Colonnade General Education Curriculum Committee (CGEC)

May 2018 Report to the Senate

Action Items

- PSYS 300: Writing in the Psychological Sciences (Foundations: Writing in the Disciplines)
- CRIM 430: Comparative Systems of Juvenile Justice (Connections: Systems Subcategory)
- RELS 333: Women, Religion, and Society (Connections: Social/Cultural Subcategory)
- RELS 331: Islam in America (Connections: Social/Cultural Subcategory)
- RELS 322: Islam and Pilgrimage (Connections: Local to Global Subcategory)
- PSYS 161: Intro to Biopsychology Lab (Explorations: Natural and Physical Sciences Lab) – Pre-approval prior to UCC

Writing in the Disciplines

ENG 300 or approved "Writing in the Discipline" course (3 hours)

Writing in the Disciplines courses give students advanced instruction and practice in writing and reading essays within an academic discipline and make students aware of how disciplinary conventions and rhetorical situations call for different choices in language, structure, format, tone, citation, and documentation. Students conduct investigations into writing and reading conventions in their fields and receive advanced instruction in planning, drafting, arranging, revising, and editing discipline-specific essays.

Students will demonstrate the ability to:

1. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.
2. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts.
3. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.
4. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.
5. Distinguish among various kinds of evidence by identifying reliable sources and valid arguments.

*NOTE: Departments wishing to develop Writing in the Disciplines (WiD) courses are strongly encouraged to consult with the English Department in developing writing and assessment assignments that are consistent with recognized best practices in composition instruction.

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

1. What course does the department plan to offer in *Foundations: Writing in the Disciplines*?

   The Department of Psychological Sciences plans to offer PSYS 300: Writing in the Psychological Sciences in the *Foundations: Writing in the Disciplines* section.

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

   PSYS 300: Writing in the Psychological Sciences gives students advanced instruction and practice in writing about and reading about research within this discipline. Students will learn about techniques for appropriate language, structure, format, tone, citation, and documentations in our disciplines. Students will also investigate writing and reading conventions in the field and will draft, revise, and edit multiple discipline-specific essays, including the various sections included in research reports, such as study areas, methodologies, literature reviews, article critiques, and discussions. The total cumulative word count for all formal writing will be at least 5000 words. The journal article that will comprise the majority of the work in this class will be expected to be at least 3,500 words; the lay article would be expected to be at least 1,500 words. The poster, and powerpoint will entail further writing.

   PSYS 300 will meet each of the specific learning objectives of this colonnade requirement as discussed below.

   Learning Objective 1: Students will demonstrate the ability to write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.

   A large fraction of PSYS300 is teaching students how to build the components of a journal article in our disciplinary area. A key beginning is the ability to read, and summarize extant work in the area germane to the article that the student is writing. This literature review will teach students how to read efficiently in order to extract the crucial information from an article, and how to express in a succinct manner what was found. The value of writing efficient (actual or virtual) "note-cards" on articles will be emphasized.

   Students begin writing an article appropriate for submission to a journal in the psychological sciences. This is done by working on each of the sections of the article in turn.

   Once students have mastered technical writing, they will be asked to take a scientific review, and rewrite it in a quasi non-technical format. The model for this is *Scientific American* articles, which, while having some technical depth, are written for an educated lay audience. Students will have to assemble a group of scientific journal articles, and write a review for a non-scientific audience.

   Learning Objective 2: Students will demonstrate the ability to find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts.

   This will be done primarily in the construction of two sections of the journal article they are writing: the introduction, and the discussion. They will learn to search through PubMed and other databases to find appropriate background material, and will use their selected group of articles to construct the arguments of the introduction.

One of the more difficult skills we will teach is the meaning here of "pertinent", as students frame the scientific question for their article. We encourage students to reduce this to its simplest terms. Scientific articles typically have the form "How does phenomenon A affect phenomenon B". In introducing an article of this form, a student is encouraged to cite key articles that explain what A is, key articles that explain what B is, but the preponderance of articles (if any) that examine this relationship. In the absence of work on this relationship, they are encouraged to find articles on similar, or analogous relationships. A good introduction has many of the qualities of a classic story: who are the characters, and how do they interact – setting the stage for the later dynamic of the story, or in the case of an article, setting up the scientific question, and setting up the arguments to be made.

Learning Objective 3: Students will demonstrate the ability to identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.

The key skill to be taught in terms of summary is how to describe conflicting findings from different sources in a manner that is more useful than a simple "scorecard" (i.e., persons A, B, and C made this finding versus D and E who did not). Equally, students must be taught to avoid use of "beliefs" in their arguments, and finally not to rely on arguments of authority (e.g., "this study comes from Oxford University, it must be correct). It will be emphasized that writing an article entails constructing a (sometimes multifaceted) argument. Studies that support the points of an argument need to be used, but a clear explanation of why those articles that contradict the argument must be (at least in part) set aside. The importance of drilling down into methodology to find explanations for contradictory findings will be emphasized. A key part of writing good prose in our discipline is to express what contradictions exist, and from this and expression of how such a contradiction can be adjudicated, leading naturally to an expression of the scientific question, and the design of the experiments to be performed.

Almost all studies in our field will involve human or animal subjects. Students will be encouraged to evaluate for themselves whether they believe there are ethical problems in the studies they read about, and to express such unease.

Learning Objective 4: Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.

About half of the course requires students to build an entire journal article. It will be emphasized that a journal article is, in essence, an argument that makes one or more scientific points, and that it has to be planned, and organized, in order to make that argument convincingly, yet honestly. This means that they need to have an overall plan, and a skeleton on which to hang their words. They will produce drafts of each section, critique them among peers, and produce revised drafts that are critiqued by the instructor. Finally, after drafts of all the pieces have been produced and multiply critiqued, students are expected to produce a full revised version of the entire paper. At this final stage, students are expected to carefully proof-read, as even simple typos will lead to reductions in grade.

Learning Objective 5: Students will be able to distinguish among various kinds of evidence by identifying reliable sources and valid arguments.

It was famously, yet depressingly, said by a former president that you should never let data get in the way of a good argument; this may not be as uncommon a view as we would wish. As scientists, we believe that data should drive the argument. In the behavioral and social sciences there are many sources of inspiration for scientific work,

including subjective experience and introspection. However, while these latter methods can be used profitably to generate scientific questions, it is entirely inappropriate to use them to <u>adjudicate</u> scientific questions. This is similarly true of urban myths: these can be used as an inspiration only (e.g., "you only ever use 10% of your brain"). Popular writing – even quasi technical writing like Scientific American – can be used as a starting point, but students should know that they next need to look to respectable scientific work – perhaps secondary sources – to start getting a hold on the question they are investigating. Once the general shape of their article has been decided, the emphasis must be on primary sources, which should be read. Many published articles in our field "cite" classic studies (e.g., the classic work of Edgar Rubin on figure-ground organization) but the difference between what people believe is in these studies, and what is actually there is considerable. Primary sources build argument from data, and this process will be emphasized. It will be impressed on students that they should value data over interpretation in all studies, because the former does not suffer the subjectivities of the latter. Examples of "over-interpreted" data will be given to class.

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

   The psychological sciences are unique because the subject of study is ourselves. Thus we are both uniquely privileged (e.g., we can ourselves experience some new visual illusion), but are uniquely subject to bias (as people, we have to believe that we understand how we function, at least to some extent). Thus, this course will allow students to learn the unique blend of specific researching, synthesizing, and writing techniques used in this field.

4. Syllabus statement of learning outcomes for the course.

The following items will appear in all PSYS 300 syllabuses:

Course Description
How to write about research in neural and behavioral science within the discipline and for a lay audience. Includes learning how to write in American Psychological Association (APA) style.

Syllabus Statement
Writing in the Psychological Sciences (PSYS300) gives students advanced instruction and practice in writing and reading essays within the discipline and makes students aware of how disciplinary conventions and rhetorical situations call for different choices in language, structure, format, tone, citation, and documentation. Students conduct investigations into writing and reading conventions in the neural and behavioral fields and receive advanced instruction in planning, drafting, arranging, revising, and editing scientific articles, and presentations, and essays for lay audiences.

PSYS300 fulfills the Writing in the Discipline Colonnade requirement and has the following objectives:
1. Students will demonstrate the ability to write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.

2. Students will demonstrate the ability to find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts.
3. Students will demonstrate the ability to identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.
4. Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.
5. Students will be able to distinguish among various kinds of evidence by identifying reliable sources and valid arguments.

The above Colonnade course objectives will be met through these specific course objectives:
1. Write a scientific article in the disciplines of psychology.
2. Write an abstract for an article, poster, or talk
3. Give an effective oral presentation of research results
4. Give an effective poster presentation of research results
5. Write for non-experts
6. Incorporate feedback into your work to communicate more effectively to your audience

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

The Department of Psychological Sciences will assess the effectiveness of PSYS 300 by assessing Colonnade Plan Learning Outcomes in a working group (Writing Assessment Group, WAG) under our Departmental Undergraduate Curriculum Committee.

The WAG will collect samples of writing from every section of PSYS 300. These samples will be chosen randomly and all student information will be removed. For each student selected, one assessment will be made of the final (revised) scientific article (60% of grade), and another for the other components (40%) – see exemplary syllabus. Teams of faculty will assess the components of this work using the following scoring criteria:

       4 = capstone (exceeds expectations)

       3 = milestone high (good)

       2 = milestone low (satisfactory)

       1 = benchmark (meets basic expectations)

       0 = poor (falls below basic expectations)

From these scores, an average will be calculated for each of the five Colonnade Learning Outcomes, as specified in the rubric. These data will be averaged, and our target for mean data are as follows:

    1) 30% of PSYS 300 material will score 3 (good) or higher.

    2) 50% of PSYS 300 material will score 2 (satisfactory).

    3) No more than 20% of PSYS 300 material will score 0 (poor)

The mean data will be used to get a sense of whether the class is in general successful, but the raw data will be used by course instructors to improve course content and delivery.

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

The Department plans to offer one section of PSYS 300 each semester.

7. Please attach sample syllabus for the course.

WRITTEN COMMUNICATION (WC)
SLO ASSESSMENT RUBRIC
Adapted from AAC&U LEAP VALUE Rubrics

Students will demonstrate the ability to write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.				
	Capstone (4)	**Milestone (3)**	**Milestone (2)**	**Benchmark (1)**
Context and Purpose for Writing	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience).
Genre and Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.

Students will demonstrate the ability to find, analyze, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.				
	Capstone (4)	**Milestone (3)**	**Milestone (2)**	**Benchmark (1)**
Use of Sources	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.

Students will demonstrate the ability to identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view; and construct informed, sustained, and ethical arguments in response.				
	Capstone (4)	**Milestone (3)**	**Milestone (2)**	**Benchmark (1)**
Evidence	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.

Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.				
	Capstone (4)	**Milestone (3)**	**Milestone (2)**	**Benchmark (1)**
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Evaluators are encouraged to assign a zero to any work that does not meet the benchmark-level performance.

PSYS 300: Writing in the Psychological Sciences
Gordon C Baylis

Class Time and Location
Tuesday and Thursday
General information about this class can be found at https://blackboard.wku.edu

Professor: Gordon C. Baylis
Office: 3043 GRH
Phone: 745-6314
Office Hours: Monday 1:00 – 2:00
                    Wednesday 3:00 – 4:00
                    by appointment
E-mail: gordon.baylis@wku.edu

Course Description
How to write about research in neural and behavioral science within the discipline and for a lay audience. Includes learning how to write in American Psychological Association (APA) style.

Syllabus Statement
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4. Give an effective poster presentation of research results
5. Write for non-experts

6. Incorporate feedback into your work to communicate more effectively to your audience

Prerequisites
ENG 200, and PSYS 160 or PSYS 100 or PSY 100.

Required Texts
Troyka and Hesse, *Simon & Schuster Handbook for Writers* (9th edition).
Publication Manual of the American Psychological Association **(**6th edition**)**

Assessment – Final Exam
The final exam will entail writing a short article for a lay audience; you will be given the topic(s) and one or more technical review publications, and given 48 hours to produce a short article in the style of *Scientific American*.

Writing a Scientific Paper
You will begin by suggesting an experiment, and provide the basic design of that experiment. I will provide a number of possible "experiments" or you may construct one yourself. Once I have approved your experiment, I will also provide exemplary data with which you can work (e.g., figures and tables that capture impact of factors manipulated in the proposed experiment). If you have an experiment and data from a FUSE grant or similar, you may use this experiment and these real data instead. You will be expected to write each component of a scientific paper on this real or hypothetical experiment, and you will be graded on each: introduction, methods, results, discussion; you will also be expected to revise your complete paper. The individual components are due at specific times as noted on the schedule.

Grading

Introduction	15%
Methods	5%
Results	5%
Discussion	15%
Revision	10%
Abstract	10%
Poster	10%
Powerpoint	10%
Final exam (lay article)	20%

Calculating Your Final Grade

A	90+
B	80 – 89.9
C	70 – 79.9
D	60 – 69.9

Dropping This Class
In order to drop this class, you must go through normal university registration procedures rather than just not coming to class. If you stop coming to class do not assume that I will drop the class for you.

Attendance
Attendance is compulsory; more than one (unexcused) missed class will led to an FN grade. You are expected to be an active participant during class.
General feedback on problems with writing will be given in class, but some one-on-one feedback will be needed. You will be expected to make appointments with me to receive this feedback.

Class Behavior

Please be respectful of your peers and of me. We will discuss one another's work during class; this means that you must be able to draw a clear line between vigorous critiquing of work, versus *ad hominem* criticism. Bad behavior can distract those around you who are interested and trying to learn. I consider it part of my job to protect students who are interested in the class from the distracting bad behavior of others. Distracting behaviors include: eating, drinking, reading unrelated material, talking, text messaging, talking on cell phone, using a laptop for activities unrelated to the class, arriving late or leaving early. **None** of these behaviors are acceptable. If exceptional circumstances arise and you must arrive late or leave early please be seated near the door.

I will directly confront inappropriate behavior. If, after one warning, the inappropriate behavior continues, you will be dropped from the class. I have great respect for students who are trying to learn a topic that can be difficult and intend to ensure that the class environment allows students an opportunity to learn.

Cheating and Fairness

Presenting the work of others as your own work is **plagiarism**; this includes copying answers from someone else's exam. Similarly, presenting work for which you have gotten credit elsewhere for this class is **self-plagiarism**. Both types of plagiarism will be considered academic dishonesty and will not be tolerated. Giving another student your answers is also academic dishonesty. Academic dishonesty will result in an F in the course.

If you are ever concerned that you might be accidentally plagiarizing or something about this policy is unclear, please discuss the situation with me **before** you turn something in to be graded. Serious incidents of academic dishonesty will be reported to the University Disciplinary Committee to determine what further action should be taken at the University level.

Student Disability Services

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

Schedule PSYS300

Class	Topic	Materials Due
1	Introduction to a Science Article	
2	Introduction to APA Style	
3	Ethics	
4	Searching the literature	
5	Choosing citations	Experiment
6	Constructing an outline – a question to be addressed	
7	Methods - outline	
8	Methods	Rev. exp.
9	Results	Methods
10	Results	
11	Discussion	Results
12	Discussion	
13	Introduction	Discussion
14	Introduction	
15	Revising your draft	Introduction
16	Coauthoring a paper	
17	Grant writing – specific aims	
18	Grant writing – specific aims	
19	Writing an Abstract	Revised MS
20	Constructing a Powerpoint	
21	Constructing a Powerpoint	
22	Constructing a Poster	Abstract
23	Constructing a Poster	
24	Avoiding distractions	Powerpoint
25	Clarity of Style: Eschewing obscurantism	
26	Writing for a lay audience	Poster
27	Writing for a lay audience	
28	Writing for a lay audience	Revised PPT & Poster

Holli Drummond, holli.drummond@wku.edu, 270-745-2559

College and Department: PCAL, Sociology   Proposal Date: 3/15/2018

1. **Course Details:**
    1.1   Course prefix (subject area), number and title: CRIM 430: Comparative Systems of
            Juvenile Justice
    1.2   Credit hours: 3
    1.3   Prerequisites[1]: CRIM 101
    1.4   Crosslisted and/or equivalent courses (prefix and number):
    1.5   Expected number of sections offered each semester/year: 2 per year
    1.6   Is this an existing course or a new course? An existing course
    1.7   Proposed implementation term: Fall 2018
    1.8   Where will this course be offered? Bowling Green Campus, Online, Ondemand

2. Provide a brief course description (100-200 words).
While covering a wide range of topics, this course provides students with knowledge of the purpose,
scope, procedures, process, and professionals associated with juvenile justice in America. As each state
creates their own system, we will examine unique aspects of the above characteristics throughout the
country (hence our "systems" exploration). Such examination will allow us to investigate best practices,
as determined by evaluation research, in juvenile justice interventions. The success of this course will be
measured in the student's ability to engage in critical thinking when encountering topics discussed during
the term and beyond.

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

Crime is a social problem with multisystem origins. As implied, social problems both affect many people
and necessitate an organized response by society. However, really addressing crime is not just a justice
issue as its origins involve family stability, school attachment and success, economic opportunity, mental
stability and health. The study of juvenile justice allows students of any major to apply their skills of
quantitative reasoning, understanding of social and behavioral sciences, and written & oral
communication honed in their foundations and explorations coursework in consideration of the topics of
the course.

As a capstone learning experience, this course goes beyond a superficial understanding of crime as a
social problem as it requires students to consider the unique developmental stage of adolescents who
engage in behavior; behavior which is sometimes part of a normative transition whose potential harm is to
the youth's future alone and at other times much more threatening. Further, juvenile justice in America is
uniquely influenced by regional culture, urban/rural differences, and diversity of resources throughout the
51 separate systems. In sum, this course requires students to pull from the summative understanding

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

provided in earlier educational experience to reach the application, evaluation, and analysis necessary to achieve success in this course.

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

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze how systems evolve.	Throughout the course, we carefully evaluate the characteristics of programs which are proven to be effective for particular types of juvenile offenders (those with similar underlying problems, similar offenses, or similar social characteristics). In so doing, we pay particular attention to where interventions have been adopted, the process of adoption, and the short and long-term effectiveness of the program. In short, we observe the evolution of juvenile justice practice in the modern era.
2. Compare the study of individual components to the analysis of entire systems.	We begin by comparing variations in purpose, scope, process, and professionals across the systems (50 states + DC) of Juvenile Justice in America. This foundation allows us to have a good understanding of entry into and processing through the system. The bulk of the course compares variation in prevention and intervention strategies focused on self, family, school, neighborhood or community need(s)— the components of the system from a sociological perspective.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	System-level thinking requires simultaneous avoidance of a negative label for juveniles who do not deserve the label (i.e., master status) of a delinquent, protecting the public from dangerous juveniles, and holding all juveniles accountable in a way which addresses community concerns. These core concerns summarize the greatest functional challenge to juvenile justice in America and the policy decisions which balance these complex issues are inherently polemic. This course is designed to help students understand the process of coalition building necessary to implement and sustain evidenced-based practice.

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

As stated in the course syllabus: Upon completion of the course, students will be able to:

- Analyze the function of juvenile justice within a variety of local, state, regional, or international contexts from a sociological orientation (i.e., specific emphasis given to local culture and power of social institutions).
- Examine the relationship between juvenile delinquency and systems (family, school, human-service, and justice) used/created to address delinquency as a social problem.
- Evaluate the effectiveness of those systems to efficiently and fairly address juvenile delinquency as a social problem, with regards to empirical research.
- Collect relevant research evidence and argue different perspectives on the sometimes divisive issues of efficiency versus fairness regarding justice systems.

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

Connections Student Learning Outcomes	Identify the "artifact(s)" (assignments, papers, activities, etc) that will be used for assessing each learning outcome *beyond course grades*. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a *separate evaluative rating* for each Connections SLO.
1. Analyze how systems evolve.	For the final project, students select a particular intervention and write a "white paper" which seeks to convince policy makers of the intervention's effectiveness. A component of this assignment requires that students contextualize their intervention by evaluating the societal characteristics which explain where the intervention was adopted, the process of adoption, and the short and long-term effectiveness of the intervention.	The department will sample 30% of these projects and assessed according to the following rubric. Success will be achieved when 50% or more score "Good" or better.
2. Compare the study of individual components to the analysis of entire systems.	The same project requires that students examine a juvenile justice intervention addressing a particular area of need/dysfunction (self, family, schools, neighborhood,	The department will sample 30% of these projects and assessed according to the following rubric. Success will be achieved when 50% or more score "Good" or better.

	community). As an extension, the project must consider how 1) individual, 2) family, 3) school, 4) neighborhood and 5) community is included (or not) in the intervention under consideration.	
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	At the heart of the final project is consideration of how public policy is implemented and the role of research in sustaining those policies once they are implemented.	The department will sample 30% of these projects and assessed according to the following rubric. Success will be achieved when 50% or more score "Good" or better.

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

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Analyze how systems evolve	Contextualizes the system component (i.e., intervention) by evaluating the societal characteristics which explain where it was adopted, the process of adoption, and the short and long-term effectiveness of the intervention.	Discusses most features of evolution (where, how, and to what effect) but not all.	Identifies place but fails to connect place characteristics to how the system component was adopted or the effectiveness of that adoption.	Neglects to include a discussion of the societal context in which the intervention is rooted nor the process of adoption or determination of effectiveness.
2. Compare the study of individual components to the analysis of entire systems.	Explains the need(s) addressed (i.e. individual, family, school, neighborhood, community) by the intervention selected. Evaluates the role of each of the above in the intervention selected. Provides case study/illustration.	Sufficiently explains and evaluates the relationship between the system component (i.e., systemic need addressed by the program) and other system components but fails to adequately apply this relationship via illustration/case study.	Explains the component addressed by the intervention but fails to discuss the interconnected parts of the system as a whole (visa vie the intervention selected).	Fails to consider where the component/intervention fits (i.e., which need is addressed by it) or its relation to other components.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself	A thorough consideration of how public policy is created (process evaluation.) and the role of research in sustaining those policies once implemented (outcome evaluation).	Discussion of both process evaluation (i.e., how a policy is implemented) and outcome evaluation (i.e., how a policy is determined to be effective) though without sufficient detail.	Discussion of process or outcome evaluation but not both.	Fails to include discussion of evaluation research in implementing and sustaining public policy.

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

As stated in WKU's current QEP, defensible arguments must be supported with strong evidence. Thus, students must use evidence to support arguments made in the final project, the assessment artifact for this course. This evidence will mostly come from articles evaluating the effectiveness of policies and programs by using standard methodological techniques. A synthesis of information from a minimum of 10 sources is required.

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

SYSTEMS OF JUVENILE JUSTICE — Syllabus

DEPARTMENT OF SOCIOLOGY

Instructor Contact Information

Instructor: Dr. Holli Drummond **Office**: Grise 108
Email: holli.drummond@wku.edu. I check email on weekdays between 9 & 3.
Office Hours: Monday & Wednesday from 11:30-12:30 Regardless of set hours, I encourage students to set up individual appointments so we can each allocate quality time to our meeting. To set up an individual appointment, please send me an email.

Course Overview

While covering a wide range of topics, this course is intended to provide students with knowledge of the purpose, scope, procedures, process, and professionals associated with juvenile justice in America. As each state creates their own system, we will examine unique aspects of the above characteristics throughout the country (hence our "systems" exploration). The success of this course will be measured in the student's ability to engage in critical thinking when encountering topics discussed during the term and beyond.

Throughout the term, three course MODULES will be presented.

The first **1st MODULE** sets the foundation for our inquiry. First, we compare the juvenile justice system to the adult criminal justice system regarding:

1. Informality versus Formality
2. Emphasis on Offender versus Offense
3. Sanctioning, Goals, and Punishment Severity

Next, we review the general procedures and positions associated with general administration of juvenile justice.

Our **2nd MODULE** critically examines the process of determining the effectiveness of specialized juvenile justice interventions. Here we focus on:

1. Direct Evaluation
2. Meta-Analysis results
3. Model Program Review

Finally, we **CONCLUDE** with a specific look at community-based programs, micro-interventions which target schools and families, and those with a restorative justice orientation.

COURSE REQUIREMENTS

Required Books:
All reading material will be distributed via our bb site.

Class Preparation & Attendance (20% of your grade—100 points):

In this **upper-level** course, thoughtful participation is required to fully evaluate our "Systems" of Juvenile Justice. Students will benefit from regular attendance and thorough preparation.

1) **Attendance:** I will take role throughout the semester as an assessment of your overall attendance. Students who miss more than 4 class sessions will lose 16 points (i.e., 3% of your grade in the course). It is university policy to excuse students attending university business (i.e., athletic events for student athletes or forensic events for those on the forensic team), no other absences will be excused.

2) **Thoughtful Preparation & Participation**—As part of class preparation, students will regularly be required to **complete class preparation responses.**
To encourage thoughtful participation, I provide some instructions for each class session in which reading material is assigned. For 17 % of the grade earned, students are expected use that material to submit a response on at least one day each week (14 weeks in total with each submission worth 6 points). Additional information is provided on bb within the "Class Preparation Responses" tab.

3 Exams (60% of your grade—100 points each):

You will have three exams (including a final exam during finals week) each worth 20% of your grade. More information about the content of specific exams will be provided prior to each exam. Please note, the final exam is simply the 3rd exam and as such not cumulative. It will take place on Tuesday May 8th from 1-3. If either of the first two exams are missed <u>for a valid reason of which I am notified prior to the missed exam,</u> you may make that exam up directly following the final exam.

Final Project (20% of your grade—100 points):

A final project will be developed through the course. The assessment will include both a "white paper" and a class presentation. For more information, see the "final assignment" folder on bb.

Extra Credit:

The only extra credit available in this course is additional preparation. While 14 responses are required, I will accept 4 "extra" responses for 24 "extra credit" points.

GRADING

Your final grade will be determined from:
Prepared Reading Responses (17%) and Attendance (3%)……..20% (100 points)
Final Project (paper & presentation) ……......…...…………...…..20% (100 points)
Three Exams (20% each/100 points)…………...……………..60% (300 points)
Letter grades will be given according to the traditional grading scale: 500-448=A; 447-398=B; 397-348=C; 347-298=D; 297 and below=F.

EXPECATIONS

I expect that students in this course will:

- arrive to every class on time and take personal responsibility for learning;
- complete all assigned work prior to the beginning of each class session;
- avoid using electronic communication (i.e., texting/emailing), social media, and web-browsing during the time we spend in class each week.
- seek help from me when you encounter a learning challenge you cannot overcome when working to prepare for class;
- voice ideas in class and in one-on-one conversations with me;
- work hard but also expect to have fun and enjoy the learning process!

Students can expect that I:

- will be prepared for class, read and return your work in a timely manner (i.e., within one week's time);
- am available (email or stopping by the office is the best way to catch me) and can meet with you individually or in groups upon request;
- am personally interested in the way your understanding and practice of sociology is enhanced via your involvement in this course;
- have attempted to create a structure through which students are empowered to develop a greater understanding of the topics that are covered in this course;
- expect to work hard but also have fun!

ACADEMIC HONESTY

Academic Honesty is a very important issue. I expect all assignments and work submitted to be completed by the person enrolled in the course. If I discover that any of your work has been plagiarized from another source (published in print, online, or copied from another student), the work in question will receive a zero. Further, plagiarism may result in failure of the course and referral of the matter to the graduate committee. Please be aware I use the TurnItIn software to check suspicions of academically dishonest behavior. For more information, please visit this site https://www.wku.edu/handbook/academic-dishonesty.php/.

RESOURCE INFORMATION

Disability Services—Official University Policy:

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

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

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

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Help Preparing for the Course: If you would like assistance **in preparing for this course,** take a look at the "resources" page of our bb site, then email me to set up an appointment!

Tentative Schedule of Important Dates

WEEK 1	**Mon Jan 22nd Introduction to the Course: Three Principles** 1. Informality vs. Formality 2. Emphasis on Offender vs. Offense 3. Sanctioning Goals & Punishment Severity	**Wed Jan 24th Context and further consideration of the three principles** **Read:** Chapter 1 (Cox et al, 2018); Summary (Bonnie et al, 2013).
WEEK 2	**Mon Jan 29th Class, Race, & Gender Variations** **Read:** Rise of the Child-Saving Movement (Pratt, 1969); Birth of a Juvenile Court (Ward, 2012); Single mothers, delinquent daughters, and the juvenile court in early 20th century Los Angeles (Odem, 1991)	**Wed Jan 31st Purpose & Scope of Juvenile Court Acts** **Read:** Chapter 6 (Cox et al, 2018); Chapter 1 (Kupchick, 2006)
WEEK 3	**Mon Feb 5th 4 Case Studies** **View *Juvenile Justice: Should teens who commit serious crime be tried in juvenile or adult court?***	**Wed Feb 7th Juvenile Justice Procedures** **Read:** Chapter 7 (Cox et al, 2018); Chapter 2 (Kupchick, 2006)
WEEK 4	**Mon Feb 12th Risk & Needs Assessment Guest Talk from a Juvenile Justice Professional**	**Wed Feb 14th Key Professionals in the Court** **Read:** Chapter 9 (Cox et al 2018); Structured decision making in juvenile justice: Judges and probation officers' perceptions and use (Shook & Sarri, 2007)
WEEK 5	**Mon Feb 19th Specialty Courts for Juveniles—A chance for application!** **Read:** The sudden popularity of teen courts (Butts & Willison, 2002); Juvenile Drug Court: Enhancing outcomes by integrating evidence-	**Wed Feb 21st Wrapping up Module #1** **Read:** A Framework for Reform (Bonnie et al, 2013).

	based treatments, (Hennggeler et al, 2006); & Juvenile Gun Courts: Promoting accountability and providing treatment, (Sheppard & Kelly, 2002)	
WEEK 6	**Mon Feb 26th** **Exam #1**	**Wed Feb 28th Work day for final projects** Meet in Room 135
WEEK 7	**Mon March 5th Explanations of Juvenile Delinquency** **Read:** Measuring risk and protective factors for substance use, delinquency, and other adolescent problem behaviors: The Communities that Care Youth Survey (Arthur et al, 2002).	**Wed March 7th Determining Effectiveness: Direct Evaluation** **Read:** Ethnic and gender differences in offending patterns: Examining family group conferencing interventions among at-risk adolescents (Baffour, 2006); Restorative justice, communities, and delinquency: Whom do we reintegrate? (Rodriguez, 2005).
WEEK 8	**Mon March 12th- Fri March 16th *SPRING BREAK!!***	
WEEK 9	**Mon March 19th Determining Effectiveness: Best Practices based on Meta-Analysis** **Read:** The effects of correctional bootcamps on offending (MacKenzie et al, 2002); The primary factors that characterize effective interventions with juvenile offenders: A meta-analytic overview (Lipsey, 2009).	**Wed March 21st Determining Effectiveness: Model Programs** **Read:** Model programs implementation guides: Background and user perspectives implementing evidence-based programs (DSG, 2014).
WEEK 10	**Mon March 26th A close look at Missouri** **Read:** The Missouri Model: A critical state of knowledge (Huebner, 2013). *Prime Time: New Juvenile Justice Model* (2009).	**Wed March 28th The Comprehensive Model** **Read:** The comprehensive strategy: Lessons learned from the pilot sites (Coolbaugh & Hansel, 2000).
WEEK 11	**Mon April 2nd Ending the Juvenile Prison** **Read EITHER:** No place for kids: The case for reducing juvenile incarceration (Annie E. Casey Foundation, 2011) **OR** Breaking down the walls: Lessons learned from successful state campaigns to close youth prisons (Youth Initiative, 2017).	**Wed April 4th** **Exam #2**

WEEK 12	**Mon April 9th Interventions: Macro-level Prevention** Student Presentations	**Wed April 11th: Interventions: Community Probation & Diversion** Student Presentations
WEEK 13	**Mon April 16th Interventions focused on Child Abuse and Interventions** Student Presentations	**Wed April 18th I Interventions: Family-Based** Student Presentations
WEEK 14	**Mon April 23rd Interventions: School-Based** Student Presentations	**Wed April 25th Interventions: Restorative Justice Programs** Student Presentations
WEEK 15	**Mon April 30th Interventions: Intensive Aftercare Programs** Student Presentations	**Wed May 2nd Obstacles & Challenges to effective change: Final thoughts** **Read:** Moving Forward (Bonnie et al, 2013)
FINALS EXAM WEEK	**Tuesday May 8th, 1-3**	

Final Assignment for **Systems of Juvenile Justice**:
Exploring "what works"

The objective of this assignment is to get you the opportunity to look "up close" at an initiative aimed at addressing juvenile justice. This assignment is worth 20% of your grade in the course.

Follow the instructions below to complete this assignment.

Step 1:

➢ Select a juvenile justice reform/innovative initiative to investigate[2]. As you learn about this reform, pay particular attention to 1) the specific details/components of the initiative/intervention/program, 2) the individuals who are targeted (i.e., girls, runaways, truants, gang members), 3) where this initiative took place, and 4) the evidence provided which helps you understand if the reform was successful .

Step 2:

➢ It is often helpful to have a particular offender (or type of offender) in mind when selecting a policy. So, to ground the selection of your initiative I encourage you to identify a particular profile[3] and argue for the appropriateness of your selected intervention for this individual. In other words, you should argue the benefits of the program/intervention/disposition selected based on the specifics of the profile you have chosen.

Step 3:

➢ Write a **white paper** in which you advocate for or against the implementation of the program you investigated. This paper should emphasize 1) the problem which your chosen intervention seeks to address (the more specific, the better — use your case study!), 2) basic details of the intervention, including the place and process (asset & risk mapping, coalition building, stakeholders, etc.) of adoption, 3) under what conditions, or for whom is this program likely effective/not effective, and 4) the role played by other elements of the system (i.e., individual, family, school, neighborhood, community) in this programs success or failure.

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[2] A semi-exhaustive list is provided via Appendix A.
[3] A list of profiles are found in Appendix B.

Rubric for Final-Project <u>White Paper</u>

"Rubrics" attempt to spell-out how students will earn a grade on a particular assignment. Consider the following as you prepare the White Paper for your final project (Note: The White Paper is due on Wed May 2nd).

Each category uses the Very Good to Weak scale; 50 points are possible. Your grade is based on the percentage of points you receive out of those 50 points.

INTRODUCTION 10 points		___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	Has a clear "Thesis" statement. Outlines the paper/points to follow.
SYNTHESIS 25 points		___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	Includes the following • The problem which your chosen intervention seeks to address; • The basic description of the intervention, including the place and process of adoption, • Under what conditions, or for whom, is this program likely to succeed or fail • The role played by other elements of the system (i.e., individual, family, school, neighborhood, community, etc.) in this program's success or failure • A good blend of material from a minimum of 10 academic sources. • The tone is conveyed in the words of the author without an overutilization of direct quotations from the website.
CONCLUSION 5 points		___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	Good exhaustive recap of all ideas presented (paying particular attention to how they relate to one another). Solid conclusion sentence
ORGANIZATION 2.5 points		___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	"Topic sentences" in each supporting paragraph. Coherence – transitions Good flow Funnel of information
GRAMMAR 2.5 points		___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	Proper English, subject-verb agreement Spelling Few typos Sentence variety, tense Correct punctuation

			Sentences starting with numbers are spelled out
MECHANICS 5 points		___ Very good ___ Good ___ Average ___ Needs improvement ___Weak	Followed writing guidelines • Your name alone as header. • Double spaced • 10-12 Pages • 12 pt. font • Adherence to APA standards
Subtotal			
DEDUCTIONS Points to be determined on an individual basis.			-5 points per day late
Total			

Appendix A: Interventions & Sanctions for Prevention, Treatment, & Punishment

I. MACRO-LEVEL PRIMARY PREVENTION PROGRAMS

 Chicago Area Project (started in 1929)
 Mobilization for Youth (MFY—Lower Manhattan began in 1962)
 Vista/4-H club involvement (after WWII)
 Neighborhood Youth Corps (1965 Dept of Labor)
 Job Corps
 Cambridge Somerville Youth Study Project (prior to WWII)
 Child Advocacy Centers
 Seattle Social Development Project
 Montreal Longitudinal-Experimental Design
 Youth-Police Initiative (Massachusetts)
 Learn and Earn to Achieve Potential (LEAP)
 Workforce Development Boards
 Workforce Development in Baltimore

Preschool Programs
 Head Start
 Follow Through
 Communities that Care
 Child-Parent Center Program
 Perry Preschool Project
 Carolina Abecedarian Project

II. COMMUNITY-BASED OPTIONS VIA PROBATION

 Probation
  Intensity of Probation
 Diversion
  Coordinated approach to low-risk misdemeanors (C.A.L.M.)

III. CHILD ABUSE/NEGLECT

 Nurse-Family Partnership
 Salvation Army Trafficking Outreach Program and Intervention Techniques (STOP-IT)—Illinois
 Safe Horizon's Streetwork (New York)
 Trauma Focused Cognitive Behavioral Therapy

IV. MICRO-LEVEL SECONDARY[4]/TERTIARY (AKA REHABILITATION) PREVENTION PROGRAMS

JUVENILE MENTORING
 Juvenile Mentoring Program (JUMP)
 Community-Based Mentoring Big Brothers Big Sisters of America
 Reach & Rise—YMCA/YWCA youth mentoring
SCHOOL-BASED
 DARE (2nd generation?)—Take Charge of Your Life—University of Akron
 GREAT
 Regional Safe Schools program (Illinois)

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[4] Here Secondary targets "at risk" youth and Tertiary targets known offenders with a treatment-based intervention.

Promoting Alternative Thinking Strategies (PATHS)
Olweus Bullying Prevention Program
School-Based Mentoring—Big Brothers Big Sisters of America
Mountain Education Center High School (North Georgia)
Black-Rock Continuation High School (Mojave Desert)—documentary *Bad Kids*

SCHOOL TO PRISON PIPELINE
School Responder Model (Connecticut & Ohio)
WrapAround Milwaukee
School-Based Diversion Initiative (Connecticut)
Ending the Schoolhouse To Jailhouse Track (Clayton County, GA)
Broward County, FL
Chicago Public Schools
SouthWest Key Programs (**Mi Hermana**)

TRUANCY PREVENTION
THRIVE (Oklahoma City) Truancy Habits Reduced Increasing Valuable Education)
Save Kids Partnership (Peoria, Arizona)
Truancy Prevention Program (Jacksonville, FL)
Truancy in Diversion (Bowling Green, KY)

FAMILY
Facilitating detention alternatives for juvenile domestic violence offenders
Domestic Violence Alternative Center (Puma, Arizona)
Functional Family (Salt Lake, Utah)
Multisystemic Therapy Program (Mt. Pleasant, SC)
Adolescent Transition Program (Eugene, OR)
Brief Strategic Family Therapy
Children of Divorce Intervention Program
Families and Schools Together (FAST)
Family Matters
Guiding Good Choices
Helping the Noncompliant Child
Multidimensional Family Therapy
Parenting Wisely
Multisystemic Therapy
Promoting Alternative Thinking Strategies (PATHS)
Responding in Peaceful and Positive Ways
Schools & Families Educating Cen (SAFE Children)
Strengthening Families Program

V. RESORATIVE JUSTICE PROGRAMS
Family (Restorative) Group Conferencing
Victim Offender Mediation
Circle Sentencing
Community Reparative Boards (AKA, Youth Panels, Neighborhood Boards, Community Diversion Boards)
Restorative Peer Juries
Community Sentencing
Victim Impact Panels
Restitution
Community Service

Letters of Apology

Multi Agency Resource Center (MARC) in Savannah

VI. INTENSIVE AFTERCARE PROGRAMS

Philosophy and Religion Department
Potter College of Arts and Letters
Colonnade Connections Course Proposal RELS 333 *Women, Religion and Society*
Social and Cultural Subcategory

Contact: Bella Mukonyora | bella.mukonyora@wku.edu | 270-745-5754

1. **Course Details:**
   1.1 Course Prefix: RELS **333** Women, Religion and Society
   1.2 Credit hours: 3
   1.3 Prerequisites: none
   1.4 Cross listed: Gender and Women Studies; Diversity and Community Studies;
      Public Health
   1.5 Expected number of section offered: one section every year
   1.6 New or Existing course: Existing course for teaching once a year.
   1.7 Location: Bowling Green Campus

2. **Brief course description**
   This course synthesizes gendered perspectives about women in different world religions,
   examining problems of misogyny, oppression, and sexual violence, as well as religious
   and cultural avenues for women's achieving full personhood.

3. **How will this course provide a capstone learning experience for Colonnade**
   students? The effort made to connect ideas found in the scholarship on women and the
   world religions with real world experiences of women in local communities makes this
   capstone learning experience.

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

   i. **Analyze the development of self in relation to others and society**
      The requirement to analyze course material on *Women in Christian Thought*
      (Clark & Richardson 1996) and readers used to create seminar topics such as
      Women and World Religions (Lucinda Joy Peach 2002), and *Women Religion and*
      Sexuality (Jeanne Becher 1990), and others listed for further reading at the end the
      syllabus. This material will be used to create seminars, develop questionnaires for
      use in carrying out interviews with women from campus and local communities
      [This will require IRB approval]. This exercise is meant to sharpen minds as well
      as add to the terseness of arguments made in class, as well as the production of
      original project papers.

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

Bowling Green now has a growing population of civically engaged members of society with women in leadership positions as pastors, teachers, administrators and lay people who are educated enough to know their rights in a patriarchal world. For example, the *WKU Community Religious Literacy Project* has organized six regional workshops allowing male and female professors to use their expert knowledge about religion and environmental science to become civically engaged as equal members of an academic institution interested in civil rights and ecojustice. There are also many faculty and student members of this university with a high regard for civic engagement. For example, Gender and Women Studies and Diversity and Community Studies are academic programs already training students to be civically engaged. RELS 333 students will thus be learning about women and world religion in a changing society in which there are many educated members of society interested in the results of fieldwork.

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

The requirement to do some fieldwork for this course will automatically lead students to women experiencing problems of marginality, sickness and/or suffering in ways to do with their gender identity, social and religious history. The combination of reading books on world religions written to highlight the impact of religion on social behavior will act as an incentive for students synthesize ideas about real-world social and cultural problems of religion and society with theories and methods for the study of religion.

5. **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.** This course draws attention to the impacts of Christianity on American culture by making sure students begin to appreciate the different views coming out of different eras of Christianity, and other world religions such as Judaism, Christianity, Islam, Buddhism, and Hinduism - all which are also found in America today. After this course gives students should be able to develop a more critical understanding of a wide spectrum of religious ideas whose social dimension of religion does not always feature in traditional approaches to Christianity, especially given the deliberate references to theological ideas.

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

Student Learning Outcomes	Identify the "artifacts" (assignment, papers, activities) for use as evidence.	Describe in detail the assessment methods the department will employ for course.
1. Analyze the developments of the self in relation to others and society.	a) Essays will be based on reading books and/or articles found in a variety of readers published by groups of leading scholars of comparative studies on women and religion. For example, *The Original Sourcebook of Women in Christian Thought* (Clark & Richardson 1996); *Women and World Religions* (Lucinda Joy Peach 2202) or *Women Religion and Sexuality* (Jeanne Becher 1990) are some of the library books with thought provoking ideas on the impact of world religions on women. Fieldwork will also be key to the development of the self in response to others and society; and seminars will help students build confidence in handling ideas for their intellectual development. Length of essays or project papers comparing ideas from two world religions and societies at a time = 5-6 pages per essay.	20% of the project papers will be sampled and assessed according to the attached rubric. 50% should score get a B- or higher letter grade.
2. The diverse values that form civically engaged and informed members of society	Although Christianity is most associated with the rise of a world religion most closely related to the western cultural roots of most students taking this course, they will focus on problem solving through civic engagement in a pluralistic religious world where it is common to find values derived from as constitutional to practice religion as it is to avoid it. Students will be required to learn from Christianity, Judaism, Islam, Hinduism, Jainism, Daoism, Buddhism etc. how to meet a variety of civically engaged members of the public, including community leaders concerned about victims of oppression, and problems such as poverty, alcoholism and depression.	20% of the project papers will be sampled and assessed according to the attached rubric. 50% should earn a B- or higher letter grade.

3. Evaluate solution to real-world social cultural problems.	For instance, a project paper on single mothers whose ex-husbands practice religion would give the student concerned a unique opportunity to study the role of religion in either creating or solving real world problems of sexism.	20% of the project papers will be sampled and assessed according to the attached rubric. 50% should score get a B- or higher letter grade.

6b. **For each assessment, two of the three learning outcomes will be chosen for assessment.** The total of twenty percent of papers divided between essays and project papers randomly selected will be used for assessment. Religious Studies faculty will assess, using a score range of 1-4, the degree to which the students accomplish the suggested learning outcomes.

Criteria/Scale for analyzing the development of self in relation to others and society
Capstone (4)   a) Student shows that they understand the main goal of the course is to deepen knowledge about the impacts Christian thought on women in western societies using of *The Original Sourcebook of Women in Christian Thought* (Clark & Richardson 1996); and have read either *Women and World Religions* (Lucinda Joy Peach 2202), or *Women, Religion and Sexuality* (Jeanne Becher 1990) and used other books cited in lectures or listed at the bottom of the syllabus to produce good essays. **b)** Student organizes and synthesizes data to show an insightful grasp of grounding of religious studies in the search for answers to problems of the oppression and or violation of women's rights; **c)** Student synthesizes research data collected from doing fieldwork on the hill and other interesting "sites of struggle" i.e. places such as health clinics, the jail, half-way houses and religious communities - wherever it is possible to find women faced with problems of life in Bowling Green, KY.

Milestone (3)   a) Student shows that they understand the main goal of the course is to develop a proper understanding of *The Original Sourcebook of Women in Christian Thought* (Clark & Richardson 1996); *Women and World Religions* (Lucinda Joy Peach 2202) or *Women Religion and Sexuality* (Jeanne Becher 1990), and other books cited in lectures or listed at the bottom of the syllabus; **c)** Student organizes and synthesizes data from this literature to show an insightful grasp of the grounding of religious ideas in studies of the problem of women. **d)** Student tries to synthesize the reading material for this course with data collected from doing fieldwork even if they struggle with the idea.

Milestone (2)   Student organizes and synthesizes the material to show a good grasp of the significance of at least two different ways of grounding knowledge about religion in questions about the self and other members of society, but fails to do adequate background research on either the reading material or struggles with fieldwork.

Benchmark (1)   Student organizes and synthesizes ideas, fails to show an insightful grasp of the issues raised by the course material, including the requirement to do fieldwork.

Criteria/Scale for examining diverse values that form civically-engaged members of society.

Capstone (4)   Student uses their independent reading of three or more leading scholars on women and religion to critique to write their project paper and/or essays showing that they carried out interviews with women.

Milestone (3)   Student uses sound knowledge of two leading scholars to develop an understanding of the socio-cultural effects of their knowledge about women and religion, but struggles connect ideas when it comes to synthesizing ideas about women and religion with notes taken during fieldwork.

Milestone (2)   Student uses their knowledge of world religions, women and society to develop an understanding of the socio-cultural effects of religion on women, but fails to show a good grasp of the reading material.

Benchmark (1)   Student uses a limited knowledge of the world religions covered by the course material to develop an understanding of their social and cultural effects, and fails to show the importance of fieldwork.

Criteria/Scale   Evaluate solutions to real-world social and cultural problems
The problems to evaluate range from ignorance about human rights for women, cultural and political problems of belief making religious studies part of day to day problems faced by women.

Capstone (4)   Student evaluates solutions to a range of cultural problems highlighted above, and produces an original paper based on a good use of at least one additional recommended books on the world religion chosen for independent study.

Milestone (3)   Student evaluates solutions to a range of cultural problems addressed by the list of scholars found in the reader which everyone uses to lead seminars as well as one of the recommended books on topic chosen for independent study.

Milestone (2)   Student evaluates solutions to a range of cultural problems addressed by in one or two books/articles only, and lacks depth of understanding the different ways of looking at women and religion.

Benchmark (1)   Student shows a grasp of the basic reading material, but fails to synthesize ideas with clarity, or produces a superficial project paper.

Criteria and scale for problem-solving
Capstone (4)   Student develops an insightful grasp of the central issues associated with the oppression of women in a variety of world religions and societies to assess the scope for change. Student also weighs the impact of ideas learned on the problems they consider most troubling when applying theories of religion to the human rights of women today.

Milestone (3)   Student uses an insightful grasp of the central issues associated with the oppression of women, religion and society. Student also weighs the impact of ideas learned on the problems they consider most troubling when applying theories of religion to the human rights of women today.

Milestone (2)   Student develops an insightful grasp of the central issues associated with religious studies to examine the uses of religion to confront some of the problems faced by women today.

Benchmark (1)   Student shows a limited grasp of the literature, and fails to provide insightful answers on problem solving any of the problems ranging from ignorance about human rights for women, cultural and political problems of belief making religious studies part of day to day problems faced by women as members of male dominated societies.

7. Evidence & Argument Artifact: Essays based on topics such as sexism, violence against women will be used demonstrate the careful reading of different ideas about women that come from **a)** a careful reading of *The Original Sourcebook of Women in Christian Thought* (Clark & Richardson 1996); *Women and World Religions* (Lucinda Joy Peach 2202) or *Women, Religion and Sexuality* (Jeanne Becher 1990), and/or a book recommended by the professor to facilitate independent research for the writing of project paper. **b)** fieldwork on responses to the challenge presented by women in answer to specific real-world problems. **c)** background reading of 3-4 different pieces of writing by these and other leading scholars of religion and the environment in America. Length of each essay = 5 pages. Project paper = 5 pages.

In short, this course promotes a collaborative, participatory, systematic, and transformative learning experience. Through course materials (readings, lectures seminars, and fieldwork) students gather evidence that supports different ways of thinking about women, especially as agents of knowledge about religion and sexual ethics. The process of "diagnosing," or analyzing and solving problems independently is used to help students become more confident about their intellectual development and ways of promoting social justice. Throughout the course students learn to support their choices of subject and articulate the integrated process of input (evidence-gathering), thinking critically, and writing presenting project papers to classmates.

The draft syllabus RELS 333 Women, Religion and Society is found on the next page.

SYLLABUS

RELS 333-001   **WOMEN, RELIGION AND SOCIETY**
Instructor: Isabel Mukonyora   E-mail: Bella.Mukonyora@wku.edu
Times: To be advised   Location: Cherry Hall: To be advised.
Consultation: By appointment.

Course Description: The aim of this course is to analyze and synthesize different religious ideas about women, starting with western philosophical and religious ideas about women of in Christianity. Misogyny, sexual violence against women, racism, and other negative learning outcomes will be addressed through a dialogue with ideas about women found in contemporary studies of women in Indigenous Religions, Hinduism, Buddhism, Judaism, Islam and New Age Religious Traditions.

Prerequisites: None
Course Requirements
1. Two essays = Each 5 pages long   50%
2. Independent project paper   30%
3. Leading seminars reading and final exam   20%

Students will be advised of deadlines for the submission of written work at the beginning of the semester. To pass this class, students must complete <u>all three</u> of the above components <u>on time</u>. Late work will be accepted except with <u>prior</u> approval or demonstrated medical emergency.

Grading/Capstone Scale
90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; Below 60 = F

Free Assistance
There are many resources at WKU that provide all manner of academic aid and inspiration. E.g., check out the free help at The Writing Center in the English Department, and Learning Center:
www.wku.edu/tlc

Student Disability Services
Students with disability who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Student Success Center in DUC A200. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services ADA Guidebook for Faculty/Staff is available at:
http://www.wku.edu/Dept/Support/Legal/EOO/sds.htm

Academic Integrity
Plagiarism and other forms of cheating will not be tolerated; students caught doing either will receive an F for the course. It is your duty to know and understand the university's policy on student conduct and discipline. See, http://www.wku.edu/undergraduatecatalog, especially p. 29. All cases of plagiarism, cheating, etc., may be reported to the Dean and the Office of Judicial Affairs for disciplinary action.

Laptop Policy
Using a laptop in class is a privilege, not a right (unless authorized by Student Disability Services—see above). This class also demands rather a lot of active participation. Students may use laptops for taking notes only.

Students who complete this Colonnade Course will: 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.
How: At the end of each main seminar or lecture, students will spend the last 10 minutes of class discussing the above-mentioned learning outcomes, and taking notes for use in questionnaires for fieldwork, evaluations of lectures, seminars and essay topics allowing students to choose which different world religions or problems of women to address.

Tentative schedule for implementation during the Fall or Spring Semester each year.

Week 1
Introductions, greeting cards for sharing experiences and academic interests, discussion of the requirements of the syllabus, overview of definitions of religion and society.[1]
Overview of theories and working definitions of religion; What is Theology in today's world?

Week 2
Blu Greenberg: "Female Sexuality and Bodily Function in the Jewish Tradition."[2]
Lecture: Feminist accounts of Goddess traditions of Isis and Athena, and theories of the evolution of a patriarchal society; Isis, Athena and the rise the cult of Mary in early Christianity.[3]
Seminar topics: The New Testament and Christian Origins; Clement of Alexandria on Gnostics: Women, Sexuality, and Marriage in Orthodoxy and Heterodoxy[4]

Week 3
Lecture: The female nature in Greek philosophy and its impact on Christian Apologetics. Instructor will introduce uses of Stoic philosophy, Neo-Platonism, Aristotle's Great-Chain-of-Being to develop early Christian ideas about the women.
Seminar topics: "Women in Hindu Traditions" by Leona M. Anderson;[5] Vasudha Narayanan, "Hindu Perceptions of Auspiciousness and Sexuality"[6]

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[1] Leona Anderson, 2004. *Women and Religious Traditions.* Read Introduction (ix-xv)
[2] Edited by Jeanne Becher *Women, Religion and Sexuality: Studies on the Impact of Religious Teachings on Women. Philadelphia:* Trinity Press. Pages 1-44.
[3] All the lectures are supported by the relevant bibliographical date from instructor Bella Mukonyora.
[4] Elizabeth Clark & Herbert Richardson (Eds.), 1996. Original translations of excerpts in *Women and Religion: The Original Sourcebook of Women in Christian Thought.* San Francisco: Harper Collins Publisher. Pages 9-37.
[5] Leona M. Anderson & Pamela Dickey Young (Ed), *Women and Religious Traditions* Oxford University Press. 2004, Pages 1-44.
[6] In Jeanne Becher (Ed.), 1991, *Women, Religion and Sexuality: Studies on the Impact of Religious Teachings on Women.* Pages 64-92

Week 4
Brief Discussion of Jerome: The Exaltation of Christian Virginity; Augustine: Sinfulness and Sexuality.[7]
Lecture: Why an academic study of women? – Survey of pioneer feminist philosophers and activists: Mary Wollstonecraft (1759-1797 – Famous essay, *The Vindication of Women Rights* arguing that women are not inferior by nature but lacking opportunities in education). Simone de Beauvoir (1908-1986) – *The Second Sex:* human ego in the construction of myth and literature in a patriarchal world), Germaine Greer 1939 – *Female Eunuch* – questions patriarchal attitudes in language about women.[8]

Week 5
World Religion Seminar: "An Islamic Perspective" by Riffat Hassan[9] "Women in Islam" & "Two Muslim Women in North America" by L. Clarke.[10]
Lecture: Betty Friedan (1929-2006 – *Feminine Mystique* – calls for roles for women in the public domain; and Elizabeth Cady-Stanton (1815-1902), *The Woman's Bible* -defender of the rights of women to vote and pioneer feminist Christian thinker.[11]

Week 6
Seminar topics: Thomas Aquinas and the Scholastic Women; Women Religions of the Middle Ages.[12]
Junko Minamato, "Buddhist attitudes: A woman's perspective"[13]; Eva, K. Neumaeier, "Women in the Buddhist Traditions."[14]

Week 7
Lecture: Summary of Schussler-Fiorenza's arguments in *Sexism and God-Talk*[15]
Seminar topics: Women of the Middle Ages: Julian of Norwich; Woman as Witch: Witchcraft Persecutions; The Protestant Reformation and Catholic Response[16]

Week 8
Lecture: Feminist "qualitative leap beyond patriarchy" and *God Beyond the Father* (Mary Daly) and feminist liberation theologians; Feminist interpretations of scriptures - Elisabeth Moltmann-Wendel (the honey alternative model), Letty Russell (liberation motif in the Bible). Phyllis Trible, *Rhetoric of Sexuality).*[17]

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[7] Elizabeth Clark & Herbert Richardson (Eds.), *The Original Sourcebook.* Pages 90-118.
[8] Lecture begins with bibliographical data used for preparation.
[9] Jeanne Becher (Ed.) 1991 *Women, Religions & Sexuality*. Pages 93-128.
[10] Elizabeth A. Clark et. al. *The Original Sourcebook*: Women and Religion 1996
[11] The lectures delivered all begin with a survey of the published books mentioned.
[12] *The Original Sourcebook*:1996, pages 67-118.
[13] In Jeanne Becher (Ed.) 1991, *Women, Religion and Sexuality.* pages 154-171.
[14] In Leona M. Anderson & Pamela Dickey Young (Editors), *Women and Religious Traditions.* pages 80-107.
[15] BM's Lecture.
[16] Elizabeth Clark et. el. in *The Original Sourcebook*:1996. pages, 190-118.
[17] See Lecture notes.

Week 9
Lecture: Eco-feminist theology, Sally McFague - *Models of God;* Eco-feminist theology, Rosemary Radford-Reuther – *Gaia and God.*[18]
Seminar topics: Friedrich Schleiermacher and Romantic Theology; Women in Chinese Religions

Week 10
 Lecture: Womanism, Alice Walker - *Purple;* Delores Williams, *Sisters in the Wilderness*" and "*Hagar's Daughter.*"[19]
Seminar topics: Women in Indigenous Religions by Dawn Martin Hill.[20] Femaleness: Akan Concepts and Practices by Elizabeth Amoah.[21]

Week 11
Seminar topics: John Milton: The Puritan Transformation of Marriage; Women in New Age Traditions.[22]

Week 12
Seminar topics: Communitarian Movements in America: Shakers, Oneida and Mormons Movements for Religious and Social Reform in the nineteenth and Twentieth Century.[23]
Seminar topics: Twentieth Century Sexual Issues: Contraception, Abortion, and Homosexuality,[24] in *The Original Sourcebook,* pp. 265-305

Week 13
Reading, writing and presenting findings from fieldwork.
Week 14
Final Seminar on Learning Outcomes of the Colonnade Program.

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[18] Ibid.
[19] BM Lecture.
[20] Leona M. Anderson et. al. (Ed.) 2004. *Women and Religious Traditions,* pp. 137-159.
[21] In Jeanne Becher (Ed.), *Women, Religion and Sexuality*, pp. 129-153.
[22] In Elizabeth Clark et. al. *The Original Sourcebook,* pp.169-184; Leona M. Anderson, *Women and Religious Traditions,* pp. 218-243.
[23] Ibid., pp. 201-236; 237-264.
[24] Ibid., or pp. 265-14.

SELECTED READING ON WOMEN IN CHRISTIANITY AND OTHER WORLD RELIGIONS

Anderson, Leona M. & Dickey Young, Pamela (Eds.). *Women and Religious Traditions.* Ontario: Oxford University Press, 2004. **[Required**]

Belcher, Jeanne, *Women, Religion and Sexuality: Studies on the Impact of Religious Traditions on Women*. Philadelphia: Trinity Press 1990. [**Highly recommended**]

Clark, Elizabeth A. & Richardson, Herbert (Eds.). *Women and Religion: The Original Sourcebook of Women in Christian Thought*, Harper Collins 1996. [**Required**]

Holm Jean with John Bowker (Eds.) *Women in Religion: Themes in Religious Studies.* London: Pinter 1994.

King, Ursula & Beattie, T. *Gender, Religion and Diversity Cross-Cultural Perspectives.* London: Continuum Press 2004. [**Highly recommended for theoretical reasons]**

Moore Rebecca, *Women in Christian Traditions.* New York: New York University Press 2015.

Sharma, Arvind Eds. *Religion and Women.* Albany, New York: State University of New York Press 1994 [**Alternative textbook if available]**

Colonnade Connections Course Proposal
Social and Cultural Subcategory

Proposal Contact Name, E-mail, and Phone: Sophia Arjana, sophia.arjana@wku.edu, 270-745-5752
College and Department: Potter College, Department of Philosophy and Religion
Proposal Date: March 30, 2018

1. **Course Details:**
   1.1   Course prefix (subject area), number and title: RELS 331, Islam in America
   1.2   Credit hours: 3
   1.3   Prerequisites[1]: None
   1.4   Crosslisted and/or equivalent courses (prefix and number): No course on Islam in America is currently offered at the university.
   1.5   Expected number of sections offered each semester/year: One per year.
   1.6   Is this an existing course or a new course? New
   1.7   Proposed implementation term? Spring 2019
   1.8   Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Bowling Green main campus

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

Islam in America examines the foundations, history, communities, and political movements of Muslims in North America. It is designed to increase students understanding of Islam as an American religious tradition. It covers early Muslims in America, Muslims in the antebellum South, Muslim immigration, indigenous Islamic religious movements (Nation of Islam, Moorish Science Temple, Five Percenters), Malcolm X, Muhammad Ali, Islamophobia, Muslims and hip-hop, and Muslim American fashion. Students will use a variety of texts to approach the study of this topic and will have written and oral assessments. The course will include lectures, discussions, class presentations, and requires a site visit to a local mosque.

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

This course is interdisciplinary and incorporates many learning styles. It analyzes the development of Islam in America through primary texts, secondary studies, media including photography, art, and film. Students will learn about distinct Muslim American histories as well as the religious movements that emerged from these communities. Students will gain a sophisticated understanding of Islam as an American religious tradition, through both the experiences of African-American Muslims and the later immigrant Muslim populations that include South Asians, Persians, and others. Special emphasis is placed on social justice and in particular, racial justice, issues which deeply affect the lives of American Muslims.

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

Connections Student	How does the course meet these learning outcomes?

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

Learning Outcomes	(Align course goals to Connections SLOs)
1. Analyze the development of self in relation to others and society.	Students will consider the various experiences of Muslims in America and consider how they contribute to identity. For example, students will discuss religious movements such as the Nation of Islam and the influence of individuals like Malcolm X and Muhammad Ali on the history of Islam in the United States. Students will analyze the ways that different Muslim communities in America have dealt with social problems including poverty, racism, and Islamophobia.
2. Examine diverse values that form civically engaged and informed members of society.	Students will examine how different Islamic theologies—Sunni, Shi'i, Ismaili, Ahmadiyya, NOI, Five Percenter, and others—have influenced participation in social movements from the Civil Rights Movement to Black Lives Matter. They will examine how different interpretations of Islam impact the involvement of different Muslim communities in the political process. This includes American Muslim politicians such as Keith Ellison and Ilhan Omar.
3. Evaluate solutions to real-world social and cultural problems.	Students will evaluate solutions to racism and Islamophobia in Muslim communities, through inter-faith work, and in media interventions such as television and film. This includes the inclusion of positive Muslim voices in a variety of social settings in the public square.

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

Examine the role of American Muslims in hip-hop music and fashion.

Evaluate the ways in which Islam is an American religion.

Analyze and evaluate historical and contemporary significance of Muslim public figures.

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

Connections Student Learning Outcomes	Identify the "artifact(s)" (assignments, papers, activities, etc) that will be used for assessing each learning outcome *beyond course grades*. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a *separate evaluative rating* for each Connections SLO.
1. Analyze the development of self in relation to others and society.	Students will work through this analysis by completing the required reading as well as participating in classroom	The three small papers will serve as the artifact for assessment of this Connections SLO using the rubric below. 20% of the class will be sampled and

	discussions. Students will be provided with opportunities for short reflections and written analysis. Students will demonstrate their mastery of the material through several papers and presentations.	assessed according to the attached rubric. 50% should score a B- or better.
2. Examine diverse values that form civically engaged and informed members of society.	Students will examine diverse values through their reading assignments and discussions. Students will also have a series two presentations in which they reflect the student's ability to understand engagement in the communities examined in this course.	The three small papers serve as the artifact for assessment of this Connections SLO using the rubric provided below. 20% of the class will be sampled and assessed according to the attached rubric. 50% should score a B- or better.
3. Evaluate solutions to real-world social and cultural problems.	Students will learn to identify and evaluate the solutions to challenges faced by American Muslims in combating racism, religious discrimination, and Islamophobia.	The three small papers serve as the artifact of this Connections SLO using the rubric provided below. 20% of the class will be sampled and assessed according to the attached rubric. 50% should score a B- or better.

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

Criteria/Scale	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Analyze the development of self in relation to others and society. (modified from item 4 of the Inquiry and Analysis AAC& U VALUE Rubric)	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to Islam in America.	Organizes evidence to reveal important patterns, differences or similarities related to Islam in America.	Organizes evidence, but the organization is not effective in revealing important patterns, differences or similarities related to Islam in America.	Lists evidence, but it is not organized and/or is unrelated to Islam in America.
Examine diverse values that form civically engaged and informed members of society.	The student can use deep knowledge of the historic and contemporary role and differential effects on human organizations, and actions in and by American Muslim	The student can examine major elements of American Muslim communities, including their historic and contemporary interconnections	The student examines the historical and contemporary roles, interconnections, and differential effects on human organizations and	The student identifies the basis role of some institutions, ideas, and processes in and by American

(modified from item 5 of the Global Learning AAC&U VALUE Rubric)	communities, to develop and advocate for informed, appropriate action to solve complex problems.	and the differential effects on human organizations and actions, to pose elementary solutions to complex problems.	actions in and by American Muslim communities.	Muslim communities, but does so insufficiently.
Evaluate solutions to real-world social and cultural problems. (modified from item 4 of the Problem Solving AAC& U VALUE Rubric)	The evaluation of solutions to Islamophobia is deep and elegant (i.e., contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of the problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	The evaluation of solutions to Islamophobia is adequate (i.e., contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solutions, and weighs impact of solution.	The evaluation of solutions to Islamophobia is brief (i.e., explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning examines feasibility of solution, and weighs impacts of solutions.	The evaluation of solutions to Islamophobia is superficial (i.e., contains cursory explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.

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

The three short papers in the course will be provided as the artifact in support of Evidence & Argument assessment. Examples of the E & A artifact could be as follows.

The students will draft three papers of 2-3 pages in length, to be turned in throughout the semester. Students will be expected to answer questions in each of these papers that are supported by fact and argument.

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

Islam in America
RELS 331
Spring 2019
Dr. Sophia Arjana
sophia.arjana@wku.edu

Course Description

Islam in America examines the history, communities, and religious and political movements of Muslims in America. Topics covered include early Islam in the Americas, Muslims in the antebellum South, African-American Islam, Muslim immigration to the United States, the Nation of Islam, the Fiver Percenters, the Moorish Science Temple, Islamophobia, Malcolm X, and Muslim hip-hop and fashion. This course examines Islam as an American religious tradition that is shaped by the experiences of African-Americans, immigrants, and converts.

Required Readings and Texts

Ali, Noble Drew and C.S. Moore (2015). *The Holy Koran and Moorish Science Temple of America*. Elmont, NY: African Tree Press.

Bald, Vivek (2015). *Bengali Harlem and the Lost Histories of South Asian America*. Cambridge, MA: Harvard University Press.

Bayoumi, Moustafa (2009). *How Does It Feel to Be a Problem? Being Young and Arab in America.* New York, NY: Penguin.

Diouf, Sylviane (2013). *Servants of Allah: African Muslims Enslaved in the Americas*. New York, NY: NYU Press.

Eggers, Dave (2018). *The Monk of Mokha*. New York, NY: Knopf.

Grewal, Zareena (2013). *Islam is a Foreign Country: American Muslims and the Global Crisis of Authority*. New York, NY: NYU Press.

Helfer, Andrew and Randy DuBurke (2014). *Malcolm X: A Graphic Biography*. New York, NY: Hill and Lang.

Khabeer, Su'ad Abdul (2017). *Muslim Cool: Race, Religion, and Hip Hop in the United States*. New York, NY: NYU Press.

Wilson, Willow G. and Adrian Alphonso (2014). *Ms. Marvel Vol. 1, No Normal*. New York, NY: 2014.

Colonnade Learning Outcomes/Artifacts and Evidence

During the course of the semester, students will have: (1) An appreciation for the complexity and variety of the world's cultures, (2) A historical perspective and an understanding between past and present, (3) An understanding of human society and behavior, (4) Proficiency in reading, writing, and speaking

During the course of the semester, students will 1) discuss key texts, 2) write three short papers on Islam in America, 3) write a report on a visit to a local mosque, and 4) research and present two presentations on Muslims in America (one on hip-hop and fashion, another on Islamophobia).

Grading

Grading is on a 100-point scale.

Brief Papers	60% (60 points) [20 percent each]
Site Visit	10% (10 points)
Presentations	30% (30 points) [15 points each]

Academic Integrity

Regarding *cheating*, the University states, "No student shall receive or give assistance not authorized by the instructor in taking an examination." In this course, specific examples of unauthorized assistance include sharing reading notes with other students, including those enrolled in subsequent sections of this course.

Students must work independently on papers and writing assignments and avoid *plagiarism*, which the University defines as "any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly." Violations almost always result in a zero on the paper or an automatic F in the course.

Title IX, Discrimination, Harassment, and Sexual Misconduct Policy Statement

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

Accommodations

In compliance with University policy, students who have disabilities and require academic and/or auxiliary accommodations for this course are encouraged to contact the Student Accessibility Resource Center, which is located in Downing Street Union 1074 (270-745-3004; 270-745-3030TTY); sarc.connect@wku.edu. Please obtain a faculty notification letter (FNL) from the Student Accessibility Resource Center before requesting accommodations directly from the professor.

Course Expectations

You are expected to come to every class unless you have an extenuating circumstance such as illness or family emergency (either of which needs to be documented by a physician's note).

You should have expectations of your professor as well. I am in my 8th year of teaching university and pride myself on being supportive of my students. Come see me during office hours (posted on my door) at 319C Cherry Hall if you want help with a reading, have questions on a lecture, or would like some extra help on a writing assignment. You can also email me at sophia.arjana@wku.edu. However, I do NOT answer (or even read) emails between Friday 4 p.m. and Monday 9 a.m.

Technology Policy: You are not permitted to use technology except for the days marked with * (see schedule below). This means no visible cell phones, tablets, laptops, or other devices. The only exceptions are those who have a special accommodation (see statement above).

Schedule of Classes

Week 1
Introductions, Foundations of Islam

Week 2
Islam in Early America

Week 3
Islam and African Muslims

Week 4
Immigrant Muslims

Week 5
Immigrant Muslims

Week 6
Muslim Hip-Hop

Week 7
Muslim Fashion

Week 8
Midterm Presentations

Week 9
Midterm Presentations

Week 10
American Muslim Religious and Political Movements

Week 11
Islamophobia

Week 12
Political and Social Activism

Week 13
Final Presentations

Week 14
Final Presentations

Proposal Contact Name, E-mail, and Phone: sophia.arjana@wku.edu, 270-745-5752
College and Department: Philosophy and Religion   Proposal Date: 03/30/18

1. Course Details:
  1.1   Course prefix (subject area), number and title: RELS 322 Islam and Pilgrimage
  1.2   Credit hours: 3
  1.3   Prerequisites[1]: None
  1.4   Crosslisted and/or equivalent courses (prefix and number): None
  1.5   Expected number of sections offered each semester/year: 1 per year
  1.6   Is this an existing course or a new course? New Course
  1.7   Proposed term of implementation? Fall 2018
  1.8   Where will this course be offered? (Bowling Green main campus, regional campuses, online?
           List all.) Bowling Green Campus

2. Provide a brief course description (100-200 words).
Pilgrimage is a human phenomenon that is widely studied in fields ranging from religious studies to
anthropology. In Islam, pilgrimage is tied to theology, history, empire, and ritual. This course examines
pilgrimage traditions in Islam across the globe and the different linguistic and cultural communities that
perform these journeys, which range from the local (village shrine) to the global (hajj). The course also
exposes students to the theoretical viewpoints on pilgrimage, as well as to the roles that gender, sexuality,
class, and technology play in these traditions.

**3. Explain how this course provides a *capstone* learning experience for students in Colonnade
(compared to an introductory learning experience).** This course focuses on a complex and global tradition
that is at times connected through historical and social networks. This proposed course will require students to
synthesize different theoretical positions on pilgrimage to study a diverse survey of Islamic pilgrimage
practices, which include visiting local graveyards and shrines, the cities of Mecca, Medina, and Jerusalem, the
holy shrines of the Shi'i including Karbala and Mashhad, Sufi sites including tombs and natural sites, and
shared multi-religious pilgrimage sites, the formation of new pilgrimage centers, the development and
performance of rituals at these places, and the use of technology including smartphone apps and cyber-hajj
programs. Students apply their knowledge of Islam and theories of pilgrimage, which is presented in the first
part of the course, to analyze Islamic pilgrimage. Moreover, they will demonstrate their knowledge of these
practices at a local and global level, evaluate the different perspectives on pilgrimage in reference to these
practices, and propose reflections on these traditions through written work in the course.

**4. List the *course goals* (see Glossary of Terms), and explain how are they aligned with the Connections
student learning outcomes.** Two specific assignments in this course will provide the capstone learning
experiences for students in the WKU Colonnade program.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze issues on local and global scales.	Students will analyze a range of theories relevant to an understanding of Islamic pilgrimage. Two specific examples are:

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

	• An emphasis on theories of pilgrimage, paying particular attention to the idea of *communitas* and how it affects the understanding of pilgrimage experience as an ideal religious experience. • An emphasis on how theories of tourism and pilgrimage intersect in studies of Islamic pilgrimage. Emphasis in this regard will be given to those scholars who offer perspectives that integrate tourism and pilgrimage as interrelated activities.
2. Examine the local and global interrelationships of one or more issues.	Students will examine local and global pilgrimages that involve sectarian divisions, linguistic and cultural communities, and transnational political movements like Shiism. An emphasis on early pilgrimage networks between Jerusalem, Mecca, and Medina. An emphasis on pilgrimage traditions in Southeast Asia. An emphasis on pilgrimage networks involving transnational Shiism in the countries of Iran, Iraq, and Syria.
3. Evaluate the consequences of decision-making on local and global scales.	Students will examine the contestations surrounding pilgrimage in early Islam and in contemporary Muslim societies. An emphasis on the debate surrounding grave visitation in the early centuries of Islam. Special attention will be given to early theological positions on visiting Prophet Muhammad's grave and other gravesites. An emphasis on the effect of movements like Wahhabism on non-hajj pilgrimage in the modern world. Special attention will be given to the ways in which Shi'i and other Muslims explain their traditions with reference to Islamic texts.

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

Students will collect relevant research evidence and argue different perspectives on questions of tourism and commodification linked to Islamic holy sites.

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

Connections Student Learning Outcomes	Identify the "artifact(s)" (assignments, papers, activities, etc) that will be used for assessing each learning outcome *beyond course grades*. Applicants must be explicit in describing how the	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a *separate evaluative rating* for each Connections SLO.

	artifact(s) provides evidence of student learning for each Connections SLO.	
1. Analyze issues on local and global scales.	Students will work through this analysis by completing the required reading and participating in classroom discussions. Students will be provided with opportunities for short reflections and written analysis in class. Students will demonstrate their mastery of this information through their midterm and final essays. Students will also analyze the subject of Islamic pilgrimage on local and global scales in their final projects on pilgrimage networks. For example: For the required presentations, students will research and create a map of two of the pilgrimage networks discussed in class by the professor and their peers. The map must demonstrate how pilgrimage networks are formed and how they are sustained, with attention to attention to two or more of the following factors: historical, theological, economic, and political.	The midterm and final papers will serve as the artifacts for assessment of this Connections SLO using the rubric provided below. 20% of the class will be sampled and assessed according to the attached rubric. 50% should score a B- or higher.
2. Examine the local and global interrelationships of one or more issues.	Students will examine Islamic pilgrimage networks on local and global scales. This will include a case study of a pilgrimage network that is local, and a case study of a pilgrimage network that is global or transnational. The short essays, midterm and final papers, and final presentation will provide opportunities for students to demonstrate their mastery of these relationships. For example: For the required midterm and final papers,	The midterm and final papers will serve as the artifacts for assessment of this Connections SLO using the rubric provided below. 20% of the class will be sampled and assessed according to the attached rubric. 50% should score a B- or higher.

students will develop a list of local and global pilgrimage sites. From this, they will identify their paper topics. The list will be geographically and culturally diverse, with sites from Africa, Southeast Asia, Arab-majority nations, Persia/Iran, and elsewhere. The case studies they choose (one local for the midterm and one that is global/transnational for the final) must address how communities form their own understandings of pilgrimage vis-à-vis religious authorities.	
3. Evaluate the consequences of decision-making on local and global scales.	The entire course will focus on the evaluation of pilgrimage traditions that are found locally and globally among Muslims. This will include decisions made by locals regarding textual arguments for pilgrimage and the appeal to authorities (local, regional) on the permissibility of pilgrimage outside of hajj. For example: Students will discuss the debates surrounding pilgrimage and incorporate the varying perspectives on questions of the permissibility of grave visitation in local and transnational traditions outside of the hajj into their one-page reading summaries.	The midterm and final papers will serve as the artifacts for assessment of this Connections SLO using the rubric provided below. 20% of the class will be sampled and assessed according to the attached rubric. 50% should score a B- or higher.

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

It is my intention to use the following for assessment of the writing summaries, midterm essay, final essay, and final presentation. It is my assumption that only one artifact would be evaluated each time the course is taught. The writing summaries, midterm essay, final essay, or final presentation would serve as the artifact each time the course is offered. I do not plan to assess all four of these artifacts each time the course is offered.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
1. Analyze Issues on local and global	Organizes and synthesizes	Organizes evidence to reveal important	Organizes evidence, but the	Lists evidence, but it is not organized

scales (modified from item 4 of the Inquiry and Analysis AAC&U VALUE Rubric)	evidence to reveal insightful patterns, differences, or similarities related to Islamic pilgrimage at the local and global levels.	patterns, differences, or similarities related to Islamic pilgrimage at the local and global levels.	organization is not effective in revealing important patterns, differences, or similarities related to Islamic pilgrimage at the local and global levels.	and/or is unrelated to Islamic pilgrimage at the local or global levels.
2. Examine the local and global interrelationships of one or more issues. (modified from item 1 of the Critical Thinking AAC&U VALUE Rubric)	The local and global influences of Islamic pilgrimage are stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	The local and global influences of Islamic pilgrimage are stated, described, and clarified so that understanding is not seriously impeded by omissions.	The local and global influences of Islamic pilgrimage are stated, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	The local and global influences of Islamic pilgrimage are not stated clearly or are presented without clarification or description.
3. Evaluate the consequences of decision-making on local and global scales. (modified from row 4 of the Problem Solving AAC&U VALUE Rubric)	Evaluation of Islamic pilgrimage as a complex set of traditions is deep and elegant (i.e. contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solutions, and weighs impacts of solutions at the local and global levels.	Evaluation of Islamic pilgrimage as a complex set of traditions is adequate (i.e., contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solutions, and weighs impacts of solutions at the local and global levels.	Evaluation of Islamic pilgrimage as a complex set of traditions is brief (i.e., explanation lacks depth) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solutions, and weighs impacts of solutions at the local and global levels.	Evaluation of Islamic pilgrimage as a complex set of traditions is superficial (i.e., contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solutions, and weighs impacts of solutions.

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

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

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

<div align="center">

Islam and Pilgrimage
RELS 322
Fall 2018
Dr. Sophia Arjana
sophia.arjana@wku.edu

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Course Description

Islam and Pilgrimage (RELS 322) examines the formation of pilgrimage traditions in early Islam, Shi'i pilgrimage, Sufi shrines, sacred space, the politics of pilgrimage, and technology and pilgrimage (cyber-hajj). It is designed to increase students' understanding of Islamic pilgrimage, as well as to introduce them to the theoretical approaches to the field, including the work of Victor and Edith Turner, Erik Cohen, and Edward Soja. This course uses primary and secondary studies of the topic and is cross-cultural and diverse in its focus. Traditions in Asia, Africa, the Middle East, and the Americas are examined.

Required Readings and Texts

Arjana, Sophia (2017). *Pilgrimage in Islam: Traditional and Modern Practices.* London: Oneworld Academic, 2017.

Bombardier, Alice (2012). "War Painting and Pilgrimage in Iran," *Visual Anthropology* 25, no. 1/2: 148-166.

Cohen, Erik (1992). "Pilgrimage and Tourism: Convergence and Divergence," in *Sacred Journeys: The Anthropology of Pilgrimage*, ed. Alan Morinis (Westport: Greenwood Press), 47-64.

Coleman, Simon (2002). "Do You Believe in Pilgrimage? Communitas, Contestation, and Beyond," *Anthropological Theory* 2.3: 366-68.

Hill-Smith, Connie (2011). "Cyberpilgrimage: The (Virtual) Reality of Online Pilgrimage Experience," *Religion Compass* 5: 236-246.

Swanson, Kristen K. and Dallen J. Timothy, "Souvenirs: Icons of Meaning, Commercialization, and Commodification," *Tourism Management* 33 (2012): 489-99.

Turner, Victor and Edith (1995). "Introduction: Pilgrimage as a Liminoid Phenomenon," in *Image and Pilgrimage in Christian Culture* (New York: Columbia University Press), 1-39.

Colonnade Learning Outcomes: Artifacts and Evidence

During the course of the semester, students will 1) prepare reading summaries of key texts, 2) write a midterm essay on local Islamic pilgrimage traditions, 3) write a final essay on global Islamic pilgrimage traditions, and 4) research and present a presentation on Islamic pilgrimage networks.

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. Students who complete this course will:

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.

Grading

Grading is on a 100-point scale.

Reading Summaries   30% (30 points)
Midterm Essay   25% (25 points)
Final Essay   25% (25 points)
Final Presentation   20% (20 points

Academic Integrity

Regarding *cheating*, the University states, "No student shall receive or give assistance not authorized by the instructor in taking an examination." In this course, specific examples of unauthorized assistance include sharing reading notes with other students, including those enrolled in subsequent sections of this course.

Students must work independently on papers and writing assignments and avoid *plagiarism*, which the University defines as "any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly." Violations almost always result in a zero on the paper or an automatic F in the course.

Title IX, Discrimination, Harassment, and Sexual Misconduct Policy Statement

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

Accommodations

In compliance with University policy, students who have disabilities and require academic and/or auxiliary accommodations for this course are encouraged to contact the Student Accessibility Resource Center, which is located in Downing Street Union 1074 (270-745-3004; 270-745-3030TTY); sarc.connect@wku.edu. Please obtain a faculty notification letter (FNL) from the Student Accessibility Resource Center before requesting accommodations directly from the professor.

Course Expectations

You are expected to come to every class unless you have an extenuating circumstance such as illness or family emergency (either of which needs to be documented by a physician's note).

You should have expectations of your professor as well. I am in my 8th year of teaching university and pride myself on being supportive of my students. Come see me during office hours (posted on my door) at 319C Cherry Hall if you want help with a reading, have questions on a lecture, or would like some extra help on a writing assignment. You can also email me at sophia.arjana@wku.edu. However, I do NOT answer (or even read) emails between Friday 4 p.m. and Monday 9 a.m.

Technology Policy: You are not permitted to use technology except for the days marked with * (see schedule below). This means no visible cell phones, tablets, laptops, or other devices. The only exceptions are those who have a special accommodation (see statement above).

Schedule of Classes

Week 1
Introductions, Foundations of Islam

Week 2
Pilgrimage: Communitas (Turners)

Week 3
Pilgrimage: Tourism (Cohen)

Week 4
Pilgrimage: Creating Space/Sacred Space (Soja)

Week 5
Pilgrimage in Pre-Islamic Arabia, Pilgrimage in Early Islam

Week 6
Pilgrimage Among the Shi'i

Week 7
Sufi Pilgrimage

Week 8
Shared Pilgrimage Sites

Week 9
Technology and Pilgrimage

Week 10
Commodification of Pilgrimage

Week 11
Gender, Sexuality, and Pilgrimage

Week 12
Final Presentations

Week 13
Final Presentations

Week 14

Final Presentations

Colonnade Program Course Proposal: Explorations Category

Explorations: **Knowledge of Human Cultures and the Physical and Natural World**

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

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

The Department of Psychological Sciences proposes offering **PSYS 161, Introduction to Biopsychology Laboratory** as an Explorations course to partner with PSYS160, Introduction to Biopsychology in the **Natural and Physical Sciences** subcategory

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

Students will use the scientific perspective to gain basic understanding of the contributions of molecular, cellular, physiological, and evolutionary biology to psychological processes. Theories, basic research methodology, hypothesis testing, and data interpretation will be emphasized across all topic areas.

SLO 1 Understand the methods of science inquiry.

Students will demonstrate the ability to:
- Describe the key characteristics of the scientific approach
- Understand research methodology within biological psychology, including structural and functional analysis of biological and psychological systems and the impact of scientific and therapeutic intervention on thought and behavior
- Describe the main research designs (e.g., correlational, experimental) used in the psychological sciences
- Compare several examples of psychophysiological methods and understand the advantages and disadvantages of each

SLO 2 Explain basic concepts and principles in one or more of the sciences.

Students will demonstrate the ability to explain basic concepts and principles in biological psychology including but not limited to:

- The basic structures of the brain
- Important aspects of brain function
- The development of the central nervous system
- The two systems in the peripheral nervous system
- Basic terminology and principles of hormone-behavior interactions
- The role of genetics and environment in explaining development
- Basic principles in understanding epigenetics
- The structure and function of the sensory and perceptual systems

- The key properties and neurobiological bases of drive states and emotions
- The psychophysiology of cognition, learning and memory
- Biological etiologies of psychopathology

SLO 3 Apply scientific principles to interpret and make predictions in one or more of the sciences.

Students will demonstrate the ability to apply the scientific method along with biopsychological principles to investigate the role of biological systems in thought and behavior, such as:

- Given the structure of the brain and sensory systems, what kind of information is the brain extracting from the environment?
- Based on what is known about structural changes what kind of changes in cognition, learning, and memory can be expected with development and aging?
- Predict and explain the role that hormones play in personal and social behaviors.
- Provide a set of hypothetical outcomes based on the role that epigenetic mechanisms play in disease states.
- Explain how psychophysiological principles can be applied to make predictions about social behaviors.
- Predict how biologically-based drive states will affect, and be affected, by behavior.

SLO 4 Explain how scientific principles relate to issues of personal and/or public importance

Students will demonstrate the ability to explain the connection between neurophysiological processes and human cognitive and socio-emotional functioning in areas of both personal and public importance, such as:

- How the environment is implicated in adverse epigenetic changes.
- Theoretical models of health, as well as the role of psychological stress in the development of disease.
- The controversies associated with the use of pharmacotherapy.
- Psychological factors that contribute to resilience and health.
- The relevance and importance of psychology to the field of medicine.
- How age-related changes cognitive, psychosocial, and physical changes are observed in the context of everyday life.

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

The following statement will appear on all PSYS 161 syllabi:

Course description: PSYS 161 is an introductory laboratory emphasizing the contributions of molecular, cellular, physiological, and evolutionary biology to the scientific understanding of psychological processes. Topics include the brain and nervous system, sensation and perception, hormones and behavior, and the interaction of genes and environment.

Learning Objectives for Colonnade Program: This course fulfills the Colonnade Program's requirements for the Natural and Physical Sciences (with a laboratory) subcategory of the Explorations Category. As part of that program, PSYS 161 has the following learning objectives:

Students will demonstrate the ability to:
1. Demonstrate an understanding of the methods of science inquiry.
2. Explain basic concepts and principles in one or more of the sciences.
3. Apply scientific principles to interpret and make predictions in one or more of the sciences.
4. Explain how scientific principles relate to issues of personal and/or public importance

Upon successfully completing this class and the accompanying PSYS160, you will be able to do the following, with PSYS161 providing a practical, hands-on sense of these:

1. *Demonstrate an understanding of research methodology within biological psychology, including structural and functional analysis of biological and psychological systems and the impact of scientific and therapeutic intervention on thought and behavior*

2. *Explain the basic principles involved in neurobiological development, sensory machinery and perceptual systems, influences of gene-environment interactions on behavior, the neuroscience of cognition, social and affective neuroscience, and biological etiologies of psychopathology*

3. *Apply neuroscientific principles to investigate the role of biological systems underlying thought and behavior and to make predictions about the connection between behavior and molecular biology and physiology within the disciplines of psychology*

4. *Explain the connection between normal/abnormal neurophysiological processes and normal/abnormal human cognitive and socioemotional functioning*

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

A sample of the laboratory reports will be assessed to determine the extent to which students demonstrated mastery of the different learning outcomes. Each report will be scored according to the following rubric:

Learning Outcome	Excellent (4)	Very Good (3)	Acceptable (2)	Unacceptable (1)
1) Methods of Inquiry	Clear description of how a laboratory is constructed, including what was done in this lab, but also a discussion of practical considerations as to why an "ideal" lab may not have been practical	Complete and clear description of everything done in the lab, and why.	Described what they did in the lab, and why, with few and minor flaws	Did not explain what was done in the laboratory
2) Concepts	Clear description of all scientific concepts related to the question(s)	Good description of all the scientific concepts related to the laboratory.	Reasonable description of most of the key concepts. Some poorly	Few if any of the concepts have been clearly described.

	addressed in the lab. Good grasp of the importance of the concepts in the world as a whole.		understood.	
3) Interpretation	Excellent description of how the data collected can be interpreted to answer the experimental questions. Some discussion of how the experiment could have been improved, and/or how data could have been collected more cleanly.	Very good description of how the data collected can be interpreted to answer the experimental questions.	Adequate description of how the data collected can be interpreted to answer the experimental questions.	Inadequate grasp of how the data can be used as a basis for scientific interpretation
4) Importance	Excellent understanding about how the experiment relates to "real world" issues. Excellent understanding of how analogous scientific methods could be used to answer other questions of personal or public importance.	Very good understanding of how the reasoning and findings of the experiment relate to real world issues.	Reasonable understanding of how the reasoning and findings of the experiment relate to real world issues.	Describe the experiment as unrelated to personal and public issues.

For the Colonnade assessment, only the scored reports (that is, examples of students' best eight reports) will be used. On the other hand, in order to improve the course, the design of the laboratories, and the delivery of the class, all lab reports will be sampled, and especially the non-scored will be examined to understand where students had most problems. The following criteria will be used to assess the students' mastery of the learning objectives in the course and will be reported:
- Excellent = at least 90% of the reports scored a 3 or 4
- Satisfactory = at least 70% of the reports scored a 3 or 4
- Unsatisfactory = less than 70% of the reports scored a 3 or 4

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

The number of sections offered will be based on demand and section size, but we anticipate initially offering one section of 20 seats each semester; once the logistics are streamlined, we expect to ramp this up to meet an expected demand of about 60-80 seats per semester.

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

PSYS 161
Introduction to Biopsychology Lab
Syllabus

Meeting time**:**	TuTh 12:45 – 2:05 GRH 3096
Professor:	Dr. TBA
Office:	3074 Ransdell Hall
Telephone:	270-745-3918
Office Hours:	TuTh 2:10 – 3:15 and by appointment
E-mail:	
Department:	http://www.wku.edu/psychological-sciences

Course description: A laboratory class that accompanies an introductory class emphasizing the contributions of molecular, cellular, physiological, and evolutionary biology to the scientific understanding of psychological processes. This class provides hands-on experience in a cross section of techniques used in this area of science.

Learning Objectives for Colonnade Program: This course fulfills the Colonnade Program's requirements for the Natural and Physical Sciences subcategory of the Explorations Category. As part of that program, PSYS 161 has the following learning objectives:

Students will demonstrate the ability to:
1. Demonstrate an understanding of the methods of science inquiry.
2. Explain basic concepts and principles in one or more of the sciences.
3. Apply scientific principles to interpret and make predictions in one or more of the sciences.
4. Explain how scientific principles relate to issues of personal and/or public importance

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

1. Demonstrate an understanding of research ethics and methodology within biological psychology, including structural and functional analysis of biological and psychological systems and the impact of scientific and therapeutic intervention on thought and behavior

2. Explain the basic principles involved in neurobiological development, sensory machinery and perceptual systems, influences of gene-environment interactions on behavior, the neuroscience of cognition, social and affective neuroscience, and biological etiologies of psychopathology

3. Apply neuroscientific principles to investigate the role of biological systems underlying thought and behavior and to make predictions about the connection between behavior and molecular biology and physiology within the disciplines of psychology

4. Explain the connection between normal/abnormal neurophysiological processes and normal/abnormal human cognitive and socioemotional functioning

Textbook:
You should regularly consult the textbook you are using, or did use, in PSYS160.

Assessment of performance
- Weeks 2 through 14, students will produce a lab report, in most cases in class. Each will be graded out of 10. The best 10 reports will each count 10% of your grade.

Grading:

A	**90%**
B	**80%**
C	**70%**
D	**60%**

Academic Integrity: Dishonesty of any kind will not be tolerated in this course. Academic dishonesty may result in a grade of F for the assignment, or for the entire course. In some laboratories, you will be working with a partner, but you should be certain that you make an honest contribution to all aspects of the study.

Following is a **tentative** class schedule. **Dates are subject to change depending on time constraints.** Changes will be announced on Blackboard.

Ogden College of Science and Engineering
Department of Psychological Science
Proposal to Create a New Course
(Action Item)

Contact Person: Gordon C Baylis: gordon.baylis@wku.edu

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: PSYS 161
    1.2   Course title: Introduction to Biopsychology Laboratory
    1.3   Abbreviated course title: INTRO BIOPSYCHOLOGY LAB
            (maximum of 30 characters or spaces)
    1.4   Credit hours: 1   Variable credit (yes or **no**)
    1.5   Grade type: Standard letter grade
    1.6   Prerequisites/corequisites: PSYS160 as prerequisite or corequisite.
    1.7   Course description: A laboratory class that accompanies an introductory
            class emphasizing the contributions of molecular, cellular, physiological,
            and evolutionary biology to the scientific understanding of psychological
            processes. This class provides hands-on experience in a cross section of
            techniques used in this area of science.

2.   **Rationale:**
    2.1   Reason for developing the proposed course:

A natural science class such as PSYS160 invites students to want to experience the
science hands-on, because any science is based in the scientific method, a method that
is best understood by doing. By seeing a variety of techniques that scientists use to
measure psychological processes from a biological perspective, students will have a
greater understanding of the interactions between the underlying biological components
that support psychological priniciples.

    2.2   Projected enrollment in the proposed course: 20
A lab class of this type is difficult to teach to more than a moderate number of students.
Overall projected enrollment per term is about 20-40 students, with no more than 20
students per section.

    2.3   Relationship of the proposed course to courses now offered by the
            department:
This course is designed to be taken as a pre-requisite or co-requisite to PSYS160.
Psychological Sciences also offers PSYS 362 Behavioral Neuroscience with Lab, which
is a more advanced treatment of neuroscience material and includes lab activities for
upper-level students within the major who have a more thorugh understanding of
research design. The proposed course will not be offered exclusively to Psychological
Science majors and is taught at an introductory level appropriate for students with little to
no background in psychology and/or biology.

2.4 Relationship of the proposed course to courses offered in other departments:

The proposed course is not offered in other departments. A large number of introductory level classes in the natural and physical sciences have a laboratory that accompanies them, for example:
BIOL 113 course with BIOL 114 lab, BIOL 120 course with BIOL 121 lab, BIOL 122 course with BIOL 123 lab, CHEM 105 course with CHEM 106 lab, CHEM 120 course with CHEM 121 lab, GEOL 111 course with GEOL 113 lab, PHYS 180 course with PHYS lab, or PHYS 255 course with PHYS 256 lab.

2.5 Relationship of the proposed course to courses offered in other institutions:

Many institutions offer an introductory course in biological psychology in addition to more advanced topical courses. In most, the status of psychology as a natural science is strongly emphasized. A substantial fraction of introductory natural science classes at all institutions have a laboratory class that accompanies them. Surprisingly, introductory level psychological science courses rarely have an accompanying lab. Only the following have been identified thus far:

American University   PSY116-003   Psychology as a Natural Science Laboratory

3. **Discussion of proposed course:**
   3.1 Schedule type: C (Lecture, Lab)
   3.2 Learning Outcomes follow those of PSYS160 and will use lab activities to achieve the following:
       3.2.1 Demonstrate an understanding of research ethics and methodology within biological psychology, including structural and functional analysis of biological and psychological systems and the impact of scientific and therapeutic intervention on thought and behavior
       3.2.2 Explain the basic principles involved in neurobiological development, sensory machinery and perceptual systems, influences of gene-environment interactions on behavior, the neuroscience of cognition, social and affective neuroscience, and biological etiologies of psychopathology
       3.2.3 Apply neuroscientific principles to investigate the role of biological systems underlying thought and behavior and to make predictions about the connection between behavior and molecular biology and physiology within the disciplines of psychology
       3.2.4 Explain the connection between normal/abnormal neurophysiological processes and normal/abnormal human cognitive and socioemotional functioning

   3.3 Content outline:

The following representative schedule provides a sample of the kinds of labs that will be held. They are not technically demanding, but they do expose students to the types of approaches used in brain research and require rigor in terms of data collection and analysis.

1   Introduction, Human Brains
An overall introduction to laboratory methods, followed by examination of whole, and partially dissected / sliced human brains. For a number of reasons, including ethical reasons, students will not be able to dissect brains themselves. This, of course, provides a natural introduction to a discussion of a number of ethical questions.

2   Dissection of Sheep Brains
In trying to understand the structure of the brain, nothing can replace the hands-on experience of dissecting a brain. It is not practical (and likely not ethical) to allow students access to human brains, but sheep brains allow for dissection that shows all the major structures of the brain. Each pair of students will have their own brain to dissect, and will make notes and drawings on that dissection.

3   Microscopy
It is hard to appreciate the microstructure of the brain without the hands-on experience of examining stained brain sections under a light microscope. Students will examine slides of the brains of a number of species, and make simple sketches of the structure.

4   Osmosis
Experiments that led to the understanding of how the cell membrane functions are typically very simple conceptually, but very complex in terms of the technology that needs to be used. The expense entailed in providing electrophysiological equipment for multiple students is prohibitive. Instead, to help students think about ions, we will used simple experiments on osmosis that will require almost no equipment, yet still convey much of the logic of neurophysiology.

5   Effect of caffeine on RT
A major branch of biological psychology is the examination of the effects of drugs on brain and behavior. One psychoactive drug used by most students is caffeine. Students will be required to come to the lab without consuming caffeine that morning, bringing their favorite beverage to class. They will take a simple cognitive test, consume the beverage, and after a one hour wait, take a retest. They will then plot their results, and those from the rest of the class. Students who do not habitually consume caffeinated drinks will act as a small control group that will control for the effects of practice in this test-retest design.

6   Habituation to ice pain
The perception of pain entails complex interactions of mind, brain, and body. A simple method of studying the perception of pain is for a volunteer to place their arm in ice-cold water. After a while, this begins to hurt. Volunteers have total control over their pain – they simply remove their arm from the water. Students will be free to volunteer to be experimental participants or not; the

author confirms that he will always be a participant when instructor for this course.

7   Structured interview / cafeteria feeding
A central technique in psychological science is to collect experimental data that is not realized by the participant to be actually part of the experiment. We here combine this approach with a simple structured interview – itself a standard technique. As participants are asked questions over about one hour, they are invited to eat cookies if they wish. It is expected that more cookies will be eaten if a variety are present.

8   Measure the magnitude of a visual illusion
We will begin with a simple visual illusion – for example the Muller-Lyer illusion that is very (introspectively) compelling. Two different psychophysical approaches will be used to estimate the size of this illusion of length.

9   Stanford Prison Experiment Movie
Understanding how to investigate the genesis of aggression, especially aggression in apparently normal, well adjusted people is an important part of the science of biological psychology. However, allowing students to run a traditional laboratory in this would likely be very problematic. To solve this conundrum, students will view and critique the movie made of the Stanford Prison Experiment – a classic experiment that showed how simply assigning roles to people can bring out the very worst in all of us. This movie is a relatively accurate portrayal of a seminal experiment.

10   Time-of-day RT experiment
The performance of our brain fluctuates considerably over a 24 hour period, as we increase in arousal to a peak, and later decline. Students will act as their own experimental participant – doing a short, simple reaction time task at different times of the day – from 7 am to 11 pm – in a diary study or online entry format. It is predicted that performance will be fastest and most accurate around mid-day for most students.

11   Baby eye-gaze experiment
The tendency of babies to choose to look at one out of two stimuli presented can be used to probe many aspects of visual cognition in the developing brain. As a baby sits on the lap of her mother and watches a video monitor, the direction of the babies gaze can readily be determined from a video camera place atop the monitor. Archival video recordings of infant gaze will be utilized in the lab to allow students to perform this lab.

12   List-learning experiment
A simple and striking effect in learning is that material at the start of a session (or the head of a list), and that at the end are remembered well, whereas material in the middle tends to be poorly remembered due to practive and retroactive interference.

13   Dichotic listening
An important technique for examining both selective attention, and for understanding lateralization of function in the brain is dichotic listening – presenting different auditory stimuli to the different ears, and having a subject attend to one ear or the other.

14   MRI scans

Students will be provided with a small number of (anonymized) MRI scans of persons with brain damage, and will attempt to describe the extent of the damage seen.

3.4 Student expectations and requirements: Students will complete in-class assignments, and in most cases will hand in a lab report at the end of class. In a few cases, students will have to carry out a short assignment in their own time, and submit a lab report before the next week.

3.5 Tentative texts and course materials:

There is no separate text to accompany this class, but students will need to refer to the text that they used / are using for PSYS160. Examples of texts that may be used for that class include:

Garrett, B. (2015). *Brain & Behavior: An Introduction to Biopsychology, 4th Ed.*, Los Angeles: Sage.
Kalat, J.W. (2013). *Biological Psychology, 12th Ed.*, Belmont, CA: Cengage Learning.
Kolb, B., Whishaw, I. Q., & Teskey, G. C. (2016). *An Introduction to Brain and Behavior, 5th Ed.*, New York: Worth.
Psychology as a Biological Science. (2015). Retrieved from http://nobaproject.com/textbooks/psychology-as-a-biological-science

4. Resources:
4.1 Library resources: The library resources that are currently available (e.g., scientific journals and books) will be adequate for the course. No additional resources are required.
4.2 Computer resources: No additional computer resources are required for this course. Existing resources are sufficient.

5. Budget implications:
5.1 Proposed method of staffing: The course will be taught by current faculty. A number of faculty have expertise within biopsychology within the Department of Psychological Sciences.
5.2 Special equipment needed: No special equipment needed.
5.3 Expendable materials needed: No expendable materials are needed.
5.4 Laboratory materials needed: Modest laboratory materials are needed for this course, and the department will request a lab fee to pay for these.

6. Proposed term for implementation: Soonest possible

7. Dates of prior committee approvals:

Department of Psychological Sciences   **March 23, 2018**
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Ogden College Curriculum Committee

Colonnade Committee Pre-approval

Undergraduate Curriculum Committee

Colonnade Committee

University Senate

April 5, 2018

PSYS 160: Introduction to Psychology (Spring 2017)
Gordon C Baylis

Class Time and Location
TBA
General information about this class can be found at https://blackboard.wku.edu

Professor: Gordon C. Baylis
Office: 3043 GRH
Phone: 745-6314
Office Hours: Monday 1:00 – 2:00
                    Wednesday 3:00 – 4:00
                    by appointment
E-mail: gordon.baylis@wku.edu

Course Description
An introductory laboratory course dealing with principles of behavior, scientific methods of psychology, measurement, learning, perception, motivation, development, personality, abnormal behavior, social behavior, intelligence, and other topics. This course will give you a hands-on appreciation of the many sub-specialties within Psychology. This course is a natural partner with PSYS160, which is a pre-requisite or co-requisite.

Syllabus Statement
PSYS 161 is a laboratory class that accompanies an introductory course (PSYS160) that serves as an Explorations course in the Natural and Physical Sciences. Students will gain an understanding of the molecular, cellular, physiological and evolutionary underpinnings of psychology. Upon successful completion of the course you will gain a hands-on appreciation of the learning objectives of PSYS160:
1. Understand research ethics and methodology within biopsychology, including structural and functional analysis of biological and psychological systems.
2. Explain the basic principles involved in neurobiological development, sensory systems, influences of gene-environment interactions on behavior, the neuroscience of cognition, social and affective neuroscience.
3. Apply neuroscientific principles to investigate the role of biological systems underlying thought and behavior and to make predictions about the connections between behavior and molecular biology and physiology within the disciplines of psychology.
4. Explain the connection between normal/abnormal neuropsychological processes and normal/abnormal human cognitive and socioemotional functioning, and the impact of therapy
5. Live at peace with your brain.

Required Text
    Watson, N.V. & Breedlove, S.M. (2016). *The Mind's Machine: Foundations of Brain and Behavior, 2nd Ed*., Sunderland, MA: Sinauer Associates. ISBN: 978-1-60535-276-3.

If you took PSYS160 and used a different textbook for that class, you may use it for this laboratory class.

Teaching Assistants
    There will be a TA for this class. Their office hours will be published shortly, and you can always ask them for help, either at office hours, or by email:

Assessment – Lab Reports
Each week's laboratory will have a report that has to be prepared. In most cases the report can be written in class. In some cases lab work will have to be done in your own time, and a lab report submitted to me no later than 24 hours before the next class.
You must submit at least 12 lab reports (out of 14). Your grade will be based on the best 8 lab reports, but you must get at least 50% on **all** 12 reports.

Calculating Your Final Grade
You will receive a grade (out of 12.5) for each lab report. The best eight of these will be added together, and a grade calculated as follows:
A   90+
B   80 – 89.9
C   70 – 79.9
D   60 – 69.9

Dropping This Class (why would anyone do that?)
In order to drop this class, you must go through normal university registration procedures rather than just not coming to class. If you stop coming to class do not assume that I will drop the class for you.

Attendance
Because this is a laboratory class, attendance is mandatory. If you miss more than one class without an excuse from me in advance, you will be dropped from this class. The majority of weeks, all work is done within the lab period; on a few classes you will have to do a number of short assignments within a specified time period. On these weeks, the total time spent will be the equivalent of a lab period.

Class Behavior
Please be respectful of your peers and of me. Bad behavior can distract those around you who are interested and trying to learn. I consider it part of my job to protect students who are interested in the class from the distracting bad behavior of others. Distracting behaviors include: eating, drinking, reading unrelated material, talking, text messaging, talking on cell phone, using a laptop for activities unrelated to the class, arriving late or leaving early. **None** of these behaviors are acceptable. If exceptional circumstances arise and you must arrive late or leave early please be seated near the door.
I will directly confront inappropriate behavior. If, after one warning, the inappropriate behavior continues, I will ask the student to leave the class for a week. If the student returns after a week and still behaves inappropriately, the student will be asked not to return. I have great respect for students who are trying to learn a topic that can be difficult and intend to ensure that the class environment allows students an opportunity to learn.

Cheating and Fairness
Presenting the work of others as your own work is **plagiarism**; this includes copying answers from someone else's exam. Similarly, presenting work for which you have gotten credit elsewhere for this class is **self-plagiarism**. Both types of plagiarism will be considered academic dishonesty and will not be tolerated. Giving another student your answers is also academic dishonesty. Academic dishonesty will result in an F in the course.
If you include definitions or any text from the book in your lecture notes, you must put the text in quotes and include the page number next to the quotes. Copying text from another student's notes or previous classes is unacceptable and considered academic dishonesty. Academic dishonesty will result in an F in the course.
If you are ever concerned that you might be accidentally plagiarizing or something about this policy is unclear, please discuss the situation with me **before** you turn

something in to be graded. Serious incidents of academic dishonesty will be reported to the University Disciplinary Committee to determine what action should be taken at the University level.

Student Disability Services

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