India Gate, Visit of Rajghat (Gandhi's Samadhi), India Gate	1, 3		3 hours tour	3
May 26	Dehradun	Visit & Tour of Forest Research Institute	1, 2, 3	Scientists & Staff of FRI	3 h Exploration; 1 h Q & A	4

May 27	Dehradun	Field exploration at FRI	1, 2, 3	Scientists & Staff of FRI	3 h Exploration; 1 h Q & A	4
May 28	Dehradun	City tour	1, 2, 3	Self-exploration		
May 29	Dehradun	Visit of The Wildlife Institute of India	1, 2	Staff of Wildlife Institute of India	3 h Tour, 1 h Q & A	4
May 30	Dehradun	Visit of The Wadia Institute of Himalayan Geology	1, 2	Scientists of WIHG	3 h Tour, 1 h Q & A	4
May 31	Mussoorie	Travel & Tour of the Hill Station	1, 3		3 h tour, 1 hour guided exploration	4
June 1	Mussoorie	Field exploration of flora, fauna	1		3 h exploration	3
June 2	Haridwar	Travel & Visit of Dev Samskriti University	1, 2, 3	Faculty & Staff of DSV	3 h guided tour, 1 h Q & A	4
June 3	Haridwar	Visit of Ganges sacred sites/stations; visit of ashrams, Participation in the evening Gange's ceremony	1, 3		4 h tour	4
June 4	Haridwar	Interactions with Dev Samskriti University faculty & students	1, 2, 3	Faculty & Staff of DSV		
June 5	Rishikesh	Visit and tour of the Ganges and mountain sites	1, 3		4 h Exploration of flora, fauna and sites	4
June 6	Devprayag	Tour to Devprayag mountain/river sites	1, 3		4 h tour, 1 h Q & A	4
June 7	Devprayag	Exploration of flora, fauna in Devprayag	1		2 h exploration	3
June 8	Travel to New Delhi	Travel	1			
June 9	New Delhi	Self-exploration of the city	1			
June 10	Travel to Agra	Visit of the Tajmahal	1, 3		4 h tour	4
June 11	Travel to Jaipur	Visit of medieval forts, kingdoms	1, 3		6 h tour	6
June 12	New Delhi	Self-exploration of ancient sites	1			
June 13	Return journey	Flying to return				
June 14	Reaching home	Reaching home				
Total Contact Hours						69

**Colonnade Connections Course Proposal
International Experience Subcategory**

Proposal Contact Name, E-mail, and Phone: Ann E. Embry; ann.embry@wku.edu; 270.745.4031 or 270.780.0118
 College and Department: College of Health and Human Sciences Applied Human Sciences Department
 Proposal Date: February 15, 2020

1. Course Details:

- 1.1 Course prefix (subject area), number and title: HMD 476; Global Hospitality and Cuisine
- 1.2 Credit hours: 3
- 1.3 Prerequisites²: None
- 1.4 Crosslisted and/or equivalent courses (prefix and number): N/A
- 1.5 Expected number of sections offered each semester/year: 1-2
- 1.6 Is this an existing course or a new course? Existing
- 1.7 Proposed term of implementation? Summer 2021
- 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.)
 This will be a study abroad course with two classroom days on the WKU Bowling Green Campus prior to departure. The Summer 2021 course will be a faculty led study abroad to Germany, Belgium, France, and possibly the Netherlands.

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

Exploration of regional foods, food preparation techniques, the food service industry, hospitality businesses, hospitality customs, and hospitality management practices in the country(s) being visited. Experiential exploration of food and culture. Regions vary by term.

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience). This class provides an opportunity for students to learn through reading and discussion regarding common customs, hospitality practices, and culturally significant foods prior to departure and then during the travel experience, those items discussed and studied will be observed and experienced. The students will have a terminal project as part of the class. The students will compare a minimum of two similar businesses, food customs/practices, managerial practices or tourism experiences discussing the similarities, differences, cultural values, and analyze how the geographic location and regional customs influence the two encounters.

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

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Articulate the relationship between ideas, experiences, and place.	The students will articulate the influence of regional customs, history, natural resources, geography, climate, and characteristics on the cuisine and hospitality practices of the region(s) visited. This will be completed through the students' initial presentations and the discussion board requirement regarding the presentations post-trip.

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

2. Develop tools to engage with diverse people in the local cultures.	The students will interact with local hospitality businesses and leaders through tours and interviews. The students will attend local festivals and activities in which they will document experiences and interactions through writing reflections in a visual activity journal.
3. Explore other peoples' values and clarify their own.	Students will discuss their observations and experiences and how those observations and experiences and how those influenced their global perceptions.

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

1. Experience and identify a variety of foods from various geographic regions around the world including the United States.
2. Compare and analyze different management styles and techniques used in hospitality organizations.
3. Gain an understanding of the operations of hospitality organizations.
4. Develop an awareness of how various units of hospitality organizations work together to provide a pleasant experience for tourists.

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

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i>. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
<i>Example: Analyze issues on local and global scales.</i>	<i>Example: Students will write two book reviews, three to five pages in length. All of the assigned readings deal with an aspect of African Diaspora history, culture, and experiences. As such, students will be required, in their reviews, to identify and discuss the ways in which the author successfully addresses the interrelationship of social realities, events, people, and/or social movements in local, national, and global contexts.</i>	<i>Example: At the end of the semester, students will be required to submit their book reviews and final research paper in a portfolio. The department's assessment team will then collect a random sample of 30% of student portfolios and evaluate the portfolios using the Connections rubric, which provides a separate rating for each Connections Learning Outcome.</i>

	<p><i>Students will also be required to complete an eight to ten page research paper (excluding title page and bibliography) on any aspect of the African Diaspora experience.</i></p> <p><i>The artifact for assessment is a portfolio that includes these three written assignments.</i></p>	
<p>1. Articulate the relationship between ideas, experiences, and place.</p>	<p>The students will meet in daily huddles during the study abroad trip to discuss observations, experiences, and interactions. The students along with the instructor will compare the observations, experiences, and interactions with similar experiences in the United States. Students will provide final thoughts from each daily huddle. To be documented in their daily activity journal.</p>	<p>At the end of the class students will submit an electronic visual activity journal. Bi-annually the HMD faculty using the Connections rubric for the assignment will assess a minimum of 20% of student journals.</p>
<p>2. Develop tools to engage with diverse people in the local cultures.</p>	<p>The students will interact with local hospitality businesses and their leaders through tours and interviews. The students will attend local festivals and activities in which they will document experiences and interactions via photographs in a visual activity journal. The journal will have a minimum of one entry per day regarding daily activities. Each entry must consist of visual documentation of experiences as well as written description of their experiences including important interactions and information/practices they observed/learned.</p>	<p>At the end of the class students will submit an electronic visual activity journal. Annually a minimum of 20% and a maximum of 30% of student journals will be assessed by the HMD faculty using the Connections rubric.</p>
<p>3. Explore other peoples' values and clarify their own.</p>	<p>The students will write a comparative analysis of two hospitality organizations/businesses and discuss the mission statement and core values of each organization as part of the</p>	<p>At the end of the class students will submit a formal project detailing a comparative analysis of two hospitality organizations/businesses. The HMD faculty will assess a minimum of 20% of the projects by</p>

	analysis. Students will analyze their thoughts regarding the mission and values as related to the values they would find important to have in an organization they may work for in the future.	the Connections rubric for the assignment.
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6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). Also, for each of the SLOs briefly note what benchmarks you will use to determine whether the course successfully met its goals for each of the rubrics. (See attached rubric).

Benchmark – 80% of the 20% will meet the SLO exceeds or SLO meets criteria. If the benchmark is not met, a performance improvement plan will be put into place to improve SLOs.

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

The students will write a comparative analysis of two hospitality organizations/businesses and discuss the mission statement and core values of each organization as part of the analysis. The students will discuss their thoughts regarding the mission and values as related to the values they would find important to have in an organization they would work for in the future.

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

Student # _____

Connection Assignment Rubric

	SLO Exceeded	SLO Met	SLO Needs Improvement	SLO Not Met
<p>The student will discuss observations, experiences, and interactions. The student along with the instructor will compare the observations, experiences, and interactions with similar experiences in the United States. The discussions will be part of a daily reflection in the daily activity visual journal.</p>	<p>Uses deep exploration of the topic (and its relevance to lived experience) to pose new questions of self and others based on the study abroad experience. Cites specific examples. Addresses questions fully. Makes plans or envisions a future self-based experiences that have occurred across multiple contexts, exploring complexity of context in depth.</p>	<p>Student articulate the relationship between the ideas, experiences, and places observed and encountered with detail and specific discussion highlighting how the customs, practices, and environment of a region impacts and influences the food and hospitality practices within a country and/or region.</p>	<p>The student discussed the ideas, experiences and places observed and encountered with detail, but did not articulate fully the relationship between ideas, experiences, and places they visited and interacted through during the study abroad experience.</p>	<p>The student documented the journey with generic entries without reflection or discussion of impact.</p>
<p>The student will interact with local hospitality businesses and their leaders through tours and interviews. The student will attend local festivals and activities in which they will document experiences and interactions via photographs in a visual activity journal</p>	<p>Evidence of multiple interactions with the local population in multiple destinations and/or hospitality organizations. Evidence of the student experiencing local culture and engaging with individuals to gain an understanding into cultural rules, norms, and biases</p>	<p>Evidence of a few interactions with the local population in multiple destinations and/or hospitality organizations. Evidence of the student experiencing local culture and engaging with individuals to gain an understanding into cultural rules, norms, and biases</p>	<p>Evidence of one interaction with the local population in multiple destinations and/or hospitality organizations. Evidence of the student observing local culture.</p>	<p>No evidence of interaction with local population(s).</p>

<p>The student will write a comparative analysis of two hospitality organizations/businesses and discuss the mission statement and core values of each organization as part of the analysis. The student will discuss their thoughts regarding the mission and values as related to the values they would find important to have in an organization they may work for in the future.</p>	<p>Articulates insights into own cultural rules and biases. Analyzes the history and influences of the culture rules, norms and biases as reflected through hospitality organizations.</p>	<p>Recognizes new perspectives about own cultural rules, norms, and biases. Interprets the practices, values and missions of hospitality organizations as a reflection of the cultural norms and values of different regions of the world.</p>	<p>Identifies cultural rules and biases. Does not analyze the root of the cultural rules and biases and how they are reflected in hospitality organizations.</p>	<p>Shows minimal awareness of own cultural rules, norms, and biases. Unable to identify and appreciate the influence of regional cultural rules, norms and biases as reflected in hospitality organizations.</p>
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HMD 476: Global Hospitality and Cuisine

Department of Applied Human Sciences

Summer 2021

Instructor Information:

Ann E. Embry, RD, LD;
Academic Complex 209 A
Phone/voicemail: 745-4031
Email: ann.embry@wku.edu

Office Hours:

Available by appointment during the Summer Term
Email is the best way to contact me; ann.embry@wku.edu

Course Information:

The class will be conducted during the Summer 2021 (Specific dates TBD). Students will travel outside the country for a total of 12 days. There will be one day during the Spring 2021 semester as a preliminary meeting prior to departure (Day and Time TBD); there will be meeting the day before departure on WKU's campus

Course Description:

Exploration of regional foods, food preparation techniques, the food service industry, hospitality businesses, hospitality customs, and hospitality management practices in the country(s) being visited. Experiential exploration of food and culture. Regions may vary by term.

Prerequisites: None

Terminal Course Outcome:

The students will have the ability to analyze the operations of hospitality organizations with an understanding of cultural and regional influences regarding business values and practices.

Course Student Learning Objectives:

After successfully completing this course, students will:

1. Have an appreciation of the complexity and variety in the world's cultures, and utilize food as a catalyst for comparison, discussion, consumption, cultural enhancement, and exposure to cultural norms and aversions.
2. Will articulate the influence of regional customs, history, natural resources, geography, climate, and characteristics on the cuisine and hospitality practices of the region(s) visited.
3. Compare and analyze different management styles & techniques used in hospitality organizations, as directed by the instructor.
4. Gain a comprehensive understanding of hospitality organizations. Students will relate the mission, vision, culture of organizations to their future preferred work environments.
5. Develop an awareness of how various units of hospitality organizations work together to produce a pleasant experience for tourists.
6. Will identify food preparation techniques and flavors and relate to the region(s) visited.
7. Develop an awareness of the multiculturalism and people volume that exists in popular tourist attractions.
8. Understand the use of technology and assess its place in hospitality organizations.
9. The students will have a deeper understanding of various cultures through engagement of local businesses and individuals from the regions visited.

10. Students will develop an understanding of international travel.

Required Books – There is no textbook for this class, a series of articles/materials will be made available on blackboard.

Course Website:

The course is web-enhanced, which means that much of the content can be found and/or completed online. The online course site can be found at: [Blackboard](https://blackboard.wku.edu) (https://blackboard.wku.edu).

Student Expectations:

- Attendance and participation in-group discussions and all site visits.
- Students will have to have a smart phone to participate in group messaging, usually through the Group Me app.
- Students will need to have the ability to take pictures to document the trip as well as have a means to participate in the class through blackboard during the travel portion of the trip as well as before and after.
- Completion of course assignments, assessments, readings, and journal articles.
- Respectful attitude to class member and instructor(s).
- Proper attire during tours and class activities is expected. Standard dress will be business casual, activities requiring other attire will be discussed during the daily huddles and pre-departure meetings.
- Students will be expected to attend 2 pre-departure meetings.
- It will be important for you to check your Toppermail account. It is the only email address I will use to send class related information. You should check it as least ONCE a day, if not more.
- The class will have daily huddles, prior to the daily activities and at the end of the day activities. Students are expected to be present for all huddles.
- Be inquisitive and think critically
- Safety first, academics second and then fun.
- It is understood that all students have read the WKU student "Code of Conduct" and will abide by the rules. It is each student's responsibility to remain eligible to participate in the program.
- Plagiarism and cheating are serious violations and students should familiarize themselves with these issues.
- Any student failing to demonstrate mature and respectful behavior will be sent home immediately and will be responsible for any associated costs.

Course Evaluation & Assignments:

Grades: Letter grades are assigned according to the final percentage of accumulated points. Grade Scale: NOTE: We do NOT round grades up -- Your grade is up to you. (Point System and explanation of assignments is on the next page).

Grades will be posted on the class Blackboard site.

Point System:

Pre-Destination Meetings We will discuss important information at our pre-departure meetings, such as background information the travel destination and how it relates to the hospitality industry, our emergency action plan, general class orientation and what to expect during the program.	100
Presentations Students will put together a “presentation” on a topic related to the hospitality practices and cuisines of the country(s) being visited. The topic will be assigned during the predestination	100

meeting during the spring semester. All students will give a 10-15 minute presentation on the topic during the pre-destination meeting held in June.	
Discussion Board for Presentations All presentation materials will be posted to blackboard. During the trip and upon return from the trip students will engage in discussions regarding the presentation topics and compare to the actual experiences.	100
News Letter Article Students will be required to submit a newsletter article after returning from the Study Abroad Trip. Further information will be provided by the instructor through blackboard. The article will include at least a two-paragraph write up and 3-5 pictures from the trip.	100
Travel Journals Students will be required to keep a travel journal throughout their travels that catalogue their experiences. Within the student journals, students must journal their observations made during program activities, their reactions to the site(s) visited, include visual evidence of activities and interactions with local businesses and people. The students will complete a journal entry for each site visited. A minimum of 2 entries per day is expected.	150
Student Logistical Assignments	50
Comparative Analysis A comparative analysis is the discussion of two different hospitality experiences, these experiences can be of two similar business/cultural phenomenon that were experienced on the trip or comparison of a United States business/cultural phenomenon and one experienced abroad. More information provided on blackboard.	100
Attendance/Etiquette/Professionalism Student attendance will be documented including tardiness. Students will be expected to follow the announced dress code for the day and treat their peers, the instructors, and individuals we interact with during the trip with respect and to be engaged in the daily activities.	300
Total	1000

Grade distribution:

A = 1000 - 900

C = 799 - 700

F= 599 or lower

B = 899 - 800

D = 699 - 600

Other Important Details:

The Department of Applied Human Sciences strictly adheres to university policies, procedures, and deadlines regarding student schedule changes. It is the sole responsibility of the student to meet all deadlines concerning adding, withdrawing, 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.

Payment Schedule:

Your TopNet account will be automatically charged for the Summer Term the balance of the program fee minus your deposit. Both your deposit and program fee can be paid online via Top Net. All fee questions should be directed to the Study Abroad office.

Course Withdrawal and Refunds:

Students who find it necessary to withdraw completely from the university (WKU) or from this course should contact the Study Abroad office and Dr. Embry to discuss the options.

Attendance Policy:

Students must travel abroad to receive a grade for this course. Students are expected to attend all program events and activities and contribute to discussion.

WKU Academic Dishonesty Policy

Students will be expected to do his/her own work for exams/quizzes and assignments. Failure to comply with this policy will result in a failing grade for the exam/assignment and, perhaps, the course. If caught cheating, the student will receive a minimum of a zero on the assignment/quiz/exam and the cheating incident will be reported to WKU's Office of Student Life. Students should be aware of WKU's academic dishonesty policy (WKU Catalog, 2014-2015) which states: "Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of the Dean of Student Life for disciplinary sanctions."

Student Disability Services

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DSU 2123 of the Student Success Center in Downing Student Union. The phone number is 270-745-5004.

Title IX/Discrimination and Harassment

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

The link below can connect you to more resources available at WKU to assist with your success on campus.

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

Tentative Itinerary: TBD

Itinerary clarification:

Tours will include but not be limited to organizations directly in the tourism and hospitality industry or those industries that support the hospitality and tourism industries. Potential tour sites to include: hotels, casinos, theatre/stage productions, foodservice distributors, convention halls, event venues, parks, monuments, industrial laundry facilities, foodservice/franchise operations.

Students will experience specific tourism, site-specific businesses, such as landmark restaurants, shows, and tourism experiences. It will be attempted by the trip coordinator to have individuals at each experience to discuss how the business is operated, managed, and marketed.

Colonnade Connections Course Proposal Social and Cultural Subcategory

Proposal Contact Name, E-mail, and Phone: Tim Evans, tim.evans@wku.edu, 270-535-5363
College and Department: Potter College, Folk Studies & Anthropology Proposal Date: **2-24-20**

1. Course Details:

- 1.1 Course prefix (subject area), number and title: FLK 280, Cultural Diversity in the U.S.
- 1.2 Credit hours: 3
- 1.3 Prerequisites²: none
- 1.4 Crosslisted and/or equivalent courses (prefix and number): n/a
- 1.5 Expected number of sections offered each semester/year: 1-2 per semester
- 1.6 Is this an existing course or a new course? existing course
- 1.7 Proposed implementation term? Spring 2021
- 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Bowling Green main campus, online

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

Cultural Diversity in the United States introduces students to understanding and interpreting the multicultural nature of American society in a globalized world, with an emphasis on varieties of cultural expression, custom, and worldview as practiced by cultural groups of many different kinds. It will prepare students to understand basic concepts such as culture, cultural diversity, and methods of ethnographic research. Students will learn to recognize the contributions to American culture of a variety of social and cultural groups and the ways in which these groups are related and interdependent. These may include immigrant or refugee groups from many parts of the world as well as groups defined by ethnicity, religion, region, social class, gender, occupation, disability, age, subculture, sexual orientation or other factors. Students will also learn to identify ways in which one culture or group may be favored over another, including ethnocentrism, stereotyping, prejudice, discrimination, racism, sexism, homophobia, ableism, colonialism and various forms of privilege. Students will explore critically how we respond to cultural differences, examine our own cultural biases and assumptions, and practice cross-cultural communication skills.

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

Although this is a Folk Studies class, it draws from various disciplines that address issues of cultural diversity, including anthropology, sociology, gender and women's studies, disability studies, religious studies, ethnic studies, and others. The class encourages students to bring together concepts and

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

methodologies from a variety of disciplines in order to: 1. Critically analyze their own cultural assumptions, principally through reflective writing assignments, and 2. Experience cultures different from their own, both through readings and films, and through exploring and writing about more easily share-able aspects of culture, such as food or music.

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

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
<i>Example: 1. Analyze the development of self in relation to others and society.</i>	<i>Example: Students will consider various theories of vice that examine how one's background (including one's culture) and situational influences contribute to the development of character. For example, students will discuss possible cultural and societal influences of tragedies such as the Holocaust and the Rwandan Genocide as well as the impact of traumatic experiences in childhood on a person's development. Students will analyze both how bad individuals come to power as well as how groups interact in the face of evil.</i>
1. Analyze the development of self in relation to others and society.	Students will critically examine their own cultural assumptions in such areas as bodies and health, family structure, foodways, gender, race and ethnicity, and many others, comparing their own cultural assumptions with individuals from other cultural backgrounds.
2. Examine diverse values that form civically engaged and informed members of society.	Students will analyze the role and place of cultural diversity in contemporary debates over immigration, civil rights, religious freedom, gender roles, affirmative action, or other issues.
3. Evaluate solutions to real-world social and cultural problems.	Students will examine the applications of class concepts to specific social and political issues in the contemporary U.S. and globally, including (but not limited to) immigration, refugee resettlement, environmental justice and gender equity. Issues examined will vary depending on the instructor and on current events.

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

Students will gain a familiarity with methods of primary and/or secondary research, such as ethnographic fieldwork and cross-cultural research.

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

<p>Connections Student Learning Outcomes</p>	<p>Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i>. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.</p>	<p>Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.</p>
<p><i>Example: Analyze the development of self in relation to others and society.</i></p>	<p><i>The 7-10 page final paper is the artifact for assessment. See attached syllabus for details of the final paper assignment.</i></p>	<p><i>Example: Because this course is offered only once per semester, with only 25 enrolled, a 50% sample will be randomly selected from all students who complete the course in a single academic year. Two faculty members, one who regularly teaches the course and one who does not, will individually evaluate the final paper using the Connections rubric attached to this application, which provides an individual rating for each Connections SLO as well as an overall rating. The initial goal will be that 70% of students are rated as “Milestone 2” for each Connections SLO, and no student is rated at “Benchmark” for each Connections SLO. Additionally, an overall rating of Milestone 2 for 85% of students is desired. Assessment goals will be revisited after an initial three-year cycle. The three-year cycle will also be used to accumulate enough assessment data to make meaningful comparisons between Bowling Green campus, IVS-Glasgow, IVS Elizabethtown, and IVS Owensboro student learning experiences.</i></p>
<p>1. Analyze the development of self in relation to others and society.</p>	<p>Students will write a 5-8 page paper examining their own cultural background.</p>	<p>A 25% sample of papers will be randomly selected, and will be evaluated by two Folk Studies faculty members. A rubric for evaluation is attached. After three years of evaluation, assessment goals will be revisited. Our goal will be that at least 70% of students reach a “good” rating on our rubric (attached).</p>

2. Examine diverse values that form civically engaged and informed members of society.	Students will write a 5-8 page research paper examining a current diversity related issue (e.g., immigration policy, affirmative action, gender neutral public facilities).	A 25% sample of papers will be randomly selected, and will be evaluated by two Folk Studies faculty members. A rubric for evaluation is attached. After three years of evaluation, assessment goals will be revisited. Our goal will be that at least 70% of students reach a “good” rating on our rubric (attached).
3. Evaluate solutions to real-world social and cultural problems.	Students will work in teams to debate issues they have written about in no. 2, above.	The instructor and one other faculty member will observe a randomly selected debate and evaluate according to the attached rubric. Our goal will be that the debate reaches a “good” rating on our rubric (attached).

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

	Excellent	Good	Needs work	Poor
1. Analyze the development of self in relation to others and society	Provides a detailed, thoughtful, honest and personally nuanced analysis of student’s cultural background.	Provides a reasonably detailed and thoughtful analysis of student’s cultural background.	Provides some details of student’s cultural background but lacking in analysis and nuance.	Provides little or no detail and little or no analysis of student’s cultural background.
2. Examine diverse values that form civically engaged and informed members of society.	Provides a thorough, thoughtful, balanced and nuanced description and analysis of the issue.	Provides a reasonably thorough and thoughtful description and analysis of the issue.	Provides some details of the issue, but lacking in substantive analysis.	Provides little or no description or analysis.
3. Evaluate solutions to real-world social and cultural problems.	In a debate, students present the issues in a substantive, analytical, nuanced and balanced manner.	In a debate, students present the issues in a substantive manner, but lacking nuance.	In a debate, students present basic informative but lack substantive analysis and/or balance.	Student presentations lack substance or analysis.

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

Our “artifact” will be the 5-8 page research paper examining a current diversity related issue. Our goal for this “artifact” will be that at least 70% of students achieve a “good” rating on our rubric. See #2 in 6a, above.

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

FOLK STUDIES 280: CULTURAL DIVERSITY IN THE UNITED STATES SAMPLE SYLLABUS

Cultural Diversity in the United States shows students how to interpret and understand the multicultural nature of American society in a globalized world, with an emphasis on varieties of cultural expression, custom, and worldview as practiced by cultural groups of many different kinds.

This course fulfills the Social and Cultural category for a Cultural Connections class in the Colonnade program. It will fulfill these Colonnade learning goals:

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

Additional Learning Outcomes:

* *Cultural Diversity in the U.S.* will prepare students to understand basic concepts such as culture, ethnicity, cultural diversity, and methods of ethnographic research.

* Students will learn to recognize the contributions to American culture and society of a variety of social or cultural groups and the ways in which these groups are related and interdependent. These may include immigrant or ethnic groups from many parts of the world, as well as groups defined by religion, region, social class, gender, occupation, disability, age, subculture, sexual orientation or other factors.

* Students will also learn to identify ways in which one culture or group may be favored over another, including ethnocentrism, stereotyping, prejudice, discrimination, racism, sexism, colonialism and various forms of privilege. Students will learn to recognize that members of all cultures tend to take much of their own culture for granted, and that there is a need to examine one's own culture critically before one can understand other cultures.

* Students will explore critically how we respond to cultural differences in our lives, examine our own cultural biases and assumptions, and practice cross-cultural communication skills.

* Students will examine how contemporary issues such as immigration, civil rights, indigenous rights, religious freedom, gender roles, affirmative action or others are affected by cultural differences and biases, and look for creative solutions to these issues.

In the 21st century, cultural diversity in the United States is increasingly rapidly in a variety of ways, as are the opportunities for Americans to interact with people from other countries and cultures. Dealing with diversity in a positive and flexible way is a crucial skill in the modern

world.

Disclaimer: Be warned that this class will sometimes deal with controversial issues. You are encouraged to express thoughtful opinions, but also to listen respectfully to others, and to seriously consider what others are saying. Be nice to each other! The most creative thinking often comes about by listening to and considering points of view that are different from your own. The class will occasionally make use of materials that may be disturbing, offensive or inflammatory in content (e.g., racist, sexist, homophobic). The intention is not to promote such attitudes but to deal in a critical way with the realities of American (and world) cultures.

COURSE REQUIREMENTS (600 points total)

1. General class participation (100 points). This includes attendance, general participation and asking questions, as well as participation in organized classroom activities. To participate, it is essential that you keep up with the readings.
2. Paper on your own cultural background (100 points). This will be a typed, double-spaced paper, about 6-8 pages. It will be explained in more detail in class.
3. Short paper on a multicultural experience (50 points). You will write a short paper (at least three pages) based on an experience that is outside of your cultural “comfort zone”. This will be explained in more detail in class.
4. Paper examining and taking a position on one of several possible issues related to the class (100 points). This may include issues of immigration, refugee policies, indigenous rights, civil rights, gender, etc. This will be explained in more detail in class.
5. Class debate about a current issue related to diversity (50 points). This will be explained more in class.
5. Exams: a midterm and a non-cumulative final (200 points, 100 points each). Midterms will be essay and short answer.

ATTENDANCE POLICY

Students who miss class should bring notes from doctors, coaches, or something that can testify that the absence was unavoidable (e.g., a towing bill). If you know in advance that you will miss, please tell me. Students are allowed three unexcused absences. After that, ten points (out of 600 for the class) will be deducted for each unexcused absence. Students who arrive late should check with me after class to make sure your arrival was noted. Don't forget! If you are excessively or frequently late, we reserve the right to count you absent.

EXTRA CREDIT POLICY

When there is a speaker, film or event on campus that is relevant to this class, I will sometimes grant extra credit to students who attend and write a short report or review (at least two pages, typed, double spaced). This needs to be arranged in advance. A maximum of ten points will be awarded (out of 550 for the class), depending on your grade. Credit will only be given for one extra credit assignment; in the event that a student does more than one, the best score will be kept and lower scores dropped.

DISABILITY POLICY

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact Student Disability Services, DUC A-200, phone (270) 745-5400, TTY 745-3030. Please **DO NOT** request accommodations from the professor without first getting a letter of accommodation from Student Disability Services. But please do talk to your professor, as early in the semester as possible.

OTHER POLICIES

- Pay attention to the syllabus! You are responsible for doing readings and assignments on time.
- Please bring assigned readings with you to class on the days they are assigned. You can access them on a laptop if you prefer, but please have them available.
- Please check your emails and the class blackboard site on a regular basis.
- You can use a laptop or tablet for class activities such as note-taking or looking at course readings during class, but **not** a cell phone. Please turn cell phones off. If we catch you doing something inappropriate in class (texting, social networking, etc.) you will be asked to stop; if it happens again, you will be asked to leave. If you need to have your cell phone on because of an emergency, please tell your instructors before class.

READINGS

BOOKS TO PURCHASE. There is just one book to buy. It can be purchased in the campus bookstore or online:

Covington, Dennis. *Salvation on Sand Mountain: Snake Handling and Redemption in Southern Appalachia*. New York: Penguin Books, 2009 (original 1995).

BLACKBOARD READINGS: Most of the class readings are accessible on blackboard. If anyone

has trouble accessing readings on blackboard, please talk to Professor Evans. On the schedule, selections posted on blackboard are designated with BB.

SCHEDULE OF CLASSES

Unit 1. Syllabus, introductions, preliminary issues.

Read: Horace Miner, "Body Ritual Among the Nacirema," BB.

Gary Colombo, Robert Cullen and Bonnie Lisle, "Thinking Critically, Challenging Cultural Myths," BB.

Unit 2. Culture and cultural diversity: basic concepts.

Read: Richard Kurin, "Folklore in a Contemporary Multicultural Society," BB.

Shirley Jackson, "The Lottery," BB.

Unit 3. World View.

Read: Barre Toelken, "Folklore and Cultural Worldview," BB.

Unit 4. Case Study: Salvation on Sand Mountain.

Read: Dennis Covington, *Salvation on Sand Mountain*.

**** Paper on your own culture due.****

Unit 5. Race, Racism, Stereotypes, Prejudice, Discrimination.

Read: Lustig and Koester, "Cultural Biases and Intercultural Communication," BB.

Peggy McIntosh, "White Privilege and Male Privilege," BB or

<http://www.decolonizingyoga.com/white-privilege-unpacking-the-invisible-knapsack/>

Allan G. Johnson, "The Social Construction of Difference," BB.

Midterm Exam.

Unit 6. Ethnicity and Immigration.

Read: Elliot Oring, "Ethnic Groups and Ethnic Folklore," BB.

Richard Rodriguez, "Aria," chapter 1 of *Hunger for Memory*, BB.

Jonathan Kozol, *The Shame of the Nation*, excerpt, BB.

Unit 7. Religious Diversity.

Read: Charles Lippy, "Christian Nation or Pluralistic Culture," BB.

Lewis Schlosser, "A Beginning List of Christian Privileges," BB.

Maysan Haydar, "Don't Judge a Muslim Girl by Her Covering," BB.

Paper on a Multicultural Experience Due.**

Unit 8. Case Study: How Does It Feel To Be a Problem?

Read: Moustafa Bayoumi, *How Does It feel To Be A Problem?*, chapters on Rasha and Yasmin, BB.

Unit 9. Affirmative Action.

Read: U.S. Department of Labor, “Facts on Executive Order 11246,” BB, or <http://www.dol.gov/ofccp/regs/compliance/aa.htm>.

Scott Plous, “Ten Myths About Affirmative Action,” BB.

Richard Rodriguez, “Profession,” chapter 5 of *Hunger of Memory*, BB.

Unit 10. Gender, Lookism, Sexism.

Read: Judith Ortiz Cofer, “The Story of My Body,” BB.

Aaron H. Devor, “Becoming Members of Society: Learning the Social Meanings of Gender,” BB.

Gwynn Kirk and Margo Okazawa-Rey, “He Works, She Works...,” BB.

Jean Kilbourne, “The More You Subtract, the More You Add: Cutting Girls to Size,” BB.

Down

**** Paper on a current issue due.****

Unit 11. Social Class.

Read: Gregory Mantsios, “Class in American – 2006,” BB.

Twenty Facts About U.S. Inequality that Everyone Should Know, <http://www.stanford.edu/group/scspi/cgi-bin/facts.php>.

Janny Scott, “Life at the Top Isn’t Just Better, It’s Longer,” BB.

Emily Bazelon, “The Next Kind of Integration,” BB.

Unit 12. Debate about a current issue.

FINAL EXAM