

Colonnade General Education Committee
Western Kentucky University
Report to the University Senate

Date: October 26, 2015

From: Marko Dumančić, Chair

Colonnade General Education Committee submits the following items from the October 20, 2015 meeting for approval by the University Senate:

CONSENT ITEM REPORT:

1. Inclusion into the Colonnade program Connections category
MUS 277/FLK 277/ANTH 277PS 365
SJB 310
PHIL 212
PS 365

Colonnade Program Course Proposal: Connections Category

MUS 277 (ANTH 277/FLK 277) Introduction to World Music

*The title is being changed to "World Music"
through the appropriate committee process (10/20/15)*

Department of Music
Dr. Scott Harris, Head

1. What course does the department plan to offer in Connections? Which subcategory are you proposing for this course?

MUS/ANTH/FLK 277 Introduction to World Music – Local to Global 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 issues on local and global scales.

MUS 277 is a cultural and functional analysis of traditional musical genres developed in world areas including Africa, American, Asia, Europe and Oceania. The course emphasizes musical styles, performance practices, aesthetics, and instruments. These issues are addressed both in terms of localized development and how, through migration, tourism, and technology, they impact the global musical market. A specific example is how African rhythms and drumming combined with Latin American/Cuban music and influenced the development of Afro-Cuban Jazz in the United States; or how the classical music from Uzbekistan and Tajikistan, in particular the *Shashmaqam*, is a genre of music that includes instrumental pieces, songs, poetry, and dance.

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

MUS 277 will reflect on the performance practices, aesthetics, instruments, and community/audience engagement (relationships) as it relates specifically to the cultural backdrop of Africa, America, Asia, Europe and Oceania. On many of these continents, music, and accompanying dance, is an integral part of daily life, work, and entertainment and is directly related to civic/societal engagement.

For example, following the dissolution of the Soviet Union, musicians throughout Central Asia began their search for identity by looking to the past. During the Soviet Era, much of this music was lost. The Kyrgyz Mountains provide a landscape where nomadism remains a way of life for many. Founded by Nurlanbek Nyshanov, the group Tengir-Too ("Celestial Mountains") takes its name from the mountain range that links Kyrgyzstan and China ("Tien Shan" in Chinese). Nyshanov spent his childhood in the mountainous region of northern

Kyrgyzstan and graduated from Kyrgyzstan's State Institute of Arts (now National Conservatory). The group performs on traditional instruments, performing *küü* (literally "mood") which refers to music composed for a particular instrument.

Students will be asked to consider these relationships and present opinions and arguments, through evidence, of how music is integrated into the local society, and/or how society is influenced by the music. In addition, students will be asked about current cultural/societal musical aspects in the United States and how these world musical styles may have traveled globally to influence current music in America.

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

Music is an artistic expression of the independent and collective, or collaborative, values of the defined time period, geographic location, and culture. The cultural development of a musical genre typically occurs naturally over time, but sometimes is directed by clear individual or collaborative decisions/changes.

MUS 277 will require students to consider how local musical genres developed and what surrounding influences, either directly or indirectly, affected that development. As noted above the dissolution of the Soviet Union is a prime example of how music got lost and was later revitalized. Questions will be asked about race/gender roles in music, the image/behavior of artists and their perceived value to societal norms, technology (both in sound production and transference), and political/economic impacts for the artists as well as their audiences (as participants and/or consumers).

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category?

The study of music, in any time period, genre, or culture, is inherently rooted in how societies reflect and/or are shaped by the arts. Music can influence language, lifestyles, clothing/appearance, behavior, politics, and social economics in both individuals and the larger community context.

The study of music contributes to the *Connections* category because it naturally incorporates concepts previously studied throughout the Colonnades program including:

- quantitative reasoning – music is rhythmically based on the subdivisions of time; music of the twentieth century especially attracted analytical techniques that employ defined mathematical concepts
- physical science – music demands exact acoustics, frequencies, intensities, and control of time; Twentieth-century music also uses electronic technology in the manipulation of sound and the creation of new media
- language – music in the classical tradition is rooted in the Italian, German, and French languages; music from other world cultures incorporates the unique vowel and consonant sounds native to

that culture; music is used extensively as a communication device either in addition to, or to substitute for, spoken word; music uses a highly developed symbol notation to express ideas

- history – music directly reflects the environment and times of its creation
- arts and humanities – fine arts that imitate music and music that imitates visual art is especially prominent in twentieth-century music; music also has a strong connection to literature, as composers often set poetry, plays, and novels to music
- global – there have been very strong ties between western music and music from other parts of the world, the blending of musical styles affected European music since at least the eighteenth century

MUS 277 would be a complement to other courses in the *Connections* category and an appropriate progression from many *Explorations* courses, including MUS 120 Music Appreciation. The course will provide students from across campus the opportunity to develop the *Connections* trademarks of Individual and Social Responsibility through the study of music from around the globe. As music is considered a “universal language”, students will demonstrate, and be attracted to, the unique connections between the musical, individual, and societal issues of different cultures as compared with their own experiences, circumstances and responsibilities here in the US.

4. Please identify any prerequisites for this course.

There are 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.

Learning Objectives for Colonnade Program: This course fulfills the Colonnade Program’s requirements for the Local to Global subcategory of the Connections Category. As part of that program, MUS 277 has the following learning objectives:

Through this course students will develop the ability to:

1. Analyze musical genres and stylistic/cultural development on both local and global scales.
2. Examine how musical trends, developments, and innovations influenced, and reflected, the interrelationships of local cultures and the global community.
3. Evaluate the consequences of musical development, through technique, instrumentation, composition, and technology, on local and global scales.

4. Demonstrate skills in argumentation and the use of evidence within the context of the course in class discussion, oral presentation, and written conclusions.

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

In defined written assignments, students will be asked to include intentional comments and discussion on the noted learning objectives, within the context of the specific assignment. The instructor will review a sample (at least 30%) of the assignments using the following guiding questions:

- Does the paper, as related to the stylistic/cultural development of music, examine that development on both a local and global scale?
- Does the paper, within the defined musical environment or genre, examine the local and global interrelationships of that musical genre.
- Does the paper, within the defined musical environment or genre, evaluate the consequences of musical development on both local and global scales.
- Does the paper, within the defined musical environment or genre, demonstrate the use of presented evidence to argue for independent conclusion.

Using a scale of 1-4 (1=no, 2=yes/minimally, 3=yes/competently, 4=yes/strongly), each student paper in the sample will be given a score for each guiding question. The four scores will then be averaged into one assessment rating. It is expected that 70% of papers will have an average rating of 3 or higher. Course reviews of individual scores and average ratings will occur 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.

In addition to comments previously stated, students in MUS 277 will develop an understanding of how composers, performers, and artists cultivated their own individual skill (argumentation) through the study of prior musicians and their work, their peer contemporaries, and their personal cultural environment (evidence). Innovative musicians were always those who had a unique and individual idea. While built on established work/systems/theories, these ideas were contrary to the mainstream understanding of music and musicianship of the time. Composers/artists had to *argue*, using both music and words, for their inclusion on programs, recordings, and publications.

In addition, through open class discussion, oral presentations, and assigned research papers or reports, students will demonstrate an individual

understanding of using the presented evidence (readings, listening, lectures) to argue for their own independent opinions and conclusions.

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

One each semester plus winter/summer offerings.

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

Intro to World Music Online Web Course

MUS 277 C75 – CRN: 37397

3 Credit Hrs. Instructor: Dr. John Cipolla

john.cipolla@wku.edu

<mailto:john.cipolla@wku.edu>

*This course will count for General Education Category E for students whose degree catalog year is 2013/2014 and earlier.

Office Hours:

Since this is a webcourse, and we never meet for class, in person, I will check emails throughout the day, everyday of the course, and on weekends, to be sure you receive a prompt response to your questions. You MUST use your official WKU email for all communications.

Registrar Deadlines

Jan. 5 Winter Term classes begin. Last day to register for Winter Term. Students registering on this date will be subject to a late registration penalty of \$50.

Jan. 6 Last day to drop a class without a grade. Last day to receive 100% refund. Last day to change from audit to credit.

Jan. 6 Tuition and fees are due. Failure to receive a bill does not relieve the student of the obligation to pay tuition and fees by the due date.

Jan. 7 Last day to receive a 50% refund if student withdraws from a Winter Term class. A \$50 Schedule Change Fee will be assessed for course withdrawal or changing from credit to audit at this time.

Jan. 13 Last day to withdraw from a Winter Term class. Last day to change from credit to audit.

Jan. 15 60% point of the Winter Term.

Overview and Materials;

A cultural and functional analysis of traditional musical genres developed in world areas: Africa, America, Asia, Europe and Oceania. Emphasis will be placed on musical styles, performance practices, aesthetics, and instruments.

This course is a 100% online course. IT IS NOT A BLACKBOARD COURSE. Students do not purchase a textbook (the text material is online) rather, students purchase an access code, which provides access to the materials needed for the course including all text, streaming audio, and streaming video. The access cards/codes include the required information for each student that allows access to the online material.

The access code is available online at:

<https://www.store.connect4education.com/OnMusic-of-the-World-2nd-Edition--P69.aspx>

Course Description and Goals

To help students gain a basic understanding of different cultures through musical traditions and habits of the people of different parts of the world. The course will concentrate on a) The development and historical background of the music b) The introduction of typical musical instruments and most well-known musicians of each region, and c) The relationship between music and the society.

This course provides an introduction to world music, including traditional and popular styles. We will examine specific music genres from Africa, Asia, Europe, and the Americas and explore their historical development, cultural contexts, communicative functions, forms, styles, instruments, and musical philosophies. Throughout the semester, we will consider the interrelationships between musical genres and other art forms (dance, theater, visual arts, and literature) and analyze how these musics have intersected with the issues of race, class, gender, religion, ritual, politics, social movements, and cultural identity. By investigating the multilayered cultural contexts and traditional meanings of various musical genres, students gain an understanding of the current "world music" scene and are better able to critically examine their own musical experiences. In addition, students will learn to hear and discuss significant stylistic elements of selected genres through listening assignments. A detailed introduction to musical terms and concepts will be provided; no prior musical experience or "musical literacy" in any tradition is required for this course.

Learning Objectives for Colonnade Program: This course fulfills the Colonnade Program's requirements for the Local to Global subcategory of the Connections Category. As part of that program, MUS 277 has the following learning objectives:

Through this course students will develop the ability to:

1. Analyze musical genres and stylistic/cultural development on both local and global scales.
2. Examine how musical trends, developments, and innovations influenced, and reflected, the interrelationships of local cultures and the global community.
3. Evaluate the consequences of musical development, through technique, instrumentation, composition, and technology, on local and global scales.
4. Demonstrate skills in argumentation and the use of evidence within the context of the course in class discussion, oral presentation, and written conclusions.

Course Format

OnMusic of the World is a fully paperless class. All course materials, including the musical examples, will be accessed on the Internet. Online learning has challenged many traditionally held assumptions about teaching and learning. I will not go into the many ways this has happened. I will, rather, let this exciting adventure unfold and reveal its lessons to all of you.

There will be no lectures in this course. Actually, we will be at the opposite pole of the lecture paradigm. In this course, you are expected to communicate constantly with your classmates via electronic mail and Discussion Forums, and to cooperatively learn concepts, solve problems, and complete projects. This will be a major component of the learning experience.

Student Orientation

For detailed technical instructions and course navigation tips, please visit the [Student Support http://www.student.connect4education.com/support/](http://www.student.connect4education.com/support/) website and select Student Orientation.

Evaluation & Grading

Grading is assessed through several written assignments, several quizzes, a Mid-Term Exam, and a Final Exam – the details of which are available upon login. Students are expected to have read all the text material and watched all audio/visual material. All reading materials, assignments, quizzes, Midterm, and Final Exam are done and submitted online.

Evaluation

Course Activity	Percentage of Final Grade
20 Quizzes	20%
6 Assignments	24%
Midterm Exam	28%
Final Exam	28%

Grading

A fixed grade scale is used, so that it is possible for everyone to do well.

A	90 - 100%
B	80 - 89.99%
C	70 - 79.99%
D	60 - 69.99%
F	Below 60%

Academic Dishonesty

Academic dishonesty in any form is unacceptable. Consequences will be administered in accordance with official school policy.


Students enrolled in our online classes must agree to the following code of conduct:

- I will only register one account for this course.
- My answers to assessments/exams and my submissions for written assignments/discussion forums will be my own work (except for assignments that require collaboration).
- I will not provide my solutions to assessments, exams or assignments to anyone else. This includes solutions written by me, as well as any solutions obtained from the course or instructor.
- I will not participate in any other activities that will falsely improve my results or impact the results of others.

Technical Support: Questions or Issues?

If you encounter a technical problem in the course, please visit the [Student Support](#) website. The [Student Support](#) website offers Student Orientation and answers to Frequently Asked Questions. Many technical questions or problems can be quickly resolved quickly by reviewing the Frequently Asked Questions link. If you're unable to find a resolution to your problem or you have a question that's not covered on the FAQ page, feel free to contact Support at support@connect4education.com or at (703) 880-1180 x200. Support is available Monday through Friday, 9:00am to 6:00pm Eastern Time. All email inquiries are responded to within 24 hours during support hours. If you do not receive a response within 24 hours, please send another email or call.

Once You Are Inside the Course, Remember the Following Things:

Please click on the Tracking icon  whenever you are done reviewing a course page. You will find the tracking icon at the bottom of most pages. Every time you finish a work session, please click Logout at the top right corner of the screen. Have fun!

CONTENTS & ASSIGNMENTS

Class 1: Mon 5 Jan 2015

- Music of Central Asia and the Caucasus
 - Introduction
- Diverse Identities
- Kyrgyzstan
- Uzbekistan and Tajikistan
- The Shashmaqam
- Quiz 1: Central Asia and the Caucasus

Class 2: Mon 5 Jan 2015

- The Caucasus: Case Studies from Armenia and Georgia
 - The Caucasus
 - Armenia
 - Armenia (continued)
 - Georgia
 - Georgia (continued)
- Conclusion
- References
- Quiz 2: Central Asia and the Caucasus

Class 3: Tue 6 Jan 2015

- Music of South Asia: Indian Classical Music
 - Introduction
 - Introduction (continued)
- Background
 - History of the Instruments
- Religion and Music
- Quiz 1: South Asian Music

Class 4: Tue 6 Jan 2015

- Indian Classical Music: Social Factors
 - Society 1: Soloists and Accompanists
 - Oral Transmission and Heredity

- Society 2: Oral Transmission and Heredity
- Changes in the Social Status of Music and Musicians
- Society 3: Changes in the Social Status of Music and Musicians
- The Performers
- Listening Guide
- Quiz 2: South Asian Music

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Class 5: Tue 6 Jan 2015

- Exploring the Landscape of African Music
 - Introduction
 - Introduction (continued)
 - Music in Community Life: Music in the Sande Initiation
 - Music in Community Life: Music and Dance

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Class 6: Wed 7 Jan 2015

- African Instruments
- African Instruments: Musical Instruments as Symbols
- Vocal Music (1)
- Vocal Music (2)
- Vocal Music (3)
- Quiz 1: Music of Africa

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Class 7: Wed 7 Jan 2015

- African Drum Language
- African Drum Language (continued)
- Mbira Music of the Shona People
- Mbira Music of the Shona People (continued)
- [http://www.connect4education.org/Serf/Default.aspx?\(cty5z355dogpbu55he3xqmia\)Event82](http://www.connect4education.org/Serf/Default.aspx?(cty5z355dogpbu55he3xqmia)Event82)

Class 8: Thu 8 Jan 2015

- Modern Popular Music in Africa
- Conclusion
- References
- Quiz 2: Music of Africa

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Class 9: Thu 8 Jan 2015

- The Music of the Caribbean Counterpoint

- Haiti, the Essence of Africa in the Caribbean (1)
- Haiti, the Essence of Africa in the Caribbean (2)
- Cuba, the Dominican Republic, and Puerto Rico
- Jamaica, Trinidad & Tobago
- Shango in Trinidad and Tobago
- Quiz 1: Caribbean Music
- [http://www.connect4education.org/Serf/Default.aspx?\(cty5z355dogpbu55he3xqmia\)Event102](http://www.connect4education.org/Serf/Default.aspx?(cty5z355dogpbu55he3xqmia)Event102)

Class 10: Fri 9 Jan 2015

- The Continental Counterpoint
- Merengue, the National Dance of Haiti
- Samba, the National Dance of Brazil
- Rumba, the National Dance of Cuba

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Class 11: Fri 9 Jan 2015

- Rara in Haiti, Gaga in the Dominican Republic
- Carnival in Brazil and Trinidad and Tobago
- Conclusion
- Caribbean Music: Short Written Assignment
- Caribbean Music: Written Assignment
- Quiz 2: Caribbean Music

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Class 12: Mon 12 Jan 2015

- Music of Korea, Dance of Spirits
 - Introduction
 - Geography, Characteristics, and Philosophy of Korean Music
 - Philosophical Foundations of Korean Music

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Class 13: Mon 12 Jan 2015

- Spirituality and Class Distinctions
 - Spirituality
 - Class Distinctions
- Quiz 1: Music of Korea
- Korean Music: Genre, Context, and Style
 - P'ungmul
 - Vocal Music
 - Buddhist Chant

[http://www.connect4education.org/Serf/Default.aspx?\(cty5z355dogpbu55he3xqmia\)Event140](http://www.connect4education.org/Serf/Default.aspx?(cty5z355dogpbu55he3xqmia)Event140)

Class 14: Tue 13 Jan 2015

- Genre, Context, and Style
 - Shaman Songs
 - P'ansori, "Story-Singing"
- Conclusion
- References
- Korean Music: Short Written Assignment
- Korean Music: Short Written Assignment
- Quiz 2: Music of Korea

[http://www.connect4education.org/Serf/Default.aspx?\(cty5z355dogpbu55he3xqmia\)Event152](http://www.connect4education.org/Serf/Default.aspx?(cty5z355dogpbu55he3xqmia)Event152)

Class 15: Wed 14 Jan 2015

- MIDTERM EXAM
 - Midterm Exam

[http://www.connect4education.org/Serf/Default.aspx?\(cty5z355dogpbu55he3xqmia\)Event155 - bookmark](http://www.connect4education.org/Serf/Default.aspx?(cty5z355dogpbu55he3xqmia)Event155 - bookmark)

Class 16: Thu 15 Jan 2015

- The Many Voices of Latin American Concert Music
 - Overview

[http://www.connect4education.org/Serf/Default.aspx?\(cty5z355dogpbu55he3xqmia\)Event157 - bookmark](http://www.connect4education.org/Serf/Default.aspx?(cty5z355dogpbu55he3xqmia)Event157 - bookmark)

- History and Culture of Indigenous Peruvian Music

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Class 17: Thu 15 Jan 2015

- Indigenous Music of Latin America
 - Peru
 - Mexico
- Sounds of Africa
 - African Slaves in Brazil
 - Europeans and Africans in Latin America

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Class 18: Thu 15 Jan 2015

- The Voice of the People
 - Brazil
- Quiz 1: Music of Latin America
 - Vernacular Genres in Latin America (2)

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Class 19: Fri 16 Jan 2015

- In the Concert Hall
 - Indigenous, African, and Vernacular Traditions
 - Indigenous, African, and Vernacular Traditions (continued)
 - Latin American Composers on the World Stage
 - Latin American Composers on the World Stage (continued)
- Bibliography and Suggested Reading
- Latin Music: Short Written Assignment
- Latin Music: Short Written Assignment
- Quiz 2: Music of Latin America

[http://www.connect4education.org/Serf/Default.aspx?\(cty5z355dogpbu55he3xqmia\)Event188](http://www.connect4education.org/Serf/Default.aspx?(cty5z355dogpbu55he3xqmia)Event188)

Class 20: Fri 16 Jan 2015

- Music in Native North America: Traditional and Intertribal Styles
 - Introduction
 - Studying Native North America
 - Studying Native North America (continued)

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Class 21: Fri 16 Jan 2015

- Musical Instruments of Native North America
 - Drums
 - Rattles
- The Northeast: The Seneca People of the Iroquois Confederacy
- The Southwest: The Diné, or Navajo People
- Intertribal Music
- Quiz 1: Music of Native America

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Class 22: Mon 19 Jan 2015

- Pow-wows: Southern and Northern
 - Pow-wows: Southern and Northern
 - Pow-wows: Southern and Northern (2)
 - Pow-wows: Southern and Northern (3)
- Native American Music: Short Written Assignment
- Native American Music: Short Written Assignment
- Quiz 2: Music of Native America

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Class 23: Mon 19 Jan 2015

- Jazz in America: The Sounds of Freedom
 - Introduction
 - Introduction (continued)
 - Blues Music
 - Benny Goodman
 - "Lady Sings the Blues" - Billie Holiday
 - "Lady Sings the Blues" - Billie Holiday
- Quiz 1: Jazz

[http://www.connect4education.org/Serf/Default.aspx?\(cty5z355dogpbu55he3xqmia\)Event228](http://www.connect4education.org/Serf/Default.aspx?(cty5z355dogpbu55he3xqmia)Event228)

Class 24: Tue 20 Jan 2015

- Hipsters and Lindy-hoppers
- Afro-Cuban Jazz
- Further Explorations: Cool Jazz

[http://www.connect4education.org/Serf/Default.aspx?\(cty5z355dogpbu55he3xqmia\)Event234](http://www.connect4education.org/Serf/Default.aspx?(cty5z355dogpbu55he3xqmia)Event234)

Class 25: Tue 20 Jan 2015

- Fusion - Where Rock and Jazz Shake Hands
- Fusion and Fragmentation
- Jazz: Short Written Assignment
- Jazz: Short Written Assignment
- Quiz 2: Jazz

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Class 26: Tue 20 Jan 2015

- Turn the Beat Around: Popular Music in the United States
 - Introduction
 - Introduction (2)
 - Lind Fever
 - Standard Song Form
 - Popular Music and the Second World War
 - Crooners and Bobbysoxers
 - Rock and Roll as a Communicable Disease
- Quiz 1: American Popular Music

[http://www.connect4education.org/Serf/Default.aspx?\(cty5z355dogpbu55he3xqmia\)Event258](http://www.connect4education.org/Serf/Default.aspx?(cty5z355dogpbu55he3xqmia)Event258)

Class 27: Wed 21 Jan 2015

- Elvis Presley
- American Popular Music Twists the Hip
- We Object: Bob Dylan and the Folk Music Revival
- "Scuse Me While I Kiss the Sky" -The Sounds of the American Counterculture

- The Motown Sound
- The American Soul: James Brown and Aretha Franklin
- You Should Be Dancin' - The Disco Craze

[http://www.connect4education.org/Serf/Default.aspx?\(cty5z355dogpbu55he3xqmia\)Event272](http://www.connect4education.org/Serf/Default.aspx?(cty5z355dogpbu55he3xqmia)Event272)

Class 28: Wed 21 Jan 2015

- MTV, Madonna, and Michael Jackson
- The Birth of a Hip Hop Nation
- Rap's Folk Hero
- Popular Music: Short Written Assignment
- Popular Music: Short Written Assignment
- Quiz 2: American Popular Music

[http://www.connect4education.org/Serf/Default.aspx?\(cty5z355dogpbu55he3xqmia\)Event282](http://www.connect4education.org/Serf/Default.aspx?(cty5z355dogpbu55he3xqmia)Event282)

Class 29: Thu 22 Jan 2015

- Country Music Traditions in America: American Twang
 - Introduction
 - What is Country Music?

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Class 30: Thu 22 Jan 2015

- Where Does Country Come From?
 - The 19th Century Crucible
 - The Great Divide
 - The Great Divide (2)
- Quiz 1: Country Music
 - Western Music
 - Western Swing
 - Bluegrass
- What to Listen For in Country Music

[http://www.connect4education.org/Serf/Default.aspx?\(cty5z355dogpbu55he3xqmia\)Event304](http://www.connect4education.org/Serf/Default.aspx?(cty5z355dogpbu55he3xqmia)Event304)

Class 31: Thu 22 Jan 2015

- Country Counterculture
 - Listening
- Hot Country
- References
- Quiz 2: Country Music

Class 32: Fri 23 Jan 2015: FINAL EXAM

SJB 310 Media Diversity

- 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)**

Media Diversity: Subcategory: Social and Cultural

- 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.*

This course will allow students to investigate and discuss diversity in terms of how they view and consume media. It would allow them to better understand topics and current events reported on. Historically mainstream journalism has failed to accurately cover issues salient to nonwhites. With changing demographics across the country and expected cultural friction, it is especially important now to arm our students with the knowledge required to accurately cover diversity issues.

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

The histories of minorities and their representations in media in the United States, a pluralistic society, are pivotal contributors to our social fabric. This course critically evaluates media through a lens informed, in part, by how representations of minority groups and the exclusion (and sometimes inclusion) of them in the news process impacts society.

Upon completion of this course students will be able to observe, understand, analyze, and respond to images and messages undergirded by multiculturalism.

1. Explain why race and gender are social constructions.
2. Demonstrate an awareness of the historical development of racial stereotypes and images.
3. Articulate the role of mass media in perpetuating particular ideological perspectives
4. Critically assess the function of the mass media in maintaining certain perspectives

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

As part of the continued objectives of this course, students will be able to do the following:

Formulate informed positions on the ways in which the media industry can promote heightened cultural sensitivity and diversity.

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.**

It is essential to have this type of course within our university curriculum so that media diversity may be truly investigated, researched, and discussed within a classroom setting. It would also seem important to have a diversity media consumption course as part of Connections, as understanding how to create inclusive, unbiased content may benefit many majors

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

None.

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 completion of this course students will be able to:

Analyze the development of race and gender of social constructions

Compare historical development of racial stereotypes and images

Evaluate the role of mass media in perpetuating particular ideological perspectives

on race, gender, and sexual orientation

Critically assess the function of mass media in maintaining racism and sexism in society

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

- *Reading Posts: Students will discuss and post current events connected to diversity topics and provide critical analyses of course readings in weekly posts. They will also engage in an online post discussion, commenting on at least two other students' posts. Connections Course Learning Objectives #1, 2, & 3*

- *Final Papers: Students will build on multiple concepts explored throughout this course and review higher education writings on action plans to advance diversity. **Connections Course Learning Objective #3 & #4***

.At the end of the semester, the department's assessment committee will randomly select and evaluate samples from these assignments for the three *Connections* outcomes discussed above (#5 of this proposal).

A holistic rubric will be developed using a 4-point scale:

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

The committee's targets are:

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

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

Connections Learning Objectives	Criteria			
	1 Poor (does not meet basic expectations)	2 Average (meets basic expectations)	3 Good (exceeds expectations)	4 Outstanding (far exceeds expectations)
Analyze the development of race and gender social constructions	Has a limited understanding of social construction of race and gender and its historical ties to media	Identifies more than one view on social construction of race and gender tied to media and how it has historically evolved	Meaningfully expresses more than two historical views on the relationships between race, gender, and media	Critically analyzes the historical relationship of race, gender, and media.
Compare the historical development of racial stereotypes and images	Descriptions of different cultures and/or social behaviors and the relationship between judgmental bias or stereotyping across time	Identifies historical differences in and/or among cultures and social groups in terms of racial stereotypes and images.	Meaningfully expresses social and cultural historical complexities in terms of the development of racial stereotypes and images.	Demonstrates sophisticated understanding of social and cultural complexities in the development of racial stereotypes of images over time.
Evaluate the role of mass media in perpetuating particular ideological perspectives on race, gender, and sexual orientation	Exhibits superficial understanding and faulty reasoning connected to how media perpetuate perspectives tied to race, gender, and sexual orientation.	Exhibits interest and basic understanding of media and how it perpetuates specific ideologies connected to race, gender, and sexual orientation.	Demonstrates clear understanding of media and how it perpetuates particular ideologies tied to race, gender, and sexual orientation.	Demonstrates responsible and sophisticated understanding of media and how it perpetuates particular ideologies tied to race, gender, and sexual orientation; well-developed analysis and advanced evaluation
Critically assess the function of mass media in maintaining racism and sexism in society.	Has a limited understanding tied to the function of mass media and maintenance of racism and sexism in society.	Exhibits interest and basic understanding tied to the function of mass media and the maintenance of racism and sexism in society.	Demonstrates clear understanding of systems and ideologies tied to the function of mass media and the maintenance of racism and sexism in society.	Demonstrates responsible and sophisticated understanding tied to the function of media and the maintenance of racism and sexism in society; well-developed analysis and advanced evaluation

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.

The course hopes to build the below area of knowledge:

Knowledge (or “truth”) is based on perspective – a very important component for those who consume and make decisions based on media to grasp. To help add and refine society’s knowledge, students must learn to critically question even the most revered minds and the most absolute “facts.” We will see that many misperceptions and negative stereotypes were (and continue to be) communicated as “fact” via mainstream media. In terms of understanding social construction (the idea that “truth” is based on one’s perspective, subject to change, and not “absolute,” but rather meaningfully built by culture in a dynamic, fluid manner devoid, ideally, of hierarchy) is vital to fully grasping this course’s main objectives.

How specific assignments address argumentation and evidence in connection with diversity knowledge:

The two-page reading responses within the course allow students to figure out their own thoughts and knowledge on topics. It then allows them to assess evidence and arguments connected to their own perspectives. Students’ posts give students an opportunity to explore media stances covering diversity and inclusivity issues. The response to students’ posts allows other students to understand the depth of their own opinions and to truly delve into analyses of what is evidence and what is argument on these diversity topics within the media.

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

One to two and will review upon demand.

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



Summer 2015

SJB 310 M70

Course Dates: May 18-July 2nd

Professor:

Victoria LaPoe, Ph.D.
Assistant Professor, Broadcast and Film, WKU
Office: MMTH 342
Western Kentucky University
School of Journalism & Broadcasting
1906 College Heights Blvd. #11070
Bowling Green, KY 42101
Cell: 502-500-8472
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Course Description

Explores diversity in terms of race, culture, gender, and sexual orientation in a number of mass media areas including newspaper, radio, television, film, video games, digital media, advertising, and public relations.

LEARNING OBJECTIVES

Upon completion of this course students will be able to do the following:

Analyze the development of race and gender of social constructions

Compare historical development of racial stereotypes and images

Evaluate the role of mass media in perpetuating particular ideological perspectives on race, gender, and sexual orientation

Critically assess the function of mass media in maintaining racism and sexism in society

During this course, the above objectives hope to specifically address the following:

1. Explain why race and gender are not simply biological facts but social constructions.
2. Demonstrate an awareness of the historical development of racial stereotypes and images.
3. Articulate the role of mass media in perpetuating particular ideological perspectives on race, gender, and sexual orientation.
4. Critically assess the function of the mass media in maintaining racism and sexism in society.
5. Explain consumption of mass media messages.
6. Formulate informed positions on the ways in which the media industry can promote heightened cultural sensitivity and diversity.

Reading Responses

For each module, you are required to write a reading response. The length requirement is two pages, double spaced, 12 font.

I *do not* expect summaries of the reading; rather, I want you to critically examine the material, ask questions, and answer those questions in your reading response. For instance, do you disagree with something the author says? Why? Raise questions about areas you feel the text ignored. What from the text was especially important to you? Discuss why? What evidence and arguments do you understand on the topic? Where is your stance in terms of the evidence and arguments presented?

Writing a quality reading response can be challenging. Instead of summarizing the reading, you should ask questions about the reading and use examples from the readings to work through the answer[s]. I've provided below a list of questions that should help you begin writing your response. Remember, quality writing is expected. I also teach writing, so I'm naturally hard on this area and *expect/demand* the response to be free of errors. I won't try tinkering

with your voice/style; that is yours and you should claim it. However, there are certain grammatical axioms that can't be broken, regardless of your writing style.

Potential Question

The below questions are intended as guidelines to help you begin writing a quality response. A good rule of thumb is if you provide evidence and argument for at least two of the below points, related to your readings, you are doing well.

- ✓ What is the main problem or issue that the author is addressing?
 - What assumptions does the author make?
 - What evidence does the author present?
 - What are possible counterarguments to the text's claims?
 - What problem(s) and argument(s) are interesting or important?
- ✓ "So what?" One way to approach this is to describe the main point of the text and then ask, so what?
 - Why do we care?
 - What do we learn from this?
 - Why is this important?

Grade Breakdown

Reading Responses: 40% of grade

Posting and Discussion of Related News Articles: 20% of grade

Responses to At Least Two Other Students' Posts: 10% of grade

Final Paper: 30% of grade

90-100% = A

80-89% = B

70-79% = C

60-69% = D

59 and Below = F

Learning Objectives' Grading Criteria

Learning Objectives	Criteria			
	1 Poor (does not meet basic expectations)	2 Average (meets basic expectations)	3 Good (exceeds expectations)	4 Outstanding (far exceeds expectations)
Analyze the development of race and gender social constructions	Has a limited understanding of social construction of race and gender and its historical ties to media	Identifies more than one view on social construction of race and gender tied to media and how it has historically evolved	Meaningfully expresses more than two historical views on the relationships between race, gender, and media	Critically analyzes the historical relationship of race, gender, and media.
Compare the historical development of racial stereotypes and images	Descriptions of different cultures and/or social behaviors and the relationship between judgmental bias or stereotyping across time	Identifies historical differences in and/or among cultures and social groups in terms of racial stereotypes and images.	Meaningfully expresses social and cultural historical complexities in terms of the development of racial stereotypes and images.	Demonstrates sophisticated understanding of social and cultural complexities in the development of racial stereotypes of images over time.
Evaluate the role of mass media in perpetuating particular ideological perspectives on race, gender, and sexual orientation	Exhibits superficial understanding and faulty reasoning connected to how media perpetuate perspectives tied to race, gender, and sexual orientation.	Exhibits interest and basic understanding of media and how it perpetuates specific ideologies connected to race, gender, and sexual orientation.	Demonstrates clear understanding of media and how it perpetuates particular ideologies tied to race, gender, and sexual orientation.	Demonstrates responsible and sophisticated understanding of media and how it perpetuates particular ideologies tied to race, gender, and sexual orientation; well-developed analysis and advanced evaluation
Critically assess the function of mass media in maintaining racism and sexism in society.	Has a limited understanding tied to the function of mass media and maintenance of racism and sexism in society.	Exhibits interest and basic understanding tied to the function of mass media and the maintenance of racism and sexism in society.	Demonstrates clear understanding of systems and ideologies tied to the function of mass media and the maintenance of racism and sexism in society.	Demonstrates responsible and sophisticated understanding tied to the function of media and the maintenance of racism and sexism in society; well-developed analysis and advanced evaluation

Students with Disabilities

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.5121 V/TDD] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from The Student Accessibility Resource Center.

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

Cheating or using others work as your own will NOT be allowed and will be reported to appropriate university officials.

Academic Dishonesty

Plagiarism: Cited from WKU Faculty Handbook, 19th ed. (p. 57)

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his or her

own. Students must give the author(s) credit for any source material used. To lift content directly

from a source without giving credit is a flagrant act. To present a borrowed passage after having

changed a few words, even if the source is cited, is also plagiarism. Disposition of Offenses -

Students who commit any act of academic dishonesty may receive from the instructor a failing

grade in that portion of the course work in which the act is detected or a failing grade in the

course without possibility of withdrawal. *Student work may be checked using plagiarism*

detection software.

This course will address the following **ACEJMC Professional Values and Competencies**:

The Accrediting Council on Education in Journalism and Mass Communication requires that,

irrespective of their particular specialization, all graduates should be aware of certain core values

and competencies and be able to:

- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the

significance

and impact of mass communications in a global society;

- understand concepts and apply theories in the use and presentation of images and information;

- demonstrate an understanding of professional ethical principles and work ethically in pursuit of

truth, accuracy, fairness and diversity;

- think critically, creatively and independently;

- write correctly and clearly in forms and styles appropriate for the communications professions,

audiences and purposes they serve;

- critically evaluate their own work and that of others for accuracy and fairness, clarity,

appropriate style and grammatical correctness;

- apply current tools and technologies appropriate for the communications professions in which

they work, and to understand the digital world.

REQUIRED TEXT

Wilson II, C. C., Gutiérrez, F., & Chao, L. (2013). *Racism, sexism, and the media: Multicultural*

Issues into the New Communications Age, Sage, 4th edition.

WEEKLY ASSIGNMENTS

How to Submit Work

1. Submit two page reading response each week on Blackboard under the navigation bar of “Reading Response.” The responses will be viewable by all within the course and should be used to generate discussion.

2. Post and respond to two news article examples on Blackboard under the navigation bar link of “Article Examples.” For the articles that you find online, please include a link that will serve as a citation within each of your online posts.

3. Submit your final paper on Blackboard under the navigation bar link “Final Paper.”

Module 1 – Minorities and Media

DUE DATE: DEADLINE 11:59 PM, Friday, MAY 22

Reading: Chapters 1 – Demographics and Media Matters

Homework:

1. Upload a two page reading response. (Please review the reading response suggestions for this course in the above syllabus.)

2. Post two news related articles that discusses minorities and the media.

Examples: Option 1: The articles you find may be an ongoing issue such as stereotyping in sports coverage to a general discussion of race I terms of an individual, a company's position, a product, etc. Option 2: Compare online news coverage on an ethnic media organization to those of a mainstream press. You may compare the main stories of ethnic versus mainstream media and/or compare the same story or stories across both types of media. What do you notice is similar? What is different? Who is interviewed? What topics are stressed in each, while not in the other?

3. Comment on at least two other posts by classmates – expanding knowledge in the area in which that post. Please relate back to the readings.

Module 2- The Other

DUE DATE: DEADLINE 11:59 PM, Friday, MAY 29

Reading: Chapters 3 and 11– Disparaging the “Other” and Alternative Media

Homework:

1. Upload a two page reading response on your readings.

2. Post two news related articles that discusses minorities and the media.

3. Comment on at least two other posts by classmates.

Module 3 – Racism and Sexism in American Entertainment

DUE DATE: DEADLINE 11:59 PM, Friday, June 5

Reading: Chapters 4 and 5 – “Bamboozling” Stereotypes Through the 20 Century and Race, Culture, and Gender in the New Media Age

Homework:

1. Upload a two page reading response on your readings.

2. Post two news related articles that discusses minorities and the media.

3. **Comment on at least two other posts by classmates.**

Module 4 – Racism and Sexism in Public Communications

DUE DATE: DEADLINE 11:59 PM, Friday, June 12

Reading: Chapters 6– The Press Whose (News) Media is it?

Homework:

1. Please provide a **two page reading response** on your readings. (Please review the reading response suggestions for this course in the above syllabus.)
2. **Share and discuss why you chose the following: Two news related articles** that discusses minorities and the media.
3. **Please comment to at least two posts by classmates** – expanding knowledge in the area in which that post. Please relate back to the readings.

Module 5 –Marketing and PR

DUE DATE: DEADLINE 11:59 PM, Friday, June 19

Reading: Chapters 7 and 8 – Marketing and Advertising: The Media’s Not So-Silent Partners and
Public Relations: An Opportunity to Influence Media

Homework:

1. **Upload a two page reading response** on your readings.
2. **Post two news related articles** that discusses minorities and the media.
3. **Comment on at least two other posts by classmates.**

Module 6 – Overcoming Race and Gender Insensitivity in Media

DUE DATE: DEADLINE 11:59 PM, Friday, JUNE 26

Reading: Chapters 9 and 10 – Advocacy: Keeping their Feet to the Fire and Access: Equitable
Hiring Principles Elude Media Employers

Homework:

1. **Upload a two page reading response** on your readings.
2. **Post two news related articles** that discusses minorities and the media.
3. **Comment on at least two other posts by classmates.**

FINAL – Reminder SUBMIT UNDER “Final Paper” on the Navigation Bar on Blackboard

DUE DATE: DEADLINE 11:59 PM, Wednesday, JULY 1

Examining what you have learned in this course, please write a **five page** response to one or more sections of *Diversity that Works*. Please note in your response key concepts from your readings and the course’s discussion from this semester.

You may find the book *Diversity that Works* at the following link:
<http://www.mediadiversityforum.lsu.edu/diversity-that-works.pdf>

For more information on Diversity that Works: A web site that continues the goal of this document is the National Media Diversity Forum,
<http://www.mediadiversityforum.lsu.edu/>

Contact me: As always, please do not hesitate to email, text, or call me: 502-500-8472 and email victoria.lapoe@wku.edu

Colonnade Program Course Proposal: Connections Category

***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**.

Please complete the following and return electronically to 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)

Course: **PHIL 212: Philosophy and Gender Theory**

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 Outcomes	How the Course Meets Them
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	This course will examine how contemporary feminist thinkers have conceptualized the relationship between—and the making of—sex and gender. Students will examine whether gender is something that is performed, and whether it can be transformed. Students will also examine how intersections of sex, race, class, and sexual orientation shape how gender is expressed. In addition to examining those tropes within gender theory, students will explore a range of

role of social and cultural institutions in developing and sustaining norms, values, and beliefs.	philosophical positions provoked by these questions, including Black Feminist Theory, feminist essentialisms, trans-theory, and queer theory.
1. Analyze the development of self in relation to others and society.	Students will consider various theories of gender that examine how one's background (including one's culture, class, sexual orientation and race) and situational influences contribute to the development of gender expression. For example, students will discuss possible cultural and societal influences of binaries such as male and female, masculine and feminine on one's gender and sexual orientation. Students will consider both how heteronormative and heterosexist practices retain power of influence in an increasingly more open-minded and gender-fluid world.
2. Examine diverse values that form civically engaged and informed members of society.	Students study and evaluate how various theoretical approaches to gender (identity politics, social constructivism and intersectionality) inform political empowerment. In other words, students will explore the link between theory and the political consciousness-raising that leads to civic engagement via, for example, bystander intervention, becoming an ally and building coalitions on campus and in the community.
3. Evaluate solutions to real-world social and cultural problems.	Students will study and consider various theoretical, legal and social responses to gender-based discrimination, for instance sexual assault, street harassment, homophobia, and transphobia. Students will examine national and local responses to such discrimination and apply the principles and ideals of the aforementioned theories and frameworks in order to envision alternative responses to gender-based harms that threaten our communities.

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.

Contemporary developments in gender theory, queer theory, and feminism put into question certain basic assumptions not only about mainstream attitudes regarding gender, but also of philosophy. For example, the discipline's assumption of being an objective study of universal concepts such as truth, beauty, and moral value, is unsettled by its exclusion of ideas of gender difference, queer identity, and feminist epistemology. Thus, a course in gender theory, generally conceived, provides a forum within which we can interrogate the practices and basic concepts of philosophy toward the end of either revising or supplementing the discipline with the findings of gender, queer, and feminist theories. By considering the philosophical response(s) to gender and queer critiques of the discipline, a productive dialogue is opened up between the two areas of study. Learning how to critique the canon and its assumptions and values can empower students to revisit and revise their own beliefs, many of which are supported by and represented in the traditional views of philosophy.

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

No specific prerequisites beyond the requirement that students have taken 21 hours of Colonnade Foundation and Exploration courses before enrolling in a Connections 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.

This course will examine how contemporary feminist thinkers have conceptualized the relationship between—and the making of—sex and gender. Is gender something we perform, and hence can transform? If gender is made, can it be unmade? What does our sex and race have to do with how we express our gender? We will examine a range of philosophical positions provoked by these questions, including intersectionality, identity politics, black feminist theory, and queer theory. Is there a stable category of “woman” that feminists should continue embracing? Who does it include and who gets left out? By the end of the course, student should be able to:

- Analyze the role of sex and gender in the development of the self in relation to others in society
 - Evaluate how various approaches to gender promote or deny civic engagement
 - Evaluate solutions to gender-based discrimination.
6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

The students will write two philosophical essays concerning debates within gender theory. Those essays will be assessed according to the following criteria:

- a. Ability to analyze the role of sex and gender in the development of the self in relation to others and society.
- b. Ability to evaluate how various approaches to gender promote or deny civic engagement.
- c. Ability to evaluate solutions to gender-based discrimination.

At the end of spring semester the essays of 30% of the students in each section of the course will be selected at random for assessment. At the beginning of the next semester at least two faculty members will assess each of the essays according to criteria a, b, and c. The names of the students and of the instructors for the sections will be eliminated before the assessment takes place. Each paper will receive a score for each criterion. A rubric measuring students' proficiency in regard to the three criteria will be developed using the 4-point scale below:

- a. Excellent: The student demonstrates the ability in an advanced manner.
- b. Good: The student demonstrates proficiency in regard to the ability.
- c. Fair: The student demonstrates some proficiency of the ability.
- d. Poor: The student does not demonstrate proficiency of the ability.

The results will be tabulated (each criterion with its own score) and given to the Department Head. The Department Head will convene the relevant faculty to review the results and to determine what steps, if any, need to be taken in order to improve the instruction in the course.

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.

New evidence suggests that implicit bias—attitudes and stereotypes that *unconsciously* affect our understanding, actions, and decisions—are not accessible through self-observation. Given that implicit biases are cognitively impenetrable, the capacity to understand one's connection to such beliefs and values can be fostered by first understanding the phenomenon as it appears within the tradition of philosophy and feminist theory. Engaging in critical theory will enable students to better locate and identify evidence of gender bias within their communities and thereby notice the ways that others are being silenced or discriminated against, but also when they themselves are marginalizing others. This capacity to notice evidence of bias can help students make more informed decision about everyday practices and relationships. It can also equip students with the argumentative skills required for defending the freedom and dignity of themselves and others.

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

At least one every 2 years.

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

PHIL 212: Gender Theory and Philosophy

Course Logistics

Instructor:

Classroom:

Meeting times:

Office:

Office hours:

Office phone:

E-mail:

Course Description

This course will examine how contemporary feminist thinkers have conceptualized the relationship between—and the making of—sex and gender. Is gender something we perform, and hence can transform? If gender is made, can it be unmade? What does our sex and race have to do with how we express our gender? We will examine a range of philosophical positions provoked by these questions, including black feminism, feminist essentialism, trans-theory, and queer theory. Is there a stable category of “woman” that feminists should continue embracing? Who does it include and who gets left out?

Prerequisites

None.

COURSE REQUIREMENTS

Grading

In order to pass the course, you must successfully complete the following:

1. Participation (includes in-class participation and attendance): 20%
2. 3 Essays: 30%
3. Reading responses: 15%
4. Community engagement presentation: 20%
5. Final research project: 15%

Course Learning Goals

Students will master the difficult task of reading, summarizing, and evaluating philosophical texts and arguments. Students will develop and demonstrate their intellectual independence (especially concerning how historically important philosophical views concerning how gender theory relates to students’ own views). Students will also learn to interpret the worldviews different from mainstream America.

Finally, students will develop the ability to hold honest and respectful discussions with their peers.

Colonnade Learning Outcomes

Learning Outcomes	How the Course Meets Them
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.	This course will examine how contemporary feminist thinkers have conceptualized the relationship between—and the making of—sex and gender. Students will examine whether gender is something that is performed, and whether it can be transformed. Students will also examine how intersections of sex, race, class, and sexual orientation shape how gender is expressed. In addition to examining those tropes within gender theory, students will explore a range of philosophical positions provoked by these questions, including Black Feminist Theory, feminist essentialisms, trans-theory, and queer theory.
1. Analyze the development of self in relation to others and society.	Students will consider various theories of gender that examine how one's background (including one's culture, class, sexual orientation and race) and situational influences contribute to the development of gender expression. For example, students will discuss possible cultural and societal influences of binaries such as male and female, masculine and feminine on one's gender and sexual orientation. Students will consider both how heteronormative and heterosexist practices retain power of influence in an increasingly more open-minded and gender-fluid world.
2. Examine diverse values that form civically engaged and informed members of society.	Students study and evaluate how various theoretical approaches to gender (identity politics, social constructivism and intersectionality) inform political empowerment. In other words, students will explore the link between theory and the political consciousness-raising that leads to civic engagement via, for example, bystander intervention, becoming an ally and building coalitions on campus and in the community.

3. Evaluate solutions to real-world social and cultural problems.	Students will study and consider various theoretical, legal and social responses to gender-based discrimination, for instance sexual assault, street harassment, homophobia, and transphobia. Students will examine national and local responses to such discrimination and apply the principles and ideals of the aforementioned theories and frameworks in order to envision alternative responses to gender-based harms that threaten our communities.
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Weekly Schedule

Week 1

David Concepción "How to Read Philosophy"

Week 2

Georgia Warnke, *Debating Sex and Gender*

Week 3

Rose Marie Tong, *Feminist Thought*

Week 4

Simone de Beauvoir, *Second Sex*

Week 5

Carol Gilligan, *In a Different Voice*

Week 6

Patricia Hill Collins, *Black Feminist Thought*

Week 7

Sojourner Truth, "Ain't I a Woman?" and Audre Lorde, "The Master's Tools"

Week 8

bell hooks, "Homeplace: A Site of Resistance"

Week 10

Dee Rees: *Pariah*

Week 11

Talia Mae Bettcher, "Evil Deceivers and Make-Believers: On Transphobic Violence and the Politics of Illusion."

Week 12

Judith Butler, "Subjects of Sex/Gender/Desire" from *Gender Trouble*

Week 13

Céline Sciamma, *Tomboy*

Week 14

Cressida Heyes, "Changing Race, Changing Sex: The Ethics of Self-Transformation"

Week 15

Judith Butler, "Bodily Inscriptions, Performative Subversions" from *Gender Trouble*

Colonnade Program Course Proposal: Connections Category

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.

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)

Political Science (PS) 365 – Government and Politics of the Middle East, *Connections* – subcategory, Local to Global

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.

Students will study and explore concepts, approaches and theories associated with Middle East and North African politics. The effects of system variables such as globalization and international conflict and cooperation and their interaction with domestic, institutional, and individual variables at the local levels across the Middle East and North Africa are explored.

3. Analyze issues on local and global scales.

PS365 – Government and politics of the Middle East focuses on the cultural, historical, economic and political contexts of state, sub-state and individual actors within the broadly defined Middle East and North Africa (MENA). It employs individual, domestic and international levels of analysis to examine the causes of political events and processes, such as, authoritarianism, liberalization, revolutions, war, economic development and underdevelopment, religious radicalization and secularism. As a highly geostrategic region, which is bounded by Europe, Asia and Africa, the MENA has been the cradle of civilization and an area where domestic, regional and global forces intersect and collide. Middle East studies, similar to other area studies, utilizes both comparative politics and international relations methodologies. The former focuses on domestic politics, institutions and processes, and the latter, mainly, on the relations among states and the effects of non-state actors on the international system. PS365 integrates both to study a region that is ripe for both individual (micro-level), local(domestic), regional and global analysis (macro-level). As the birthplace of three of the world's largest religions—Judaism, Christianity and Islam, the source of over two-thirds of the world's oil and gas reserves, and a historical route to Africa and Asia, a perennial center of competition for the world's Great Powers, the MENA states are ideal for studying the intersection of local and global forces.

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

The course looks at several key issues such as the Arab-Israeli and Palestinian-Israeli conflicts, oil and natural gas economies and their divergent approaches of nationalization and integration in the global economy, the effects of religious fundamentalism and religious revival, and the effects of globalization. The regional rivalries among traditional powerhouses such as, Saudi Arabia, Egypt, Turkey, Iran and more recently Iraq are examined.

For example, when looking at the oil economies of MENA, the nationalization of the oil industry in Iran is examined as a case study of economic nationalism. The interrelationships among the British government, a British multinational company, Iran's government and other world powers and various international organizations are explored. Initially in 1932 Britain had negotiated a concession with the Iranian government and created the "Anglo-Iranian Oil Company." Iran's government under Mohammad Mossadeq nationalized that company in 1951. Mossadeq was the first Prime Minister to attempt to forge an independent path from the Shah and rule as an elected executive. The UK filed a complaint with the International Court of Justice demanding restitution. The Court ruled it had no jurisdiction as the agreement was between a UK company and Iran and not the UK itself (agreeing with Iran). The UK attempted to destabilize Iran's government and along with the U.S. staged a coup against the Mossadeq government. The coup, which was partly orchestrated by the CIA, also highlights how external intervention can hurt the political development of a state. This case study highlights micro level and macro level processes, as well as, the local, regional and global interrelationships at play: Mossadeq's leadership, Iranian nationalism, Iran's push for a renegotiation of a bilateral agreement; Iran and the UK's attempts to convince regional and global powers (the United States) and intergovernmental organizations (the UN and ICJ) that they were right; the subsequent nationalizations of the oil industries of Middle Eastern oil producers and the nationalization of the Suez Canal in 1956 and the formation of OPEC, all were affected by this case.

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

Middle Eastern regional relations and international politics are both analyzed. As such numerous policies such as Egypt's decision to sign the Camp David Accords, Saddam Hussein's decision to invade Iran and then Kuwait, Iran's decision to nationalize its oil industry, and more recently, to sign a nuclear deal with the "west" are evaluated. Each policy is studied from its formulation through implementation and evaluation. The following phases of the decision making process is explored for each case study:

- a) translating national interest considerations into specific objectives
- b) determining the international and domestic situational factors related to the policy goals
- c) analyzing capabilities for achieving the results
- d) developing a strategy to reach the goal

- e) undertaking the requisite action
 - f) review of the process to evaluate success in reaching goals
6. 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.

PS365- Government and Politics of the Middle East examines a region with which we are more and more involved and engaged at multiple levels. Many of our students have themselves been, or have a close friend or family member, who have been deployed to Iraq or Afghanistan. We have initiated an Arabic major and continue to attract Arab students to our campus. The threat from the so-called “Islamic” State and Al-Qaeda and other terrorist organizations from this region persists. Our dependence on oil from the region continues. U.S. involvement in Iraq, conflictual relations with Iran, ongoing support for Israel, and increasing alliances with Arab states of the Persian Gulf, link the MENA with our communities economically, strategically and politically. Concepts, theories and principles of comparative and international politics are applied to a host of issues that are important for the economic well-being and security of each and every student. PS365- Government and Politics of the Middle East engages students by enabling them to apply concepts, theories, skills and knowledge gained through the Foundations and Explorations coursework. Human communication, world history at the Foundations level, and, social and behavioral science at the Explorations level are integrated through the course material and applied through required learning activities.

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

PS260-Introduction to Comparative Politics or permission of instructor

8. 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 completion of the course:

Students upon completion of the course will be able to

- Describe the field of Middle East and North African politics.
- Define key individuals, institutions and regional and global processes affecting the states of the Middle East and North Africa (MENA).
- Conduct basic comparative research, identifying internal and external independent and dependent variables as related to MENA politics utilizing relevant theory and concepts.

- Analyze the interconnectedness of domestic, regional and international processes, conditions, norms and institutions affecting MENA states and societies at both the micro and macro levels.
 - Describe the effects of global processes including economic integration, transcultural diffusion, liberalization, and democratization on MENA state institutions and societies.
9. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

The Department of Political Science will establish an assessment committee to evaluate the effectiveness of PS365- Government and Politics of the Middle East in meeting the stated learning objectives.

To assess the learning outcomes, the Country Report briefs and final Analytical Country Report will be evaluated based on addressing the following targeted goals:

- a. Analyzing the issue(s) confronting their particular MENA state from both a domestic, regional and global perspective
- b. Identifying the domestic, regional and global actors and processes affecting their chosen state
- c. Describing the consequences of local decisions in their state on the region and at the global levels and vice versa

Each academic year, the committee will collect a random selection of research papers and examinations with all identifying student information removed. The committee will review each sample and separately assess each unique Colonnade objective using the following scale. Each of the learning objectives will receive a separate assessment and a separate score. This will produce three separate scores to evaluate the sample's effectiveness in (1) analyzing issues on local and global scales, (2) examining the local and global interrelationships of one or more issues, and (3) evaluating the consequences of decision-making on local and global scales, respectively.

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

The committee's targets are:

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

Below is a sample of the holistic rubric that may be used to assess the Connections learning objectives for the PS365 course assignments and or Country Reports:

Local to Global Connections Learning Objectives	Criteria			
	1 Poor (does not meet basic expectations)	2 Average (meets basic expectations)	3 Good (exceeds expectations)	4 Outstanding (far exceeds expectations)
Analyze issues on local and global scales	Has a limited understanding of key issues and looks at issues from only one or two levels of analysis	Identifies relevant issues and fairly utilizes key levels of analysis	Meaningfully analyzes relevant issues using a variety of levels of analysis	Critically analyzes key issues and processes and optimally uses multiple levels of analysis
Examine the local and global interrelationships of one or more issues	Identifies one or more local and global interrelationships of an issue	Identifies multiple local and global interrelationships of several key issues	Meaningfully discusses the nuances of local and global interrelationships of issues	Demonstrates sophisticated understanding of the local and global interrelationships and their consequences
Evaluate the consequences of decision-making on local and global scales	Exhibits superficial understanding of the key decision makers and the consequences of the decision-making process	Exhibits a basic understanding of the key decision makers and the consequences of the decision-making process	Meaningfully evaluates the consequences of the decision-making process on local and global scales	Demonstrates a nuanced and well-developed analysis and advanced evaluation of key decisions at local and global scales

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

Students in PS365- Government and Politics of the Middle East will examine key policy decisions from their inception through their implementation and evaluate and assess their outcomes. The motivations and reasoning for these decisions are analyzed and discussed. Through course activities core skills needed for critical analysis and argumentation are honed. The research requirement and weekly assignments force students to look at multiple sources for evidence and support for theories and policy positions. There are numerous “hot button issues” that motivate students to seek persuasive arguments to justify policy decisions, from the support of human rights to the furtherance of national security. The subject matter of the course lends itself well for such a learning experience.

Normative questions abound in the study of MENA. For example, should the U.S. have supported Arab and non-Arab autocrats for decades to maintain a steady supply of oil? Is the barrier wall that Israel has built an impediment to peace or a security necessity? Is the construction of Jewish settlements in the occupied territories justifiable? Should the U.S. have staged a coup with the British to bring down a popular and secular Iranian Prime Minister in 1953 to restore the Shah of Iran to his throne? Should the U.S. have supported the

Shah of Iran more ardently in 1979 when his regime was threatened by revolutionaries and prevented the success of the Iranian Revolution? Should the U.S. have signed a nuclear deal with Iran? Students will critically evaluate these empirical cases.

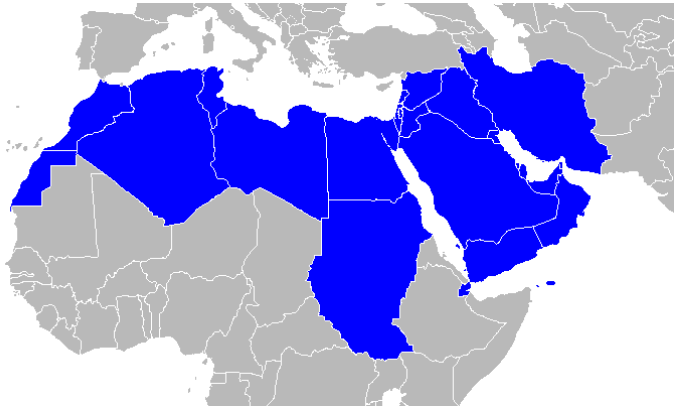
A set of foundational cases such as the Iran-Iraq war, the Egypt-Israel Camp David Accords, nationalization of the Suez Canal, and similar cases will be studied through the course material. The key actors and institutions at both the domestic and international levels will be identified and their rationale for their policy positions will be ascertained. For example, the Shah of Iran's decision to liberalize in the late-seventies and release political prisoners and loosen press restrictions at the request of U.S. President Jimmy Carter, which eventually lead to more and more anti-Shah voices to be heard and his position weakened and which lead to the Iranian Revolution and subsequently the renewal of Islamist politics across the region will be analyzed in the context of domestic Iranian politics and the broader relationship between the U.S. and Iran. In this case, evidence for and against "liberalization" and democratization and its potential outcomes from multiple theoretical and policy perspectives are examined.

Each student will be assigned a unique MENA state for which to become a "Country Expert". Throughout the course the student will study and discuss their state's position and policies across a variety of issues. This active learning process will require the student to present evidence and provide argumentation and analysis. Weekly class discussion questions are answered such as what "regime type" is your state and why? Or where on a "continuum of democracy" does your state fall and why? These questions necessitate the student look at their particular case and justify its placement and position in the broader thematic discussions of the course. Ultimately, the student will research one or more key themes related to MENA studies in a focused Country Report using local media sources, journalistic sources and traditional scholarship and present their findings to the class.

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

At least one every other academic year, or if demand necessitates, one every academic year.

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



PS 365 – CRN-27068 - Government & Politics of the Middle East
Professor Kiasatpour
Office & Hours: Grise 316, T&Th, 11 AM- Noon, and by appointment
Phone: (270)745-6359
E-mail: soleiman.kiasatpour@wku.edu
Class Location & Hours: Grise-337
 T&Th – 12:45-2:05

Objectives and Course Description:

In this course, we grapple with a host of questions and issues, including some of the following (whether these are the right questions to ask is a matter of debate)—

1. Where is the Middle East? What are its demographics?
2. Why has the Middle East been an important geostrategic region? How has globalization affected its importance over time?
3. What are the effects of global processes such as colonialism and neocolonialism in the region? How have these processes affected states and societies at the micro and macro levels?
4. What are the local (domestic), regional and global explanations for violence in the MENA?
5. What is Islam? What is political Islam? What are the effects of transnational Islamism at the individual, local and state levels across the region?
6. What are the prospects for democratization in the region both at the micro and macro levels?
7. What will happen when the oil dries up? Will the MENA states and societies integrate in the global economy?
8. What explains the continued failure of a peaceful resolution to the Arab-Israeli conflict?
9. What role do domestic, regional, global and non-state and sub-state actors play across the region?
10. What about the “Arab spring”? How has political change affected individuals, organizations and states?
11. What have been the effects of external actors’ intervention in the region over time?

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

While this course cannot promise to address all of these queries, it attempts to provide you with enough background and insight for you to better analyze the issues confronting the region and the international community than what you might “learn” from the media.

This course is an *introduction* to the politics of the Middle East and North Africa (MENA). For purposes of this class, the region includes, mainly, those countries traditionally classified as the Middle East— from Morocco in the west, through the states of North Africa, to Turkey in the north, and Iran and the Arabian peninsula to the east. Given the breadth of the region, it is impossible to cover all states. Depending on the class size, students will choose states to focus on throughout the course and become “Country Experts.” For purposes of class lecture, key countries and concepts will be focused upon. In addition to states, non-state actors and quasi-state actors such as the Arab League, Organization of Petroleum Exporting Countries (OPEC), the Organization of Islamic Conference (OIC), the Palestinian Authority, the Kurds, and ISIS, to name several, will be examined.

Moreover, we will learn about the Middle East through the experiences of authors and filmmakers indigenous to the region. Novels and film are very instructive and provide a more effective lens into the culture and politics of a society than traditional textbooks alone.

We will delve into the political dynamics of the area using the following analytical tools: development theory, elite theory, state-centered “paradigm,” political economy, and the theory of democratization / liberalization. Each of these “theories” has dominated the field of comparative politics, in general, and the sub-field of MENA politics at one time or another. The changes from one to the next reflect, to some extent, the state of the discipline. As evident, this also mirrors the sequence of events and phases in recent MENA history. Thus, we will focus on the “transitional” events and backgrounds of these phases utilizing the theoretical tools of comparative politics to better understand Middle East and North African politics, both by comparing countries within the region and the impact of the region on international relations. A study of Middle East politics should also include an introduction to the pivotal leaders and personalities that have shaped the modern history and politics of the region including, Nasser, Sadat, the Pahlavis, Khomeini, Arafat and Sharon and Attaturk.

The Gulf War, the Iran-Iraq War, Islamic revival, the Arab-Israeli peace process, and the “war on terrorism,” and “Arab Spring” are some of the political phenomena we will be analyzing. Special emphasis is placed on key countries of the region such as Egypt, Iran, Israel and Palestine and Turkey and comparisons are made accordingly. Because the current theoretical framework dominating comparative politics and international relations is democratization and globalization, we will concentrate on the compatibility of democracy and Islam, Islamic “fundamentalism,” and the recurring “clash of civilizations” debate.

These questions and their answers are not only important for students of politics, but also for students of other social sciences and the liberal arts. This course offers an analysis of cultural diversity and the processes of cultural interaction, interethnic relations and social integration at the international level. It attempts to foster the development of: a) the capacity for critical thought, b) an appreciation for the complexity and diversity of the world’s cultures, and c) an understanding of humans as social beings.

We are continually bombarded by media images and news from the Middle East and North Africa (MENA) and the Islamic world. In particular, since September 11, 2001 and the

United States' military interventions in Iraq and Afghanistan, media coverage of the region has increased dramatically. The Arab "spring" and Egyptian protests, which led to the downfall of Hosni Mubarak, was the most dominant news story in early 2011. (see <http://www.journalism.org/2011/02/05/pej-news-coverage-index-january-31-february-6-2011/>)

While news coverage of the Middle East has increased, the news is often inaccurate and simplistic, at best. Furthermore, our understanding of the history, culture and politics of the Middle East lags behind. For example, while coverage of the Egyptian protests in Tahrir Square dominated the news in early 2011, a national survey in September 2013 found that only 49% of respondents could identify Egypt highlighted on a map of MENA (See <http://www.people-press.org/files/legacy-pdf/9-5-13%20Knowledge%20Release.pdf>). This was just two months after Egyptian President Morsi was deposed by a military coup in early July 2013.

This dearth of knowledge is even more problematic given that our policy makers are not necessarily any better informed than we are. The fact that our knowledge of the region is so underwhelming is evident in remarks such as those of the following politicians and policy makers:

Senator Biden's comments regarding an "Iraq solution" on NPR on November 17, 2006:
<http://www.npr.org/templates/story/story.php?storyId=6504015>,

"The second thing, it [a solution] has to propose a clear political roadmap for Iraq. They're not going to be able to do it alone. It's going to require outside pressure and that's one of the reasons why a year and a half ago I called for an international conference to bring the neighbors in to put pressure on their internal constituencies to reach a political settlement.

Thirdly, it has to speak to the engagement of Iraqis' neighbors because the idea that we're going to have any prospect of ultimate success without the neighbors signing on is not realistic. And people say to me well, Joe, you called for this the last couple of years. *What makes you think Iran would have any interest? Let me tell you. Because if we leave, guess what happens? You have 17 million Shia Arabs learning how to shoot straight and form an army sitting on a border of a country with 72 million people, 68 million of whom are Persian Indo-European Shia who in fact don't like their government very much.*"

Q: Can you describe the errors/myths in the above statement or the one that follows?

OR

John McCain: Iran training Al-Qaeda, Oh, I mean extremists...

Today, Sen. John McCain (R-AZ) said that Iranian operatives are "taking al-Qaeda into Iran, training them and sending them back" — despite the fact that Iran is a Shiite nation and al Qaeda are Sunni ...
<http://www.youtube.com/watch?v=fWf7w--TwyU>

By the end of the course, we should be able to better understand the social and political challenges of the region in the new millennium. Along the way you will participate in class discussions, conduct critical analyses of various films and readings, write analytical reactions to readings, and engage in critical thinking. As a result, skills that you will need in your future careers and educational endeavors will be enhanced.

Given the wide range of backgrounds that you as students bring to the classroom, the sessions should be lively and informative. Hopefully, by the end of this course, Middle East politics will be less confusing to us all.

LEARNING OUTCOMES

Students upon completion of the course will be able to

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

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

Academic Freedom / Respect for Others

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

The politics of the Middle East is fraught with issues that have deep religious, political and social dimensions. Students may not only disagree with each other, but may also have different views from the instructor on sensitive and volatile topics. It is my hope that these differences will enhance class discussion and create an atmosphere where students and instructor alike will be encouraged to think and learn. Therefore, be assured that your grades will not be adversely affected by any beliefs or ideas expressed in class or your assignments. Rather, **we will all respect the views of others when expressed in classroom discussions.**

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

Main course text:

Lust, Ellen. 2014. The Middle East, 13th Edition. ISBN 978-1-4522-4149-4, Print Paperback, Sage- CQ Press. [Hereafter, Lust]

Novels or short stories:

Satrapi, Marjane. 2004. The Complete Persepolis, Pantheon. ISBN 0-375-71483-9; this graphic novel will introduce you to the Iranian revolution and its impact on one family.

Abdel-Meguid, Ibrahim. 2012. The House of Jasmine. Translated by Noha Radwan. Interlink Books. This brief novel describes the social and political life of “average” Egyptians in the seventies and provides the reader with a prologue to the “revolutionary changes” of 2011 and 2013.

Khalifeh, Sahar. 2003. Wild Thorns. Northampton, MA: Interlink Books. ISBN: 1-56656-336-4. Written by a Palestinian woman, this short novel illustrates the effects of the Palestinian-Israeli conflict on one family living on the West Bank in the city of Nablus.

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

Optional texts:

Laqueur, Walter and Barry Rubin (Eds.) 1995. The Israel-Arab Reader: A Documentary History of the Middle East Conflict. Fifth Edition. New York: Penguin Books.

Said, Edward W. 1994. Orientalism. New York: Vintage Books. 039474067X.

Schimmel, Annemarie. 1991. Islam: An Introduction. Ithaca, New York: Cornell University Press.

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

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

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

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

How to Communicate with your Professor:

In a face-to-face course, communication should be done first and foremost before or after class or during office hours. If it is a general question, it should be asked in class so that

others can benefit from the information as well. Another approach is via the “Question & Answer” discussion forum on Blackboard. Instead of emailing me with a class question, you should post it on the forum so that others can respond to you if they know the answer and or I will. That way everyone can be informed. If necessary, you may email me or call me (least preferred method). Professor-to-class communication in this course is primarily done in class and via e-mail, Blackboard interface (announcements, discussion board and the email utility).

In any email correspondence include:

1. in your subject heading, type “PS 365” AND a “topic” (non-substantive subject headings will be ignored) Example of a substantive heading, “PS 365- Reading Assignment Questions for Gasper”. Subjectless emails go to my junk folder and are often deleted automatically without being read.
2. use a salutation, such as, “Dr. Kiasatpour,”
3. an email message which uses ALL the same conventions as any other piece of academic writing. i.e., Capitalization and punctuation, a meaningful message, and a formal closing and “signature” [e.g., Regards, John Doe] I will ignore emails which do not follow these guidelines. Even an email can help to improve one’s writing.
4. For my part, when I receive your emails and or phone calls, I will try to respond within 48 hours or sooner and react as best as I can based upon the information you provide me.

How to SUCCEED in this course:

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

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

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

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

Plagiarism – To represent written work taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her.

To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Important Grading and Testing Policies:

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

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

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

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

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

Word Count _____ words

_____ Signature (type your name) _____ Date

Course Expectations:

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

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

- 1) Chapter/Reading Discussion Questions and Class Discussion Assignments = 10%
As noted on the schedule of assignments, students will bring to class a typed out sheet of 2-3 discussion questions for the readings assigned. For example, discussion questions prompts may include, question(s) raised in the article/chapter, and also questions you believe are relevant but are not answered or addressed. Provide an answer to one of the questions and bring to class. Example:

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

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

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

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

Answer: Many MENA states were directly colonized by the Great Powers. For example, France colonized Algeria and considered it an “integral part of France” refusing the Algerians the right to “secede” (52). The FLN fought the French for Algerian independence from 1954 to 1962, which resulted in over 500,000 fatalities. Another MENA state affected by the Great Powers is Iraq. Iraq was a British Mandate after WWI. This meant that Britain would control Iraq until it could “stand

by themselves" (29). The British took three former Ottoman administrative units: Mosul, Baghdad and Basra, and tried to combine them into a "new" Iraq (30). Perhaps, much of the current disunity in Iraq is a result of the post WWI restructuring of Iraq.

Reading Discussions Questions – Held, "Peoples and Cultures of the Middle East"

1) *omitted*

2) *omitted* – Answer: *omitted*

Several times throughout the semester instead of discussion questions, you will submit "Discussion Assignments," which focus on specific issues and themes from the readings. For example, when we are reading about political economy, you will submit a "Discussion Assignment," which describes the political economy of your selected state and the key issue(s) confronting your state in this area. You will provide an article to illustrate the issue and its broader ramifications for the political economy of your state.

2) Exam 1 = 20%

3) Critical analysis of two novels/films= 10% each for a total of 20%; directions to be provided. There will be questions regarding the novels on the exams. While you are only required to complete TWO of three Critical Novel Analyses, if you choose to do the third, you may earn up to five bonus points to be added to your final course grade. The due date for each analysis is non-negotiable. You will be given questions to respond to for each novel. The analysis should be between 500-1,000 words. (2-4 double-spaced pages) for each novel.

4) Final Exam = 20%

5) Analytical Country Report **OR** participation and successful completion of the Soliya Connect Program (ask me about it) (30%)

- a) Compilation, synthesis and application of at minimum of 8-10 summarized articles on an assigned unique Middle Eastern state. Focus on 1-2 of our chapter topics/themes and examine them in your country. So for example, if you have chosen to be responsible for Morocco, you may decide to choose political economy and democratization as your topical foci in Morocco for the Country Report. The articles should be varied- one **MUST** be an op-ed piece from the media of your country or from a native expert, at least **THREE** should be from social science journals and the remaining may be journalistic pieces from 2013-2015, preferably from regional sources and or reputable dailies or newsmagazines. Examples of good sources may be found on the web links on BB. You must get instructor approval for your state and topic selection as well as 3-5 preliminary sources via the Outline Proposal form.
- b) Article summaries-- At the beginning of the Report, include a one-sheet abstract/focused summary of each article in the order used in the report, followed by a copy of the first and last page of the article. Each abstract/summary must address the issue and also relate that to our texts and readings.
- c) Synthesis and application: after the summaries, include an Analytical Country Report in which you synthesize what you learned about your issue in the

context of your state from both the Country Profile from our Lust text and the articles you researched into a coherent report (this should not merely be a rehash of your article summaries!). Begin with an introduction on why you selected that issue and how your country is a good case study for understanding that issue in the context of Middle Eastern and North African studies. Discuss the relevant theories and viewpoints about the issue from our main course sources. Here you will state the issue in the context of a research question. Then apply what you have learned from the most relevant articles you researched and provide “answer(s)” to the question from the sources. The paper should accomplish the following key objectives:

- Analyze the issue(s) on local and global scales.
- Examine the local and global interrelationships of the issue(s).
- Evaluate the consequences of decision-making on local and global

scales.

Follow with a conclusion making some comparisons and or connections to other states in the region and the ramifications of your study for the broader MENA. The report should be between 6-8 pages, not including the works cited page, article summaries and or Honesty Statement.

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

Special Needs:

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

Fall Semester 2015

WEEKLY SCHEDULE (Subject to change! Class announcements supersede syllabus!!!)

27068 PS 365 001 (Govt and Politics of the Middle East) Term: Fall 2015		
25-Aug-27-Aug	Tuesday-Thursday	Introduction: History, Geography and Culture of the Region Read in Lust, Foreword by Noha El-Mikay, Ford Foundation Representative, Middle East and North Africa AND Lust, Ch. 1. The Making of the Modern Middle East, by Michael Gasper Look over maps** and Read -- Fromkin** “How the Modern Middle East Map Came to be Drawn,” 1-7;
1-Sep-3-Sep	Tuesday-Thursday	Country Assignment – Students will come to class on Tuesday with a typed listing of their 3 preferences for states they would like to follow with a rationale for their first choice; also address how your first choice country “fits” into the discussion of changes to the Middle East

		map that Gasper and Fromkin discuss; i.e., did it get carved up, become a mandate state, or ... Cont. discussion of Lust, Ch. 1; and Read, Held, Colbert C.** 2006. "Peoples and Cultures of the Middle East," in Karl Yambert, ed. The Contemporary Middle East. Westview Press. pp. 7-25.; Suggested Optional Reading: The Middle East and North Africa: A Political Primer by Weatherby, sections on geography (mainly ch. 2 pp. 37-43 and 49-68 ... Thursday: Chapter/Reading Discussion Qs due in class for at minimum TWO of the assigned readings thus far. Do not forget to answer at minimum one question for each reading.
8-Sep-10-Sep	Tuesday-Thursday	Read Lust, Ch. 2. Social Change in the Middle East, by Moghadam and Decker. Read Gettleman, Marvin E. and Stuart Schaar.** Eds. 2003. <u>The Middle East and Islamic World Reader</u> excerpts-- "13. Conflicting Promises During World War I, A. Sharif Husayn ibn Ali and B. Sir Henry MacMahon and C. Sykes-Picot Agreement," pp. 113-118.; Kurds**; MAP QUIZ on Tuesday; Thursday: Chapter/Reading Discussion Qs due in class for "Social Change in the Middle East"
15-Sep-17-Sep	Tuesday-Thursday	Read Lust, Ch. 3. Institutions and Governance, by Ellen Lust; Class Assignment- Country Expert Brief due: 1-page listing of your state's institutions, regime type, and 2 current issues confronting your state; we will compare and contrast our state selections in class; Read <u>Persepolis: The Story of a Childhood</u> by the end of this week (first section of the Complete Persepolis)
22-Sep-24-Sep	Tuesday-Thursday	Read Lust, Ch. 4. The Political Economy of Development in the Middle East, by Melani Cammett. Thursday - Class Assignment- Country Expert Brief due: 1-page summary of your state's political economy and 2 current issues confronting your state; we will compare and contrast our state selections in class. Read <u>Persepolis 2: The Story of a Return</u>
29-Sep	Tuesday	Read Lust, Ch. 5. Religion, Politics, and Society in the Middle East; Read Country Profile: Iran; Thursday: Chapter/Reading Discussion Qs due in class for Ch. 5 and come up with a question and answer regarding religion and politics in your selected state. <u>The Complete Persepolis</u> ; Novel Analysis 1 Due Saturday by Noon. Topic Outline Proposal for Country Report Due today before class via BB Take Home exam passed out, due next Tuesday
1-Oct	Thursday	Fall Break Day
6-Oct-8-Oct	Tuesday-Thursday	❖ TAKE HOME EXAM 1 DUE Tuesday, Oct. 8, IN CLASS and on BB by start of class Orientalism <i>Said</i> ** "Orientalism: Introduction" and "Orientalism: An Afterword."
13-Oct-15-Oct	Tuesday-Thursday	Read in Lust, Country Profile Egypt. Read, Egypt Under Mubarak** Begin reading <u>The House of Jasmine</u> , pp. 1-87. Film clips from <u>Nasser '56</u> .
20-Oct-22-Oct	Tuesday-Thursday	Read Lust, Ch. 6. Actors, Public Opinions, and Participation. "Islam and Democracy," Hugh Goddard**; Korany, "Arab Democracy: A Poor Cousin"**; Finish reading, <u>The House of Jasmine</u> , pp. 87-153. Thursday - Class Assignment- Country Expert Brief due: 1-page discussion of your state's key actors and groups, public opinion and or issues related to political participation (elections/democracy); we will compare and contrast our state selections in class Novel Analysis 2 Due Saturday by Noon.
27-Oct-29-Oct	Tuesday-Thursday	Read Lust, Ch. 7. The Israeli-Palestinian Conflict; Begin <u>Wild Thorns</u> , pp. 5- 114. Mandatory Film Viewing in Class: <i>Introduction to the End of An Argument</i> . Directed by Jayce Salloum and Elia Suleiman. 1990. 45 minutes, Arabic with English subtitles
3-Nov-5-Nov	Tuesday-Thursday	Continued, Lust, Ch. 7. The Israeli-Palestinian Conflict AND other conflicts in the region; Finish reading, <u>Wild Thorns</u> , pp. 114-207. Novel Analysis 3 Due Saturday by Noon.
10-Nov-12-Nov	Tuesday-Thursday	Guest Lectures – UAE graduate students – various topics Middle Eastern Food Culture
17-Nov-	Tuesday-	Read Lust, Ch. 8. Regional International Relations, by Lynch. Thursday - Class Assignment-

19-Nov	Thursday	Country Expert Brief due: 1-page discussion of your state's position within the context of regional international relations relating to key themes in the chapter; we will compare and contrast our state selections in class.
24-Nov	Tuesday	Cont. Lust, Ch. 8. Regional International Relations, by Lynch. Analytical Country Reports Due in class in a three-pronged folder.
26-Nov	Thursday	Thanksgiving Break
1-Dec 3-Dec	Tuesday- Thursday	Read Lust, Ch. 9. International Politics of the Middle East; Epilogue.
10-Dec	Thursday	1:00-3:00 PM Final Exam – IN CLASS