

Colonnade General Education Committee Report
University Senate
Apr. 9, 2019

Action Items

Course Proposals and syllabi attached

Approval of:

1. HIST 462 History of the Middle East (Connections: Local to Global) Implementation: Fall 2019
2. HIST 329 and equivalent AFAM 329 Black Intellectual History (Connections: Social and Cultural) Implementation: Fall 2019
3. PHIL 330 Philosophy of Science (Connections: Systems) Implementation: Spring 2020
4. AD 240 Advertising in a Digital World (Connections: Local to Global) Implementation: Spring 2020
5. DATA 301, Big Data and its Applications (Connections: Systems) Implementation: Fall 2019

Colonnade Connections Course Proposal Local to Global Subcategory

Proposal Contact Name, E-mail, and Phone: Dr. Juan Romero@wku.edu, 5-3841.

College and Department: Potter College, Department of History

Proposal Date: March 15, 2019

1. Course Details:

- 1.1 Course prefix (subject area), number and title: HIST 462:History of the Middle East
- 1.2 Credit hours: 3
- 1.3 Prerequisites¹: No specific pre-requisites beyond the requirements that students have taken 21 hours of Colonnade Foundation and Exploration courses before enrolling in a Connections course.
- 1.4 Crosslisted and/or equivalent courses (prefix and number): None.
- 1.5 Expected number of sections offered each semester/year: 1.
- 1.6 Is this an existing course or a new course? Existing course.
- 1.7 Proposed term of implementation? Fall 2019.
- 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) Bowling Green main campus.

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

This course examines critically the history of the Middle East and North Africa. It covers the period since the emergence of Islam until the present day. The course initially explores to what extent the role that the Prophet Muhammad played in early Islamic society was transformed under the first caliphs and the subsequent Umayyad and 'Abbasid dynasties in the period of Arab conquests. The class then focuses on the Crusades, the Mongol destruction of Baghdad, and the emergence of the Ottoman Empire with the effect the latter event had on five centuries of Middle Eastern history. Of the local, regional, and global interactions which have already been explored in the early weeks of the course, the latter will become a main focus as the class examines the region's relations with great powers in the nineteenth and twentieth centuries. Furthermore, it offers an opportunity to develop necessary skills to interpret modern events in the Middle East and its place in the global community. This course will enable the students to appreciate the importance of Islam and Western imperialism in shaping modern developments in the region and its relations with outside powers.

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.

The interdisciplinary nature of this course offers students ample opportunity to learn and apply skills and perspectives derived from a number of different disciplines and subfields embedded in the Colonnade Program's Foundations, Explorations, and Connections coursework such as history, religious studies, legal studies, political science, economics, and geography. The interdisciplinary nature of the subject serves to maintain consistent student interest in the course, instilling the sense in the student that everyone, thanks to each student's different experience, can contribute to class discussions in a constructive manner, thereby ensuring an atmosphere in the classroom conducive to intellectual curiosity. Two examples of how disciplines intersect in this course are the Cold War conflict, which reflects aspects of modern history, political science, legal science, and economics; and the resurgence of Islam, an issue in which religious studies, political science, and economics intersect.

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

A second important aspect of the course is that it sows the seeds of global citizenship in the minds of the students, enabling them to realize the degree of the interconnectedness of the world we live in and the interrelationships among different regions, cultures, and issues, and to what extent they relate to our own local situation. Additionally, HIST 462 will enable the student to gain a sense of participation in global society and a realization that each citizen has a responsibility to inform herself/himself of global issues and can affect local and global issues by her/his own actions. Based upon the above, it is the aim of this course to

- Enable students to develop a sense of global responsibility and participation through specific problem-solving group exercises
- Enable students to acquire an understanding of the shared heritage and destiny of human society
- Help students realize the value of interaction with individuals from different backgrounds and of different political, religious, and philosophical outlooks
- Allow students to develop social and analytical skills necessary to listen and respond to different perspectives in a balanced and intellectually unbiased fashion

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

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

	<p>democratic values to Middle Eastern societies and of Middle Eastern values to the modern global society</p> <ul style="list-style-type: none"> • An emphasis on how historical interaction between Middle Eastern and extra-regional societies have shaped relations over the course of centuries with a particular focus on the impact of history on the modern globalized world
2. Examine the local and global interrelationships of one or more issues.	<p>Students will analyze issues relevant to local and global issues. Two specific examples:</p> <ul style="list-style-type: none"> • An emphasis on nineteenth-century European global efforts to establish control over non-European societies and exploit their resources and the response of Middle Eastern states in particular to European intrusion • An emphasis on how nationalism has been exploited both in global imperialist endeavors and in efforts by non-Western societies to resist military, political, economic, and cultural influence of outside powers
3. Evaluate the consequences of decision-making on local and global scales.	<p>Students will evaluate consequences of decision-making on local and global scales. Two specific examples:</p> <ul style="list-style-type: none"> • An emphasis on local, regional, and global implications of Middle Eastern and superpower decision-making in the Cold War • An emphasis on local, regional, and global implications of the support in the Global South for the Non-Aligned Movement

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

Students who complete this course will be able to:

(I) explain the interrelationships of the following issues

- values and traditions of tribal society
- the emphasis on tawheed (oneness of God) and political unity
- democracy and authoritarianism
- gender equality
- the Arab uprisings
- reactions to globalization

(II) assess the consequences of

- the Crusades
- the establishment of the Ottoman Empire
- Zionism
- The Great War
- Western imperialism

- Arab/Persian/Iranian nationalism
- the Cold War
- Islamic revivalism

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

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i> . Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
<p><i>Example: Analyze issues on local and global scales.</i></p>	<p><i>Example: Students will write two book reviews, three to five pages in length. All of the assigned readings deal with an aspect of African Diaspora history, culture, and experiences. As such, students will be required, in their reviews, to identify and discuss the ways in which the author successfully addresses the interrelationship of social realities, events, people, and/or social movements in local, national, and global contexts.</i></p> <p><i>Students will also be required to complete an eight to ten page research paper (excluding title page and bibliography) on any aspect of the African Diaspora experience.</i></p> <p><i>The artifact for assessment is a portfolio that includes these three written assignments.</i></p>	<p><i>Example: At the end of the semester, students will be required to submit their book reviews and final research paper in a portfolio. The department's assessment team will then collect a random sample of 30% of student portfolios and evaluate the portfolios using the Connections rubric, which provides a separate rating for each Connections Learning Outcome.</i></p>
<p>1. Analyze issues on local and global scales.</p>	<p>Students will be required to complete a ten-page research paper (excluding title page and bibliography) on an aspect of Middle East history. Students</p>	<p>At the end of the semester I will randomly select 33% of final papers to be evaluated. These papers will be assessed using the Connections rubric.</p>

	<p>will be required critically to discuss interactions and issues in a local, regional, and global context from a long-term historical perspective.</p> <p>Furthermore, students will be required to assess to what extent different experiences of different peoples have shaped the emergence of specific ideas, interactions, and perceptions in a local, regional, and global context.</p>	
2. Examine the local and global interrelationships of one or more issues.	In the research paper students will be required critically to examine local and global interrelationships specifically with regard to local, superpower, and United Nations involvement in the Arab-Israeli conflict	At the end of the semester I will randomly select 33% of final papers to be evaluated. These papers will be assessed using the Connections rubric.
3. Evaluate the consequences of decision-making on local and global scales.	The research paper will allow students critically to discuss the consequences of decision-making on local and global scales, as exemplified by the Great War 1914-1918 and the peace conference at Versailles, and the Suez Crisis of 1956.	At the end of the semester I will randomly select 33% of final papers to be evaluated. These papers will be assessed using the Connections rubric.

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 issues on local and global scales.	Provides detailed analysis of primary and secondary sources to explain how local competing nationalisms and global imperialism have interacted with and affected relations between Middle Eastern countries and extra-regional powers.	Shows, based on primary and secondary material, some interactions between local nationalisms and global imperialism.	Understands that local and global forces evolve from interaction of different aspects of such forces, but provides a superficial analysis only.	Fails to identify core issues of local nationalisms and global imperialism, and has a very limited understanding of developments and their causes over time.
2. Examine the local and global interrelationships of one or more issues.	Provides detailed analysis of primary and secondary sources to demonstrate interrelationships between extra-regional	Shows, based on primary and secondary material, interrelationships between local and global forces, but	Demonstrates awareness of different aspects of interrelated local and global forces (“national interests,” the Islamic resurgence,	Fails to recognize the interrelationship between local forces and the global policies

	“national interests,” the Islamic resurgence, and the global impact of these relationships.	omits a detailed examination of the reciprocal relationships between these forces.	great power global policies), but fails to provide convincing evidence based on primary and secondary sources.	which they generate.
3. Evaluate consequences of decision-making on local and global scales.	Provides detailed analysis of primary and secondary sources to explain how major decisions (such as those resulting in the Suez Crisis) affected and were influenced by local nationalisms and great power policies.	Uses source material to show consequences of major decisions, or how decision-makers were influenced by local and global forces. Does not produce a detailed analysis both of consequences of decisions and factors which influenced these decisions.	Describes major decisions without clearly explaining causes or consequences, and without providing solid evidence in sources.	Fails to demonstrate understanding of consequences of local and global decision-making.

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

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

HIST 462: HISTORY OF THE MIDDLE EAST

Instructor: Dr. Juan Romero Cherry Hall 204 TR: 2:20 pm - 3:40 pm
Office: Cherry Hall 214A Office hours: MW 11:00 am – 12:30 pm
Tel.: (270) 745-3841 E-mail: juan.romero@wku.edu

Course Description

This Connections course critically examines the history of the Middle East. We will initially explore to what extent the role that the Prophet Muhammad played in early Islamic society was transformed under the first caliphs and the subsequent Umayyad and ‘Abbasid dynasties. Our attention will then turn to the Crusades, the disastrous consequences of the Mongol destruction of Baghdad, and the emergence of the Ottoman Empire with the effect this event had on five centuries of Middle Eastern history. The focus of the nineteenth and twentieth centuries will be on the Western presence in the region and the response of Islamic societies to Western imperialism and occupation. During the semester we will analyze the emergence of nationalism and the different directions it took in Turkey, Iran, Egypt, Syria, and Iraq. Towards the end of the course our attention will shift to current social issues such as human rights, authoritarianism, the role of the military in politics, Islamic resurgence, and analysis of the impact of these issues on Middle Eastern societies. The objective of this course is to provide the skills and understanding of Middle Eastern history, societies, and issues required to

enable the student to analyze and understand current developments from a historical perspective, and to pursue further studies focusing on the Middle East. Furthermore, the course will offer the student opportunities to improve her/his critical thinking skills through analysis of historical documents, and the writing of a brief analysis, and a research paper. Finally, students are also expected to practice and improve their critical thinking skills by participating in class discussions of the weekly readings and student-led panel discussions.

Colonnade Learning Objectives for HIST 462

Local to Global courses in the Colonnade Program will ask students to 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 HIST 462 will

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

Evaluation of Student Achievement of Colonnade of Local to Global Learning Objectives

The instructor will evaluate the final exam, research paper, and analysis of the Arab-Israeli Conflict to determine the extent to which students have achieved the Colonnade learning objectives for HIST 462.

Additional Course Learning Objectives

Students who complete this course will be able to:

(I) explain the interrelationships of the following issues

- values and traditions of tribal society
- the emphasis on tawheed (oneness of God) and political unity
- democracy and authoritarianism
- gender equality
- the Arab uprisings
- reactions to globalization

(II) assess the consequences of

- the Crusades
- the establishment of the Ottoman Empire
- Zionism
- The Great War
- Western imperialism
- Arab/Persian/Iranian nationalism
- the Cold War
- Islamic revivalism

Required Texts

- 1) William L. Cleveland. *A History of the Modern Middle East*. Sixth edition, 2016.
- 2) Emory C. Bogle. *The Modern Middle East: From Imperialism to Freedom, 1800-1958*. 1996.

3) R. Stephen Humphreys. *Between Memory and Desire: The Middle East in a Troubled Age*. 2005.

Requirements and Grading

Class participation	10%
Midterm exam	20%
Book review	5%
Research paper	20%
Three-page essay	10%
Final exam	25%
In-class analysis	10%

- 1) Class attendance is strongly recommended and necessary for successful performance on exams, since lectures will partly be based on other sources than required texts.
- 2) You are expected to do the assigned readings before each class and to participate in class discussions. Participation in these discussions and attendance are worth 10% of your grade.
- 3) The midterm and final exams are worth 20 % and 25% of your grade, respectively. Study guides will be provided approximately one week prior to examinations.
- 4) Students are expected to turn in two short in-class analyses, each worth 5% of your grade.
- 5) You are responsible for turning in a fifteen-page analytical research paper and a three-page analytical essay on issues in Middle Eastern history determined by the instructor. The paper is worth 20% of your final grade and the essay 10%, and should be based on primary and secondary sources available in WKU libraries, online, or provided by the instructor. You are required to meet with the instructor to discuss your sources prior to writing your research paper. Late papers will not be accepted.
- 6) Students are responsible for turning in a two-page critical review of a book selected from a list provided by the instructor.
- 7) Documents will be assigned as homework for analysis and discussion in class.
- 8) Make-up exams are an option only for students with excused absences.
- 9) Scholastic dishonesty will not be accepted. Student work may be checked using plagiarism detection software. Cheating may result in failure in the course. Please consult the Student Handbook available at http://www.wku.edu/handbook/index.php?option=com_content&view=article&id=59:academic-offenses&catid=36:academic-offenses&Itemid=56 for the university's policies on scholastic dishonesty.
- 10) In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The phone number is 745-5004; TTY is 745-3030. Per university policy, please **Do Not** request accommodations directly from the instructor without a letter of accommodation from the OFSDS.
- 11) Please make sure that you arrive on time and with your cell phones silenced in order to minimize distractions.

Class Schedule

Week 1

T	8/28	Lecture.
Th	8/30	Lecture.

Syllabus and course requirements. **Introduction** to the Middle East.
Pre-Islamic Arabia: Tribes, warriors, commerce, and poets. **The Prophet Muhammad:** Early life. Opposition to his teachings. Makka and Madina. The five pillars of Islam. **Documentary.**

Week 2

T 9/4

Th 9/6

Discussion: pre-Islamic poetry as an historical source.

The Rashidun Caliphate. The succession to Muhammad. Ahl al-Bait. The four rightly guided caliphs. **Arab expansion.** War with the Persian and Byzantine empires. Civil war. Shi'is and Sunnis. The 'Umayyad caliphate.

Cleveland: pp. 5-17 (4-14). Lecture.

Cleveland: pp. 19-34 (15- 33). Lecture. Hourani: pp. 22-27.

Week 3

T 9/11

Th 9/13

Discussion of readings.

The 'Abbasid revolution. Non-Arab influence. Fragmentation of the empire. The Crusades. The Mongol invasion. The **Ottoman and Safavid empires.** Ottoman expansion and imperial rivalry. Shi'ism state religion in Persia.

Hitti: pp. 279-296, 317-362, 484-489. Cleveland: pp. 36-52 (34-52). Hitti: pp. 709-744.

Week 4

T 9/18

Th 9/20

In-class analysis of document.

Discussion of readings.

European intrusion and Islamic response. War, capitulations, and reform. **Winds of change.** Young Turks and Persian Constitutionalists. WWI. The Arab Revolt. The end of the Ottoman Empire.

Cleveland: pp. 53-123 (53-121). Bogle: pp. 4-71.

Cleveland: pp. 124-160 (122-158). Bogle: pp. 71-140.

Week 5

T 9/25

Th 9/27

Midterm exam 1.

Documentary: *Middle East in WWI: Blood and Oil* (**part 1**, run time 57 minutes, in class; homework: **part 2**, run time 55 minutes, available online).

Week 6

T 10/2

Th 10/4

Discussion of *Blood and Oil*. Treaties, agreements, and mandates. Struggle for Independence. Authoritarian reform in Turkey and Iran.

Cleveland: pp. 161-225 (159-220). Bogle: pp. 139-161.

Week 7

T 10/9

Th 10/11

Fall Break.

The interwar years. The Palestine mandate. Zionism. **WWII in the Middle East.** German and Italian policies. Operations in North Africa. Middle Eastern reactions to the war. British reoccupation.

Cleveland: pp. 226-255 (221-254). Bogle: pp. 167-226, 275-297.

Bogle: pp. 306-323. Hourani: pp. 353-356. Lecture on World War II.

Week 8

T 10/16 **Book review due.**

Th 10/18

The early Cold war. The creation of Israel. The first Arab-Israeli war. Efforts to form a Western-sponsored Middle East Defense Organization. Soviet objectives in the Middle East.

Arab and Iranian nationalism. The Arab League. Arab division. The Egyptian Revolution of 1952. The CIA-sponsored coup of 1953 in Iran. The formation of the Baghdad Pact. Moroccan and Tunisian independence. The Iraqi Revolution of 1958.

Discussion: nationalism in the Middle East. **Documentary.**

Bogle: pp. 230-251, 324-333, 339-68. Lecture on the Cold War in the Middle East.

Cleveland: pp. 261-285 (255-279). Bogle: pp. 254-270, 368-372. Hourani: pp. 356-

365. Adeer Dawisha: pp. 160-185. Ervand Abrahamian: pp. 97-122.

Week 9

T 10/23 **Documentary.**

Th 10/25

Film discussion. **Meet with instructor to discuss sources of term paper.**

The al-Nasir era. The Suez Crisis. Anti-imperialism and nonalignment. The Iraqi Revolution of 1958. Radicalization of Arab politics. Coups in Syria. The United Arab Republic. The Six Day War. **Discussion:** the Suez Crisis and the Iraqi Revolution.

Cleveland: pp. 286-327 (280-321). Bogle: pp. 377-404.

Week 10

T 10/30

Th 11/1 **Three-page essay due.** Discussion of readings.

Authoritarian or democratic reform? Turkey and Iran. The Cyprus and Kurdish issues. The role of the Turkish military. The Iranian White Revolution. Islamic opposition. **Israel, Palestine, and Egypt.** The PLO in Jordan. The October War. The Camp David Accords. The Islamist challenge.

Cleveland: pp. 328-349 (322-343). Bogle: pp. 404-405. Abrahamian: pp. 123-154.

Cleveland: pp. 378-400 (369-392). Afaf Lutfi Al-Sayyid Marsot: pp. 156-177.

Week 11

T 11/6

Th 11/8 Group exercise.

The Lebanese civil war. Religious sectarianism and political factionalism.

The Islamic Revolution in Iran. The hostage crisis. The Iran-Iraq war.

Arabian Peninsula.

Discussion: the significance of the Islamic Revolution.

Cleveland: pp. 402-421 (393-413). Elizabeth Picard: pp. 105-139.

Cleveland: pp. 351-375 (345-368). Abrahamian: pp. 155-195.

Week 12

T 11/13

Th 11/15

Authoritarian and totalitarian states: Syria and Iraq under Hafiz al-Asad and Saddam Husain. Israeli-Palestinian relations. **The Gulf States:** The second Gulf war. The Saudi-Iranian rapprochement. Oil for arms.
Cleveland: pp. 423-445 (414-437). Al-Khalili: pp. 66-70, 73-109.
Cleveland: pp. 451-497 (441-486).

Week 13

T 11/20

Th 11/22 **Thanksgiving.**

**Continuity in Turkey, Iran, and Lebanon.
United States' troubles in the Middle East.**

Cleveland: pp. 499-535 (487-521).
Humphreys: pp. 1-82.

Week 14

T 11/27 **Ten-page research paper due.**

Th 11/29 **Documentary: Da'ish (The Islamic State).**

Issues: Irrational leaders? The military. Secular and Islamic politics. **Discussion:** the Islamist appeal. **Terrorism and relations with the West.**

Humphreys: pp. 83-147.

Week 15

T 12/4

Th 12/6 **Documentary: The Arab Uprisings.**

Issues: Islam as a political system. Jihad. Women and the public sphere.
Discussion.

Issues: Civil society and democracy. **Discussion:** The Arab uprisings.

Humphreys: pp. 148-226.

Cleveland: pp. 537-554 (522-540). Humphreys: pp. 227-272.

Week 16

T 12/11 **Final examination: 1:00 pm – 3:00 pm.**

Please bring blue books and pens.

Colonnade Connections Course Proposal
Social and Cultural Subcategory

Proposal Contact Name, E-mail, and Phone:

Prof. Andrew J. Rosa, andrew.rosa@wku.edu, 270-745-3841

College and Department: History Department, Potter College

Proposal Date: 02/12/2019

1. Course Details:

- 1.1 Course prefix (subject area), number and title: **HIST 329, Black Intellectual History; AFAM 329, Black Intellectual History**
- 1.2 Credit hours: **3**
- 1.3 Prerequisites: **HIST 101 or HIST 102 (Foundations), or AFAM 190 (Explorations)**
- 1.4 Crosslisted and/or equivalent courses (prefix and number): **AFAM 329**
- 1.5 Expected number of sections offered each semester/year: **Once every three semesters**
- 1.6 Is this an existing course or a new course? **New**
- 1.7 Proposed implementation term? **Fall 2019**
- 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).

This course begins from the premise that black intellectuals have made significant contributions to how we think about the modern world, though few recognize the transnational and global dimensions of these contributions. In this course, we will read foundational works from key figures in the African American intellectual tradition and situate them within their appropriate historical contexts by engaging with a wide range of primary sources and current scholarship on the intellectual history of the African Diaspora. We will seek to understand how these men and women confronted issues of race, class, gender, freedom, uplift, internationalism, and responsibility in their work and how their ideas shaped the history of the African Diaspora. We will consider the historical intersection of claims to human rights and citizenship in the context of local and global struggles for respect and recognition and arrive at an understanding of the African American intellectual tradition that acknowledges its multiple geographical nodes, collaborations, and solidarities, as well as the tenuous nature of these connections when, for example, national identities trump racial ones. A key aim of this course is to develop a general reading knowledge of the traditions and trajectories of black intellectual discourse and action in local and global contexts and from slavery to present.

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 truly interdisciplinary in nature in that it draws from various disciplines to foreground the African American intellectual tradition—this includes insights from such diverse fields as social history, African American Studies, feminist theory, sociology, religion, and cultural studies. The goal of the course is to not only capture the long *durée* of African American thought but to extend its focus beyond geographical boundaries by grappling with ideas that circulated along Atlantic networks forged by black intellectuals. Significantly, this course pulls from new approaches in the study of black intellectual history that engage texts as critical sites of intellectual production and integrates personal historical accounts with an array of innovative primary and secondary

sources like, for example, newspapers, organizational records, essays, and ethnologies, and historiography.

This course has been designed to build on the Foundations and Explorations courses students have already taken with the aim of elevating their analytical and problem solving skill set and provide a capstone learning experience that draws from a range of disciplines/programs, including History, African American Studies, Gender and Women’s Studies, and Cultural Studies. For instance, the class will interrogate the broader field of intellectual history by reconsidering what counts as black intellectual history and who counts as intellectuals. Whereas much of the emphasis in intellectual history centers on the ideas or lives of individual intellectuals, this course broadens the paradigm by highlighting ordinary people as key producers of knowledge who thought carefully about their actions, devised strategies and tactics, and proposed solutions to real world problems. Members of the working class and those who have little to no formal education are, therefore, acknowledged as contributors to US and global history.

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

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze the development of self in relation to others and society.	This course critically examines topics relating to the black intellectual tradition as it relates to the <ul style="list-style-type: none"> A. intersections of U.S. and global social and political thought, theories, and ideologies that inform individual actors, B. past and present interpretations of this tradition in specific historical, cultural, and political contexts, and C. relationship of students to the social, political, cultural perspectives that comprise this tradition.
2. Examine diverse values that form civically engaged and informed members of society.	This course provides an expansive view of African American contributions to analyzing and theorizing about the black experience comparatively, transnationally, and as it has developed and changed over time and in wider diasporic contexts. Emphasis is given to how this body of knowledge contested and reproduced racialization and other forms of social inequality (e.g. gender, sexuality, class) experienced by individuals and groups, nations and nationalities throughout the Black Atlantic world, and highlights the contributions of black intellectuals to national and global politics, social justice movements, and popular culture.
3. Evaluate solutions to real-world social and cultural problems.	This course is premised on the general recognition that, within the field of intellectual history, the study of black thought and culture remains underrepresented and people of African descent are often marginalized, if not excluded entirely from consideration. Despite the critical role black intellectuals have played (and continue to play) in shaping U.S. and global political thought, their ideas are not taken seriously and they are often relegated to the periphery. This course is conceived as an important corrective to this exclusionary

	framework, building on a body of work that centers the historical and contemporary contributions of black intellectuals in the U.S. and in other parts of the globe and recognizes their agency as knowledge producers, who carefully thought about their actions, devised strategies and tactics, and proposed solutions for a range of real world problems. Emphasis is given to debates on violence versus non-violence, integration versus separation, human rights versus civil rights, and competing perspectives on representative leadership.
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5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

- Examine philosophies, repertoires of collective action, and aesthetic traditions that lay at the core of the Black Intellectual tradition.
- Analyze the relationship between individual social location, personal histories of received knowledge, and political action.
- Evaluate methodological and interdisciplinary issues relative to Black intellectual history.

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

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

<p>1. Analyze the development of self in relation to others and society.</p>	<p>The 10-12-page final paper will be the artifact for assessment for all three SLOs. The essay topic will be broad enough to enable effective evaluation of all three SLOs. For instance, the final research project might involve discussing how ideas of non-violence as a direct-action strategy circulated throughout the African diaspora</p> <p>To address SLO#1, students will be asked to formulate a position on non-violence as an idea in the black diasporic intellectual tradition with an emphasis on how it's informed, advanced, and contested in relation to contemporaneous struggles for Civil Rights, Black Power, and national independence in the U.S. Caribbean, and Africa</p>	<p>A 50% sample of the final paper will be randomly selected from all students who complete the course. Two faculty members—one who teaches the course and one who does not— will individually evaluate the final paper using the proposed Connection rubric below. The initial goal will be that 30% of students are rated as “Excellent,” 30% “Good,” and 85% rated above “Needs Work” Assessment goals will be revisited after an initial three-year cycle.</p>
<p>2. Examine diverse values that form civically engaged and informed members of society.</p>	<p>To address SLO #2, students will be asked how discreet differences in social conditions, geography, and customs informed divergent perspectives within the black diasporic intellectual tradition on the issue of non-violence as an idea and social change strategy in the U.S., Caribbean, and Africa</p>	<p>A 50% sample will be randomly selected from all students who complete the course. Two faculty members—one who teaches the course and one who does not— will individually evaluate the final paper using the proposed Connection rubric below. The initial goal will be that 30% of students are rated as “Excellent,” 30% “Good,” and 85% rated above “Needs Work” Assessment goals will be revisited after an initial three-year cycle.</p>
<p>3. Evaluate solutions to real-world social and cultural problems.</p>	<p>To address SLO #3, students will be asked what this discourse on non-violence in the black diasporic intellectual tradition has taught us about the responses of African and African descended intellectuals to the ideology of white supremacy in local and global contexts and strategies pursued to address inherent inequalities across racially segregated and colonial-settler societies</p>	<p>A 50% sample will be randomly selected from all students who complete the course in a single academic year. Two faculty members—one who teaches the course and one who does not— will individually evaluate the final paper using the proposed Connection rubric below. The initial goal will be that 30% of students are rated as “Excellent,” 30% “Good,” and 85% rated above “Needs Work” Assessment goals will be revisited after an initial three-year cycle.</p>

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

	1. Excellent	2. Good	3. Needs Work	4. Poor
1. Analyze the development of self in relation to others and society.	Provides detailed, complete, and personally nuanced analysis on how individuals from distinct geographical, political, and cultural contexts within the African diaspora intellectual tradition advanced, articulated, and contested non-violence as an idea and strategy of social change	Thoroughly but incomplete personal analysis and explanation of how individuals from distinct geographical, political, and cultural contexts within the African diaspora intellectual tradition advanced, articulated, and contested non-violence as an idea and strategy of social change	Demonstrates partial personal analysis and understanding of how individuals from distinct geographical, political, and cultural contexts within the African diaspora intellectual tradition advanced, articulated, and contested non-violence as an idea and strategy of social change	Lacks personal analysis and shows limited understanding of how individuals from distinct geographical, political, and cultural contexts within the African diaspora intellectual tradition advanced, articulated, and contested non-violence as an idea and strategy of social change
2. Examine diverse values that form civically engaged and informed members of society.	Provides a nuanced and complete analysis of how discreet differences in social conditions, geography, and customs informed divergent perspectives within the black diasporic intellectual tradition on the issue of non-violence as an idea and social change strategy in the U.S., Caribbean, and Africa	Provides a nuanced but incomplete analysis of how discreet differences in social conditions, geography, and customs informed divergent perspectives within the black diasporic intellectual tradition on the issue of non-violence as an idea and social change strategy in the U.S., Caribbean, and Africa	Gives mostly a descriptive record of how discreet differences in social conditions, geography, and customs informed divergent perspectives within the black diasporic intellectual tradition on the issue of non-violence as an idea and social change strategy in the U.S., Caribbean, and Africa	Gives an incomplete, descriptive, and/or erroneous record of how discreet differences in social conditions, geography, and customs informed divergent perspectives within the black diasporic intellectual tradition on the issue of non-violence as an idea and social change strategy in the U.S., Caribbean, and Africa
3. Evaluate solutions to	Analytically evaluates how the discourse on	Analytically evaluates how the	Describes the discourse on non-	Relies on sweeping

<p>real-world social and cultural problems</p>	<p>non-violence in the black diasporic intellectual tradition has taught us about the responses of African and African descended intellectuals to the ideology of white supremacy in local and global contexts and the strategies pursued to address inherent inequalities across racially segregated and colonial-settler societies</p> <p>Evaluation of solutions to real-world social and cultural problems is descriptive, accurate, and nuanced.</p>	<p>discourse on non-violence in the black diasporic intellectual tradition has taught us about the responses of African and African descended intellectuals to the ideology of white supremacy in local and global contexts and the strategies pursued to address inherent inequalities across racially segregated and colonial-settler societies</p> <p>Evaluation of solutions to real-world social and cultural problems is descriptive and accurate but lacks nuance</p>	<p>violence in the black diasporic intellectual tradition, but has difficulty explaining the informants, motivations, and intersections in the responses of African and African descended intellectuals to the ideology of white supremacy in local and global contexts and the strategies pursued to address inherent inequalities across racially segregated and colonial-settler societies</p> <p>Evaluation of solutions to real-world social and cultural problems is descriptive but contains some inaccuracies and but lacks nuance</p>	<p>generalizations; demonstrates lack of understanding of specific goals and motivations of the black diasporic intellectual tradition.</p> <p>Evaluation of solutions to real-world social and cultural problems in not very descriptive, contains inaccuracies, and lacks nuance.</p>
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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 research paper will be used by QEP assessment. Specifically, as follows:

- 1) **Evidence-Gathering**—gathering sound and relevant evidence to address an issue; Students will determine relevant evidence from the narratives (fiction, non-fiction, memoir) in order to support a thesis. Students will determine relevant theory and cultural analysis from class reading assignments, an optional reading list, and their own research.
- 2) **Sense-Making**—analyzing and synthesizing the assembled evidence; Critical reactions will provide one opportunity for analyzing and synthesizing; they will provide “practice” for the more nuanced analysis and synthesis of theory, narrative, and cultural analysis in the research paper.

- 3) **Argumentation**—articulating a logical and supported argument based on the analysis. Students will be provided with workshops and skills-based training on developing a thesis, from which a logical argument can proceed. The final paper must take a position and argue it based on the evidence (1) and experts' and their own analysis and synthesis (2).

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

HIST/AFAM 329: Black Intellectual History

Professor: Andrew Rosa
Office: Cherry Hall 207
Office Hours: TR 9:30-11, and by
appointment
Phone: 270-745-3841
Email: andrew.rosa@wku.edu

“I am also one of the wretched and miserable daughters of the descendants of fallen Africa,”
Maria Stewart, 1831.

“We believe that the Negro people, as a race, have a contribution to make to civilization and
humanity, which no other race can make,” W.E.B. Du Bois, 1901.

“Yes, the peoples of the free colored nations are our natural friends: their growing strength is
also ours,” Paul Robeson, 1957.

COURSE DESCRIPTION: This course begins from the premise that black intellectuals have made significant contributions to how we think about the modern world, though few recognize its transnational and global dimensions. In this course, we will read foundational works from key figures in the African American intellectual tradition and situate them within their appropriate historical contexts by engaging with a wide range of primary sources and current scholarship on the intellectual history of the African Diaspora. We will seek to understand how these men and women confronted issues of race, class, gender, freedom, uplift, internationalism, and responsibility in their work and how their ideas shaped the history of the African Diaspora. We will consider the historical intersection of claims to human rights and citizenship in the context of local and global struggles for respect and recognition and arrive at an understanding of the African American intellectual tradition that acknowledges its multiple geographical nodes, collaborations, and solidarities, as well as the tenuous nature of these connections when, for example, national identities trump racial ones. A key aim of this course is to develop a general reading knowledge of the traditions and trajectories of black intellectual discourse and action in local and global contexts and from slavery to present.

CONNECTIONS COURSE: This course satisfies the Connections Social and Cultural requirement in WKU's Colonnade Program

COURSE GOALS: This course will introduce you to the latest scholarship in African American intellectual history, black internationalism, and diaspora studies and provide you with the tools

necessary to formulate questions and answers about the roots and routes of this tradition in comparative and transnational contexts. In this process, you will become proficient in three key learning objectives:

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

ADDITIONAL LEARNING OUTCOMES:

- Examine philosophies, repertoires of collective action, and aesthetic traditions that lay at the core of the Black Intellectual tradition.
- Analyze the relationship between individual social location, personal histories of received knowledge, and political action.
- Evaluate methodological and interdisciplinary issues relative to Black intellectual history.

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

- 1) What does it mean to be an intellectual?
- 2) What are the contours of an African American intellectual tradition?
- 3) How do we conceptualize 'black internationalism' in light of the multi-faceted meanings of blackness in the United States and across the globe?
- 4) How has the transnational crossing of cultures and borders shaped African American political and cultural narratives?
- 5) How have African American intellectuals moved away from the nation-state context of the US to address the problems of democracy, racism, and citizenship globally?

REQUIRED TEXTS (Tentative): The titles listed below are all required. Copies of documents, articles, and book chapters will be posted to the content page of the Blackboard (Bb) course site.

- Adi, Hakim. *Pan Africanism: A History*. (Bloomsbury Publishing, 2018)
- Gomez, Michael. *Reversing Sail: A History of the African Diaspora* (UNC Press, 2012)
- West, Michael O. *From Toussaint to Tupac: The Black International since the Age of Revolution*. Chapel Hill: UNC Press, 2016)
- All other reading materials will be available in Blackboard (Bb), under the "content tab."
- Some of films will be made available in Blackboard (Bb) or the Library Reserve Stack.

COURSE REQUIREMENTS:

I. Attendance and Discussion (20% of grade): This is not a lecture class. I will provide a few lectures to frame our discussion, but class time will be spent primarily in conversation. Active engagement with the weekly readings and participation in class discussion is, therefore, crucial to your success in the course. The idea is to develop your speaking and listening skills. Every student will be responsible for at least one class presentation based on weekly readings, designed to provoke and facilitate discussion. I will be evaluating you in three areas:

1. Do your comments demonstrate that you've read and understood the assigned readings?

2. Do your comments push the conversation forward (rather than repeat something that's already been said or introduce material that is not relevant to the ongoing discussion)?
3. Do you volunteer your opinion on a considered basis?
4. Do you contribute and improve the quality of discussion in your small discussion groups?

Attendance does not assume participation. To be "in class" means to actively participate.

- II. Critical Reaction Papers (40 % - 10% each):** Students are required to write **four** Reaction Papers (equivalent to at least 1250 words each). These essays are to express students' reflections on (and reactions to) the readings. Your commentaries should be analytical rather than descriptive, critically engaging the week's readings rather than summarizing them. Your commentaries should evaluate the strengths and weaknesses of the readings as it relates to the subject, set of questions of interest to the authors, and relationship with readings from previous weeks. This assignment is meant to encourage careful reflection *prior* to our group meeting and to be generative for class discussion. They must be at least **1250 words or approximately five pages long**. They must be double-spaced, typewritten, and submitted in hard copy on the days they are due.

On the second meeting of the class, you will **select the four class dates that you will write your Reaction Papers on** (make sure you make a copy of the four dates that you select in your calendars for this class). Also, make a copy of each of your papers both for your files and have them accessible in class as a resource for our discussions. Students are to examine at least three points from several of the readings assigned for that date. Please enjoy the academic freedom of writing about whatever most interests or concerns you in these readings. Students may express their personal reactions; however, personal opinions and experiences should always be informed by the conceptual and empirical substance of the assigned readings. These assignments will be evaluated for, form, content, and synthesis of the materials in a coherent and precise way. Students are to respect the principles of both Standard English composition and critical thinking.

- III. Final Paper (30% of grade):** Each student will identify a theme, problem, or debate generated from the course readings and write a paper focused on some aspect of African American or African Diaspora intellectual history. This paper is to be based on library research as well as on a synthesis of relevant readings from the required and recommended texts. For example, a paper on the historical development of Black feminist thought in a diaspora context might use assigned readings as sources along with material from journals and scholarly books on Black feminism. A paper on some aspect of Pan-Africanism or diasporic consciousness would begin with the reading material the course makes available and, from there, extend the sources with library research. Students are strongly encouraged to begin their search for term paper topics by browsing and, hopefully, more closely examining the required and recommended texts.

The final paper assignment is due on the scheduled due date, without exception. However, **a draft**, which will not be graded, must be submitted two weeks prior so that I can offer feedback before the final deadline. The text of these papers must be a minimum of **10 full pages (2500 words)** long and based on at least 5 references (i.e., books and/or journal articles including the books we are reading in class). Appropriate web sites may be used as supplementary rather than as principal sources. The papers will be evaluated on the basis of five criteria: i- the application and articulation of an interdisciplinary perspective, ii- the clarity of exposition, iii- the quality of evidence used to support the argument, iv- the adequacy of organization and writing (i.e., word usage, grammar and

spelling), and v- the relative quantity and quality of citations. Most of these criteria, particularly ii-iv, should be considered general guidelines for all writing assignments.

- IV. Oral Presentation of Term Paper Proposal (10%):** Each student will also give an Oral Presentation of their Final Paper with a printed or on screen digital presentation which will count for **10%** of the final grade.

STUDENT SUPPORT SERVICES

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

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

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

WKU Center for Literacy is available for all WKU students who would benefit from assistance with reading college-level materials. In addition to a quiet study area, we can also offer small group and one-on-one assistance for reading and writing needs. A weekly study skills seminar series called College Reading Success takes place every Wednesday at 12:45 in GRH 2064. A Blackboard organizational site is available for any distance learners or other interested students who may not be able to physically attend. Please call the Center for Literacy at 270-745-2207, visit us in Gary A. Ransdell Hall 2066, or email at jeremy.logsdon@wku.edu with any questions. More information can be found at www.wku.edu/literacycenter

Writing Center: As effective writing is important to this course I encourage you to take advantage of the services offered by the Writing Center at WKU early on in the semester. Located in the Cravens Commons of the Craven Library, the Writing Center offers helpful feedback on any kind of writing by working with students to help them improve themselves and become better writers. You can meet with writing instructors face-to-face, or on-line. For more information, or to schedule an appointment, see <http://www.wku.edu/writingcenter>

ACADEMIC INTEGRITY POLICY

Dishonesty: Such as cheating, plagiarism, misrepresenting of oneself or an organization, knowingly furnishing false information to the University, or omitting relevant or necessary information to gain a benefit, to injure, or to defraud is prohibited.

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

Academic Dishonesty: Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

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

Cheating: No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project which is submitted for purposes of grade determination.

Other Types of Academic Dishonesty: Other types of academic offenses, such as the theft or sale of tests, electronic transmission of test, test sharing, etc. will be reported to the Office of Judicial Affairs for disciplinary action.

What if a student plagiarizes or in some other way is academically dishonest?

The Faculty Syllabus, or Handbook may permit a faculty member to fail a student on the assignment or the entire class. Cases of academic dishonesty may be referred to The Office of Student Conduct for review and additional action. Faculty or reporting staff should meet with the offending student; inform them of the violation; and make them aware that they have been referred to The Office of Student Conduct prior to submission of your report and/or the start of the student conduct proceedings.

TITLE IX, DISCRIMINATION, HARASSMENT, AND SEXUAL MISCONDUCT POLICY STATEMENT

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

READING SCHEDULE

Week One: The Trans-Atlantic Roots and Routes of the Black Intellectual Tradition

Read:

- Michael Gomez, *Reversing Sail: A History of the African Diaspora*, chps. 4&5
- Selected readings (Bb)

Week Two: Transatlantic Slavery and Resistance

Read:

- Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*, excerpts from Rosa, *Many Rivers to Cross* (Bb)
- Mary Prince, *The Narrative of Mary Prince, A West Indian Slave*, from Rosa, *Many Rivers to Cross* (Bb)
- Maria Stewart, “An Address Delivered at the African Masonic Hall” (Bb)
- James Forten, “Letter to Paul Cuffee” (Bb)
- Gomez, *Reversing Sail*, Chp. 6

Week Three: Writing and Remembering Slavery in the Americas

Read:

- Frederick Douglass, *Narrative of the Life of Frederick Douglass*, excerpts from Rosa, *Many Rivers to Cross* (Bb)
- Harriet Jacobs, *Incidents in the Life of a Slave Girl*, excerpts from Rosa, *Many Rivers to Cross* (Bb)
- Afua Cooper, “Marie-Joseph Angelique and the Burning of Montreal,” (Bb)
- Sylvia Frey, “The American Revolution and the Creation of a Global African World,” in Michael West, *From Touissant to Tupac*

Week Four: Asserting the Right to Be in Slavery and Freedom

Read:

- Frederick Douglass, “What, to the Slave, is the Fourth of July?” (Bb)
- Rev. Henry McNeal Turner, “I Claim the Rights of a Man” (Bb)
- David Walker, *David Walker’s Appeal* (excerpt) (Bb)
- Frances Ellen Watkins Harper, “We Are All Bound Up Together” (Bb)
- Martin Delany, *The Political Destiny of the Colored Race, on the American Continent*, (Bb)
- Michael West, “Haiti, I’m Sorry: The Haitian Revolution and the Forging a Black International,” in Michael West, *From Touissant to Tupac*

Film:

- Egalite for All: The Haitian Revolution

Week Five: Racial Uplift, Education, and African Redemption

Read:

- W. E. B. Du Bois, *The Souls of Black Folk*, selected chapters (Bb)
- Mary Church Terrell, “The Progress of Colored Women” (Bb)
- Anna Julia Cooper, “The Status of Woman in America,” (Bb)
- Booker T. Washington, “Atlanta Exposition Address;” (Bb)
- Laura Putnam, “Nothing Matters but Color: Transnational Circuits, the Interwar Caribbean, and the Black International” in *From Touissant to Tupac*

Film:

- A Biography in Four Voices: W.E.B. Du Bois

Week Six: Imagining Nations and Nationalities in the Post-Emancipation Caribbean and U.S.

Read:

- Hakim Adi, “Pan Africanism and Garveyism” in *Pan Africanism: A History*
- Robert Vinson, “Providential Design: American Negroes and Garveyism in South Africa” in *From Toussaint to Tupac*
- Zora Neale Hurston, *The Emperor Effaces Himself*, (Bb)
- A. Philip Randolph, *The Only Way to Redeem Africa*, (Bb).

Week Seven: The “Black Nadir” Diasporically Reconsidered

Read:

- W. E. B. Du Bois, *The Souls of Black Folk*, select chps (Bb)
- Ida B. Wells-Barnett, “Lynch Law in America” (Bb)
- Alexander Crummell, “Civilization, the Primal Need of the Race,” (Bb)
- Hakim Adi, “Du Bois and Pan African congresses” in *Pan Africanism: A History*

Week Eight: The New Negro, Negrismo, and Negritude:

Read:

- Alaine Locke, “The New Negro” (Bb)
- Marcus Garvey, “The New Negro and the UNIA” (Bb)
- W.E.B. Du Bois, “Marcus Garvey: A Lunatic or a Traitor” (Bb)
- Amy Jacques Garvey, “Our Women Getting into the Larger Life: Women as Leaders,” (Bb)
- Hakim Adi, “From Internationalisme Noir to Negritude” in *Pan Africanism: A History*
- Kathy Ogen, “What is Africa to Me? African Strategies in the Harlem Renaissance” (Bb)

Film:

- *Marcus Garvey: Look for Me in the Whirlwind*

Week Nine: Pan Africanism, or Communism in the era of the Color Line

Read:

- W. E. B. Du Bois, “To the Nations of the World” (Bb)
- Langston Hughes, “Negro Speaks of Rivers” (Bb)
- Hakim Adi, “Pan Africanism and Communism” in *Pan Africanism: A History*

Week Ten: Radical Internationalism and Black Liberation in the Diaspora

Read:

- Aime Cesaire, *Discourse on Colonialism*
- Franz Fanon, “On Violence” (Bb)
- C.L.R. James, *A History of Pan-African Revolt*, excerpt (Bb)
- George Padmore, “Pan Africanism or Communism,” (Bb)
- Hakim Adi, “From Ethiopia to Manchester” in *Pan Africanism: A History*
- Robin D.G. Kelley, “Afric’s Sons with Banner Red: African American Communists and the Politics of Culture, 1919-1934.

Week Eleven: Reconnecting and Re-conceptualizing Solutions in the Diaspora

Read:

- Gomez, *Reversing Sail*, chaps. 7&8
- Maryse Conde, “Pan Africanism, Feminism, and Culture,” (Bb)
- Selected readings (Bb)

Week Twelve: Exiles, Emigres, and Movement People

Read:

- Hakim Adi, “Pan Africanism Returns Home” in *Pan Africanism: A History*
- Selected readings (Bb)

- **Due: Final Paper Draft**

Week Thirteen: The Question of Non-Violence from Selma to Accra

Read:

- Martin Luther King, Jr., “Letter from a Birmingham Jail” (Bb)
- Malcolm X, “The Ballot of the Bullet” (Bb)
- Vijay Prashad, “Waiting for the Black Gandhi,” *From Toussaint to Tupac*
- Barbara Harlow, “Writers and Assassinations,” (Bb)

Week Fourteen: Black Power Rebellions Diasporically Reconsidered

Read:

- Hakim Adi, “Black Power” in *Pan Africanism: A History*
- Brian Meeks, “The Rise and Fall of Black Power in the Caribbean” in *From Toussaint to Tupac*
- Selected Readings (Bb)

Film: Winds of Change: The End of Colonialism in Africa

- **Due: Final Paper**
- **Student Presentations**

Week Fifteen: Black Public Intellectuals in the era of #BlackLivesMatter

Read:

- Marc Perry, “Hip Hop’s Diasporic Landscape of Blackness,” in *From Toussaint to Tupac*
- Imani Perry, “The New Black Public Intellectual” (Bb)

- **Student Presentations**
-

Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact Name, E-mail, and Phone: Jannai Shields, jannai.shields@wku.edu, (330) 204-2292
College and Department: PCAL, Philosophy and Religion Department Proposal Date: 2/15/2019

1. Course Details:

- 1.1 Course prefix (subject area), number and title: PHIL 330, Philosophy of Science
- 1.2 Credit hours: 3
- 1.3 Prerequisites¹: None
- 1.4 Crosslisted and/or equivalent courses (prefix and number): None
- 1.5 Expected number of sections offered each semester/year: 1
- 1.6 Is this an existing course or a new course? Existing course
- 1.7 Proposed implementation term: Spring 2020
- 1.8 Where will this course be offered? Bowling Green main campus

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

This course focuses on crucial system-level questions within the philosophy of science, the sub-field of philosophy that explores the philosophical underpinnings of science. Our questions: What separates science from non-science? Do scientific explanations work because they tell us about laws, or because they tell us about causes, or for some other reason? How do “scientific revolutions” occur, and is science value-neutral? Are scientific theories really true? Do they describe real entities, or are they merely theoretically useful? Students will engage these questions through classic and contemporary readings on these topics, lectures, written assignments (including a 7-8 page term paper), and tests and quizzes.

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.

The reading and lecture material for this course assumes students have already learned basic skills in argument, reading, and writing from Foundations and Explorations Colonnade classes.

This course assumes no more than a high school level of scientific understanding, making it accessible to humanities majors; but science majors, who bring their more advanced scientific expertise to the class, will enhance the class discussions. When answering the question of what demarcates science from non-science, or pseudoscience, we must assess what features definite sciences have that fields like History or English lack; we must also draw from understanding of religion when thinking about whether science best operates under methodological naturalism. When answering the question of what conditions are necessary for a good scientific explanation, we will examine examples of what we have come to believe are the best explanations in the history of science.

This last point reveals that knowledge from the history of science is also significant to the course content (though this historical knowledge is not presumed of the students). Paradigm cases of scientific explanations are historical—Kepler’s theory, Galileo’s theory, Newtonian physics, Darwinian evolution, the quantum revolution. Relatedly, these historical developments were often accompanied by what we have come to think of as scientific revolutions—when one subfield of science shifts from one paradigm to another, as happened

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

when Antoine Lavoisier’s oxygen theory won the day over Joseph Priestley’s phlogiston theory of combustion.

Undergirding our exploration of these subjects is philosophy—both the tools of philosophy (use of logic, argument, and conceptual analysis) and central topics in philosophy (epistemology, metaphysics, questions of value). For instance, when we discuss the question of scientific realism, we will have to think about whether science aims at truth and what would need to be the case for a theory to be true. When thinking about the relationship between value and science, we will think about whether science aims at objectivity or whether it is unavoidably biased by the values and perspectives of its practitioners.

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

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
<i>Example: Analyze how systems evolve.</i>	<i>Example: Students analyze both the development and evolution of the mental system within an individual (e.g., (i) the utilization of various mental and sensori-motor components in an individual’s development of a theory of mind and a capacity for joint attention, and (ii) causal and historical conditions of reference of singular terms and their neural realizers in an individual’s cognitive system) as well as the essential role that causal history plays in the development across individuals of mental states with propositional contents (e.g., how the evolution of syntactic processing in humans’ mental system can account for conditions of veridical representation of one’s environment).</i>
1. Analyze how systems evolve.	Students in this course will analyze how systems evolve in at least two senses. First, they will analyze how our understanding of science has evolved by learning about the history of science and some of its most important revolutions, including the Copernican revolution, the Newtonian revolution, the Darwinian revolution, the quantum revolution and the favoring of oxygen theory over phlogiston theory. They will also see how philosophy of science has evolved in how it answers questions. For instance, when learning about theories of how to demarcate science from non-science or pseudoscience, we will begin with Karl Popper’s famous falsificationism, learn about other theories, and work to the contemporary notion of scientific pluralism within philosophy of science.
2. Compare the study of individual components to the analysis of entire systems.	We will study individual components of both science and philosophy of science. For science, we will analyze paradigm cases of scientific theories, practices, and methodologies and attempt to see if there is commonality in the structure of one scientific theory, or one scientific practice, and another; seeking to identify this commonality will cultivate greater understanding of science more generally. Examining particular components of science will help us see if there are answers to what conditions give rise to scientific revolutions, or what criteria must be met in order for a theory to give a good scientific explanation, or what criteria a theory must meet in order to be properly scientific.

	<p>For philosophy, we will look at individual philosophical theories meant to address particular questions. Questions we will address include:</p> <p>What makes for a good scientific explanation? Are scientific theories true? Is science value neutral? What conditions lead to scientific revolutions?</p> <p>In looking at these theories, we will get a sense for what a philosophical theory should account for, and what good philosophical theories consist of, more generally.</p>
<p>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.</p>	<p>In philosophy of science, students learn about the theoretical underpinnings of science, what a good accounting of these underpinnings look like, and why the underpinnings are important. Students will see how public discussions of science, as well as discussions of public policies related to science, assume naïve answers to these philosophical questions. Thinking through these questions and theories will make students better at understanding science, and better at critically assessing it as citizens. They will better appreciate how our topics impact the way in which we think about whether a certain research program should be funded, or whether a certain body of scientific research should influence how we vote.</p>

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

Through their performance on tests and argumentative papers, students will demonstrate their knowledge of leading theories that attempt to answer the following questions: What separates science from non-science? Do scientific explanations work because they tell us about laws, or because they tell us about causes, or for some other reason? How do “scientific revolutions” occur, and is science value-neutral? Are scientific theories really true? Do they describe real entities, or are they merely theoretically useful?

Students will develop the skill of analytic reading, as evidenced by written summaries and the completion of reading guides. Each reading will be an argument for a particular answer to a particular question within philosophy of science, or an argument against someone else’s answer.

Students will demonstrate an ability to evaluate the strength of arguments as well as constructing and defending their own argument in their final paper.

Students will improve at argumentative writing through writing an argumentative term paper that fairly and accurately presents the views of others, and respond to those interlocutors using premises that build to a conclusion.

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)”	Describe in detail the assessment methods
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	(assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i> . Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
<i>Example: Analyze how systems evolve.</i>	<i>Example: The department will use several questions, added to the final exam, in order to assess how well the course's learning outcomes are being met. Each question will correspond to a separate Connections Student Learning Outcome for the Systems Subcategory.</i>	<i>Example: At the end of each semester the final exam answers of 30% of the students in the course will be selected at random for assessment. Each answer will correspond to one of the three Colonnade Student Learning Outcomes. At the beginning of the next semester a faculty member will assess each answer using the attached rubric. The names of the students and of the instructor will be eliminated before the assessment takes place. Assessment results will be communicated to the Department Head, who will then follow up with the faculty who teach the course and the department.</i>
1. Analyze how systems evolve.	The 1500-2000 word term paper will serve as the artifact for this learning outcome. In developing argumentative papers, students must trace the evolution of systems of thought regarding various aspects of how we view science. These systems of thought could include, but is not exhausted by, any of the following: Papers that trace the development of how to demarcate science from non-science, papers that trace the development of theories of scientific explanation, papers that trace the development of realist or anti-realist views of science, papers that trace the development of how philosophers have thought about the objectivity of science.	20% of the class will be sampled and assessed according to the attached rubric. 50% should score "Good" or better.
2. Compare the study of individual components to the analysis of entire systems.	The 1500-2000 word term paper will serve as the artifact for this learning outcome. Students will demonstrate how their thesis, addressed to an important	20% of the class will be sampled and assessed according to the attached rubric. 50% should score "Good" or better.

	question within philosophy of science, does well at explaining the philosophically important aspects of particular scientific cases; the thesis will also articulate how it attempts to answer one of our broad course questions articulated in (5) above.	
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	The 1500-2000 word term paper will serve as the artifact for this learning outcome. They will demonstrate an improved understanding of science by pointing out weaknesses in others' arguments and trying to improve upon those weaknesses. In so doing, they will become better at evaluating how system-level thinking informs decision-making, public policy around science, and how science will endure into the future.	20% of the class will be sampled and assessed according to the attached rubric. 50% should 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	Demonstrates an understanding of the evolution of the answers to the question the student chooses to address with clarity, succinctness, and complete accuracy.	Demonstrates an understanding of the evolution of the answers to the question the student chooses to address with minor flaws of accuracy in the presentation of those answers, and includes most important details.	Demonstrates an understanding of the evolution of the answers to the question the student chooses to address, but the presentation of those answers exhibits significant flaws in accuracy, or leaves out important details.	Does not demonstrate an understanding of the evolution of the answers to the question the student chooses to address.
2. Compare the study of individual components to the analysis of entire systems.	Demonstrates how the thesis handles a philosophically important aspect of a scientific theory in detail, with accurate understanding and articulation as to how the thesis handles the scientific theory. Clearly articulates how the thesis relates to one of the broad course topics from (5).	Demonstrates how the thesis handles a philosophically important aspect of a scientific theory in detail, but with minor misunderstandings as to how. Clearly articulates how the thesis relates to one of the broad course topics from (5)	Attempts to demonstrate how the thesis handles a philosophically important aspect of a scientific theory, but without much detail as to how, or with significant misunderstandings as to how. Attempts to articulate how the thesis relates to one of the broad course topics from (5), but does not do so clearly.	Does not make any attempt to demonstrate how the thesis handles a philosophically important aspect of a scientific theory, or how it answers one of the questions from (5).
3. Evaluate how system-level thinking	Identifies and articulates a weakness in others' arguments about the	Identifies and articulates a weakness in others' arguments about the	Expresses that there is a weakness in others' arguments about the	Does not articulate a weakness in others' arguments about the

informs decision-making, public policy, and/or the sustainability of the system itself	chosen topic with clarity, fairness, accuracy, and sufficient detail.	chosen topic. The articulation is mostly clear, but contains minor mistakes or jumps in logic.	chosen topic, but only makes a vague attempt at expressing what it is.	chosen topic.
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7. Evidence & Argument Artifact. As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

The artifact for this purpose is the same as in 6a above.

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

Philosophy of Science

Instructor

<i>Name</i>	<i>Email</i>	<i>Office</i>	<i>Office Hours</i>
Dr. Jannai Shields	jannai.shields@wku.edu	Cherry Hall 306A	Monday, 4:00-5:15 Thursday, 11:00-12:30, and by appointment

Overview

This is a survey course in general philosophy of science, focusing on crucial questions within the history of the philosophy of science. Our questions: What separates science from non-science? Do scientific explanations work because they tell us about laws, or because they tell us about causes, or for some other reason? How do “scientific revolutions” occur, and is science value-neutral? Are scientific theories really true? Do they describe real entities, or are they merely theoretically useful?

Colonnade Course Goals

Systems (3 hours): Students will examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking. Students who complete this course will:

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

Course Specific Goals

1. Through their performance on tests and argumentative papers, students will demonstrate their knowledge of leading theories that attempt to answer the following questions: What separates science from non-science? Do scientific explanations work because they tell us about laws, or because they tell us about causes, or for some other reason? How do “scientific revolutions” occur, and is science value-neutral? Are scientific theories really true? Do they describe real entities, or are they merely theoretically useful?
2. Students will develop the skill of analytic reading, as evidenced by written summaries and the completion of reading guides. Each reading will be an argument for a particular answer

to a particular question within philosophy of science, or an argument against someone else's answer.

3. Students will demonstrate an ability to evaluate the strength of arguments as well as constructing and defending their own argument in their final paper.
4. Students will improve at argumentative writing through writing an argumentative term paper that fairly and accurately presents the views of others, and respond to those interlocutors using premises that build to a conclusion.

Assessment

There are three exams, the last being a cumulative final exam. You will write an essay making an argument for some view in this topic, worth 100 points. The essay must be double-spaced and a minimum of 1500 words and a maximum of 2000 words. **I will enforce strict word limits.**

Exam 1	100 points
Exam 2	100 points
Final Exam	100 points
Weekly Quizzes	100 points
Long Paper	100 points

Quizzes will either be pop quizzes or posted in advance on Blackboard. They will be reading comprehension quizzes, and will consist of identification of thesis, recognition of views, identification of arguments, and sometimes short essay. Blackboard quizzes will have a due date, and after that point, you will be unable to take the quizzes. There will be no makeup quizzes given. If you miss a pop quiz and are unexcused, you will receive a 0.

What do I expect on the papers? I expect a thesis, and I expect an argument for that thesis that considers objections to your thesis. I expect you to stay on topic, and it should be clear to me from reading your paper that you have both read and understood the texts you engage. Don't tell me how the reading makes you "feel" (please); instead, you are to critically analyze the text (what does it say? Are the arguments provided by the author good? Are there problems you see with any of the arguments? Etc.). I expect your written assignments to be organized (i.e., utilize paragraphs, write in essay-style, etc.). Finally, I expect you – as university students – to have command of sentence level writing conventions (i.e., avoid errors of punctuation, grammar and spelling). While your grade will largely hinge on the content of your writing assignments, I will deduct points

(and/or letter grades!) for severe grammatical/spelling/punctuation error that occurs throughout the assignment.

If it is clear that you put some thought into the assignment, the lowest grade you will receive is a “C–” (roughly, 70-73). However, it is also possible that your writing contains far too many grammatical errors, spelling errors, and/or punctuation errors. In such instances, I will not grade the assignment, but will write “WC” on your paper, which stands for “Writing Center.” This means that you should contact the WKU Writing Center and set up an appointment to discuss your paper with them (Cherry Hall 123, <https://www.wku.edu/writingcenter/> 270-745-55719). After having met with them, you are to (a) correct your paper and (b) turn it in to me within one week of my having returned it to you. I will then give the assignment an official grade. (Should you fail to return the paper to me within the one-week window, you will receive – at best – a D and – at worst – an F on the assignment.)

I will read drafts of essays, provided they are given to me at least two days in advance of the deadline (the earlier I have the draft, the more likely that I will read it before the deadline).

(Note: deduct one letter grade for each day a writing assignment is late – no exceptions!)

Exams will be a combination of multiple choice and long essays.

Attendance is not required, but I purposely have designed the course so that you do poorly if you don't come, because I think the stuff is important and you cannot learn it as well without my expertise. **Note that it will be very hard to learn the material without coming to class: the readings are hard and my explanations are your best chance of understanding the material.** So, realistically, missing a lot of class will doom you. You'll miss out on pop quizzes as well as test and Blackboard quiz material that comes in class and not from the readings.

Also, philosophy is best done with good peers. This is because philosophy is discussion-based, and thus, so is this class. Your presence in class, along with the voicing of your views, is an important part of the learning process for all!

Miscellaneous Items

Academic dishonesty on your part will suffice for failure of this course. In this course, academic dishonesty would be cheating on exams and quizzes and plagiarizing papers.

If I catch you misusing technology in my class, I may penalize you by giving you a 0 on the next quiz.

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, room 1074 of the Student Success Center. The phone number is 270.745.5004. or email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from The Student Accessibility Resource Center.

Schedule

INTRODUCTORY DISCUSSION (TUESDAY 22 JANUARY)

Section I: Demarcation

MEETING TWO (THURSDAY 24 JANUARY)

PRIMARY

Karl Popper. Science: Conjectures and Refutations

MEETING THREE (TUESDAY 29 JANUARY)

PRIMARY

Imre Lakatos. Science and Pseudoscience

MEETING FOUR (THURSDAY 31 JANUARY)

PRIMARY

Michael Ruse. Creation Science is Pseudoscience

Larry Laudan. Commentary: Science at the Bar—Causes for Concern

MEETING FIVE (TUESDAY 5 FEBRUARY)

PRIMARY

Hasok Chang. 2012. Chapter 5, Pluralism in Science: A Call to Action, *Is Water H₂O? Evidence, Realism and Pluralism*

MEETING SIX (THURSDAY 7 FEBRUARY)

PRIMARY

Alvin Plantinga. 1997. "Methodological Naturalism? Part 2." *Origin and Design* 18:2. <http://www.arn.org/docs/odesign/od182/methnat182.htm>

MEETING SEVEN (TUESDAY 12 FEBRUARY)

PRIMARY

Elliot Sober. "Why Methodological Naturalism?" In G. Auletta, M. LeClerc, and R. Martinez (eds.), *Biological Evolution: Facts and Theories: A Critical Appraisal 150 Years after The Origin of Species*, 2011, Rome: Gregorian Biblical Press, pp. 359-378.

MEETING EIGHT (THURSDAY 14 FEBRUARY)

PRIMARY

Alvin Plantinga. 2012. Part IV Deep Conflict, Chapter 10: The Evolutionary Argument Against Naturalism. *Where the Conflict Really Lies: Science, Religion, and Naturalism*.

MEETING NINE (TUESDAY 19 FEBRUARY)

PRIMARY

Michael Deem. 2018. A Flaw in the Stich-Plantinga Challenge to Evolutionary Reliabilism. *Analysis* 78: 216-225.

MEETING TEN (THURSDAY 21 FEBRUARY)

PRIMARY

Extra Day.

Section II: Theory Change and Value

OVERVIEW

Eric Oberheim and Paul Hoyningen-Huene. 2018. "The Incommensurability of Scientific Theories." <https://plato.stanford.edu/entries/incommensurability/>

MEETING ELEVEN (TUESDAY 26 FEBRUARY)

PRIMARY

Thomas Kuhn. The Nature and Necessity of Scientific Revolutions.

Thomas Kuhn. Objectivity, Value Judgment, and Theory Choice.

MEETING TWELVE (THURSDAY 28 FEBRUARY)

PRIMARY

Paul Feyerabend. 1962. "Explanation, Reduction, and Empiricism" In *Minnesota Studies for the Philosophy of Science*. Volume 3: 28-92.

MARCH 4-8, SPRING BREAK

MEETING THIRTEEN (TUESDAY 12 MARCH)

PRIMARY

Kuhn and Feyerabend, cont.

MEETING FOURTEEN (THURSDAY 14 MARCH)

PRIMARY

Samir Okasha. 2002. Chapter 5: Scientific Change and Scientific Revolutions. *Philosophy of Science: A Very Short Introduction*.

MEETING FIFTEEN (TUESDAY 19 MARCH)

PRIMARY

Helen Longino. 1990. Chapter 4: Values and Objectivity. *Science and Social Knowledge: Values and Objectivity*

MEETING SIXTEEN (THURSDAY 21 MARCH)

PRIMARY

Sandra Harding. 1992. "After the Neutrality Ideal: Science, Politics, and Strong Objectivity." *Social Research* 59.

Section III: Realism

OVERVIEW

Anjan Chakravartty. Scientific Realism. <https://plato.stanford.edu/entries/scientific-realism/>

MEETING SEVENTEEN (TUESDAY 26 MARCH)
PRIMARY

Bas van Fraassen. 1980. *The Scientific Image*.

MEETING EIGHTEEN (THURSDAY 28 MARCH)
PRIMARY

Bas van Fraassen. 1980. *The Scientific Image*, continued.

MEETING NINETEEN (TUESDAY 2 APRIL)
PRIMARY

Richard Boyd. 1983. On the Current Status of the Issue of Scientific Realism.

MEETING TWENTY (THURSDAY 4 APRIL)
PRIMARY

Larry Laudan. A Confutation of Convergent Realism.

MEETING TWENTY-ONE (TUESDAY 9 APRIL)
PRIMARY

Arthur Fine. The Natural Ontological Attitude.

MEETING TWENTY-TWO (THURSDAY 11 APRIL)
PRIMARY

Stathis Psillos. 1999. Selected chapters from *Scientific Realism: How Science Tracks Truth*.

Section IV: Explanation

OVERVIEW

James Woodward. Scientific Explanation. <https://plato.stanford.edu/entries/scientific-explanation/>

MEETING TWENTY-THREE (TUESDAY 16 APRIL)

PRIMARY

Carl Hempel. 1965. "Aspects of Scientific Explanation", in *Aspects of Scientific Explanation and Other Essays in the Philosophy of Science*, Free Press, New York, pp. 331–496.

Read Sections §1–§2.

MEETING TWENTY-FOUR (THURSDAY 18 APRIL)

PRIMARY

Woodward, James. 2003. "Causal Explanation: Background and Criticism", in *Making Things Happen: A Theory of Causal Explanation*, Oxford University Press, Oxford, pp. 152–186.

MEETING TWENTY-FIVE (TUESDAY 23 APRIL)

PRIMARY

Lewis, David. 1986. "Causal Explanation", in *Philosophical Papers*, Vol. II, Oxford University Press, Oxford, pp. 214–240.

SECONDARY

Woodward, James. 2003. "The Causal Mechanical and Unificationist Models of Explanation", in *Making Things Happen: A Theory of Causal Explanation*, Oxford University Press, Oxford, pp. 350–373. [\[PDF\]](#)

Read Sections §8.1–§8.4.

MEETING TWENTY-SIX (THURSDAY 25 APRIL)

PRIMARY

Sober, Elliott. 1983. "Equilibrium Explanation, in *Philosophical Studies*, Vol. 43, No. 2: 201-210.

MEETING TWENTY-SEVEN (TUESDAY 30 APRIL)

PRIMARY

Roger Sansom and Jannai Shields. 2018. Asymmetry in the Unification Theory of Causal Explanation. *Synthese* 195: 765-683. *Assigned sections*

Woodward, James. 2003. "The Causal Mechanical and Unificationist Models of Explanation", in *Making Things Happen: A Theory of Causal Explanation*, Oxford University Press, Oxford, pp. 350–373.

Read Sections §8.5–§8.11.

MEETING TWENTY-EIGHT (THURSDAY 2 MAY)
PRIMARY
Wrap-Up, extra day.

Colonnade Connections Course Proposal Local to Global Subcategory

Proposal Contact Name, E-mail, and Phone: Kelley K. Coppinger, Kelley.coppinger@wku.edu, (270) 745-2067; College and Department: PCAL, Department of Communication

Proposal Date: 03/28/19

1. Course Details:

- 1.1 Course prefix (subject area), number and title: AD 240 Advertising in a Digital World
- 1.2 Credit hours: 3
- 1.3 Prerequisites¹: NA
- 1.4 Cross-listed and/or equivalent courses (prefix and number): NA
- 1.5 Expected number of sections offered each semester/year: 3 per semester
- 1.6 Is this an existing course or a new course? Existing
- 1.7 Proposed term of implementation? Spring 2020
- 1.8 Where will this course be offered? Bowling Green main campus & online

2. Provide a brief course description (100-200 words). Advertising in a Digital World explores the theory and practice of incorporating digital technology into global advertising communication campaigns. Core topics include consumer research, modern branding strategy, and message delivery utilizing traditional and digital media platforms. Students will learn how digital advertising connects individuals in small communities; how small businesses and individuals can access regional, national and global markets; and how global corporations can target individuals in small communities. Students will better understand the legal and ethical challenges of managing personal privacy in a digital world where their information is becoming a commodity that underpins highly targeted advertising efforts.

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience). This course provides an integration of advertising, business, and communication disciplines with the intent of encouraging students to be more mindful of how their digital behavior is being collected and used. Most students are aware that digital platforms, such as Facebook and Google, collect information about their interests to provide more satisfying online experiences. However, they are often unaware that their digital behavior drives the entire online advertising ecosystem by personalizing content and advertising messages for commercial purposes. Data is the currency that makes free or near-free services possible. Students in a wide range of majors would benefit from this course, including marketing, communication, economics, history, English, journalism, broadcasting, film, among others.

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

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
<i>1. Analyze issues on local and global scales.</i>	Today's students rely on digital technology to shape their view of the world. From local, national, and international news, to advertising messaging, digital content is now personalized to reflect their interests and their past online behavior. Corporate and geo-politically sponsored messages can influence

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	<p>individuals anywhere. Specific issues explored in this SLO include:</p> <ul style="list-style-type: none"> • <i>How technological & consumer trends are shaping today's digital world.</i> • <i>Is privacy even possible in a digital world? And if not, what level of control should we reasonably expect as consumers?</i>
2. Examine the local and global interrelationships of one or more issues.	A key area of discussion is how the global advertising business has changed from utilizing traditional mass media to more personalized digital technologies. Corporations can target individuals and communities of shared demographics, interests and consumer behavior. The corollary is also true—individuals and small businesses can access local, regional, national and global audiences in an affordable manner.
3. Evaluate the consequences of decision-making on local and global scales.	Students will examine how small businesses can access larger markets using low-cost digital advertising. Students will research and write argument-based case studies featuring global brands who are successfully using digital technology to promote their products and services. The primary objective for the case studies is to better understand the risks and rewards of promoting brands in a digital world.

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

Additionally, students will be able to:

- 1) *Outline technological and consumer trends shaping today's digital world;*
- 2) *Understand the tradeoffs in privacy that occur when using free global services, such as Google and Facebook;*
- 3) *Define how personal branding locally builds a professional brand network globally;*
- 4) *Contrast how today's advertising is changing due to new technologies;*
- 5) *Identify and apply techniques to segment audiences through research, and*
- 6) *Recognize branding techniques being used today by global companies.*

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 issues on local and global scales..	Students will be required to write argument 3 case studies. Students will identify an individual or business that has successfully	A random group of 10 case studies from the first assignment will be pulled from each course section and evaluated using the rubric below. This is also a separate

	accessed national and global audiences using digital platforms.	assessment from the course grades.
2. Examine the local and global interrelationships of one or more issues.	One argument-based case study will focus on issues related to the transformation of media from mass delivery around the globe to messaging directed at one person.	A random group of 10 case studies from the second assignment will be pulled from each course section and evaluated using the rubric below. This is also a separate assessment from the course grades.
3. Evaluate the consequences of decision-making on local and global scales.	One case study will evaluate how our digital information and behavior is tracked and sold to companies to create targeted messaging/sales efforts. Students will analyze issues of digital privacy, changing global legal environments and how this impacts digital advertising.	A random group of 10 case studies from the third assignment will be pulled from each course section and evaluated using the rubric below. This is also a separate assessment from the course grades.

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. Our benchmark expectations are as follows: 1. 10% excellent, 2. 60% proficient and 3. 30% unsatisfactory

Connections SLO	Unsatisfactory	Proficient	Excellent
1. Analyzing Issues Local and Global Scales	<p>Writing shows no evidence of insight, understanding, or reflective thought about local and global scales.</p> <p>Writing presents no specific viewpoint and no supporting examples or links to websites or documents are provided.</p> <p>Writing does not stimulate dialogue and commentary.</p>	<p>Writing provides clear insight, understanding, and reflective thought about local and global scales.</p> <p>Writing presents a specific viewpoint that is substantiated by supporting examples and links to websites or documents, but not all links enhance the information presented.</p> <p>Generally well written with some attempts made to stimulate dialogue and commentary.</p>	<p>Writing provides comprehensive insight, understanding, and reflective thought about local and global scales.</p> <p>Writing presents a focused and cohesive viewpoint that is substantiated by effective supporting examples or links to relevant, up-to-date websites or documents that enhance the information presented.</p> <p>Creatively and fluently written to stimulate dialogue and commentary.</p>
2. Examining interrelationships of issues	Shows no evidence of insight, understanding, or reflective thought about interrelationships of issues.	Provides clear insight, understanding, and reflective thought about interrelationships of issues.	Comprehensive insight, understanding, and reflective thought about interrelated issues. Presents a focused and

	<p>Presents no specific viewpoint and no supporting examples or links to websites or documents are provided.</p> <p>Writing does not stimulate dialogue and commentary.</p>	<p>Presents a specific viewpoint that is substantiated by supporting examples and links to websites or documents, but not all links enhance the information presented.</p> <p>Generally well written with some attempts made to stimulate dialogue and commentary.</p>	<p>cohesive viewpoint that is substantiated by effective supporting examples or links to relevant, up-to-date websites or documents that enhance the information presented.</p> <p>Creatively and fluently written to stimulate dialogue and commentary.</p>
<p>3. Evaluating consequences of decision making</p>	<p>Shows no evidence of insight, understanding, or reflective thought about decision making on a local or global scale.</p> <p>Presents no specific viewpoint and no supporting examples or links to websites or documents are provided.</p> <p>Writing does not stimulate dialogue and commentary.</p>	<p>Provides clear insight, understanding, and reflective thought about consequences of decision making.</p> <p>Presents a specific viewpoint that is substantiated by supporting examples and links to websites or documents, but not all links enhance the information presented.</p> <p>Generally well written with some attempts made to stimulate dialogue and commentary.</p>	<p>Comprehensive insight, understanding, and reflective thought about the consequences that arise from decision making.</p> <p>Presents a focused and cohesive viewpoint that is substantiated by effective supporting examples or links to relevant, up-to-date websites or documents that enhance the information presented.</p> <p>Creatively and fluently written to stimulate dialogue and commentary.</p>

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 second argument-based case study requires students to make a claim about the ethicality of the transformation of media from mass delivery around the globe to messaging directed at one person. Students will be required to use evidence from research drawn from the textbook and relevant resources.

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.

COURSE SYLLABUS

Course Description

Advertising in a Digital World explores the theory and practice of incorporating digital technology into global advertising communication campaigns. Core topics include consumer research, modern branding strategy, and message delivery utilizing traditional and digital media platforms. Students will not only learn the nuances of international digital advertising, they will better understand the legal and ethical challenges of managing personal privacy in a digital world where their information is becoming a commodity.

Course Rationale

Technology and globalization has radically changed the way advertising campaigns are created, implemented, and evaluated. From work teams that only meet in virtual space to new forms of electronic media, the business of advertising is undergoing nothing short of a revolution. This course emphasizes the process of developing a modern advertising campaign, with a focus on how digital behavior drives the entire online advertising ecosystem.

Professor

Cliff Shaluta

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[URL:](http://www.adthinktank.com) www.adthinktank.com

Office Hours F18

JRH #312

MWF 7:30 - 9:05 am, 10:10 -11:20 am,

12:30 - 1:00 pm.

other times by appointment

Colonnade Local to Global Connections Learning Objectives

After completing this course, students should be able to:

- 1) Analyze advertising 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.

AD 240 Learning Objectives

After completing this course, students should be able to:

- 1) Outline technological and consumer trends shaping today's digital world;
- 2) Understand the tradeoffs in privacy that occur when using free global services, such as Google and Facebook;
- 3) Define how personal branding locally builds a professional brand network globally;
- 4) Contrast how today's advertising is changing due to new technologies;

- 5) Identify and apply techniques to segment audiences through research, and
- 6) Recognize branding techniques being used today by global companies.

Methodology

Advertising in a Digital World Online incorporates discussion forums, quizzes, blog posts, project work and traditional lecture. Students are responsible for scheduling time for reading, study and meeting assignment deadlines. This can be an amazing benefit when compared to a more traditional class.

Course Prerequisites

None

Books & Other Resources

You'll need several resources for this class.

1) Books

a) Required text (all students should have this book)

Title: Advertising & Integrated Brand Promotion, 8th edition, 2018

Authors: O'Guinn, Scheinbaum, Allen, & Semenik, Publisher: Cengage Learning

ISBN: 978-1337110211 *Consider "renting" this book for the semester from Amazon.*

b) Required text (all students should have this book)

Title: The Art of Social Media: Power Tips for Power Users

Authors: Guy Kawasaki & Peg Fitzpatrick

ISBN-978-1-59184-807-3 *Suggest getting the Kindle version so you have all the links included the book.*

c) Optional text (great reference book for case brief assignments)

Title: The Participation Game – How the Top 100 Brands Build Loyalty

Author: Norty Cohen

ISBN-978-1-59184-807-3

d) Optional text (great reference book for case brief assignments)

Title: Dynamics of International Advertising: Theoretical and Practical Perspectives

Publisher: Peter Lang, Inc.

ISBN-978-1433127595 *Available as a Kindle e-book and PDF*

2) A free online "listening dashboard" from [Netvibes](http://netvibes.com). <http://netvibes.com>

A listening dashboard is a central location to aggregate "RSS Feeds" from a number of websites and social media platforms. Since people, media companies and brands are now generating their own content, it's wise to track what they have to say.

3) A personal website. May be a professional, hosted website with your personal domain or a free Wordpress blog.

Like many things in life, you get what you pay for. A paid, hosted website means that you are "renting" space on a computer from a virtual host for your website. This is what most businesses do.

Hosts, like [Webhostingpad](http://webhostingpad.com) <http://webhostingpad.com>, offer inexpensive plans and they also offer tech help. While not required for this class, Advertising in a Digital World is a great opportunity to start building a personal brand with a hosted plan. Personal branding is a terrific way to understand and apply the concept of product branding. You know “you” better than any other product. Whether paid or free, your website will be used as a "content hub" to post class assignments as you move through the class.

Expectations

Your work should be of a high quality and suitable for inclusion into your personal website. Ideally, you may want to build a portfolio website showcasing your work, from a variety of classes, to potential employers. Given the potential communication problems in an online class, please contact me with any issues that may be keeping you from doing your best work. I want this course to be both an educational and pleasant experience for you.

COURSE OUTLINE

Advertising in a Digital World is a 15-week class, with eight sections. Each week will have a Learning Module for you to complete. Weekly modules include:

I. OBJECTIVES FOR WEEKLY MODULE

II. CONTENT (specific topics with readings, slides, videos, websites)

III. ASSESSMENT (self-assessments, activities, quizzes, papers, posts and projects)

WEEKLY CONTENT

WEEK 8/27

I. Welcome to a Digital World; Launch Local to Global Concepts

-Key Technological and Consumer Trends

-Is it reasonable for consumers to receive free services like Facebook and Google in exchange for sharing their data?

-A Branding Mindset

-Reimagining Advertising in a Digital World

-Is privacy even possible in a digital world? And if not, what level of control should we reasonably expect as consumers?

-The Brand Spiral and the Branding Blueprint

II. Personal Branding; Local Actions Affecting Global Branding

WEEK 9/3 (Read pgs. 1-69 in ASM)

-Basics of Brand-You

-Art of Social Media

WEEK 9/10 (Read pgs. 70-184 in ASM)

-Building a NetVibes Dashboard

-Building your own website and connecting your Social Graph

-Introduce Case Brief Assignments

III. Advertising & Integrated Brand Promotion

WEEK 9/17 *(Read pgs. 3-50 in IBP)*

Chapter 1 The World of Advertising & Integrated Brand Promotion

Chapter 2 The Structure of the Advertising & Promotion Industry

WEEK 9/24 *(Read pgs. 52-102 in IBP)*

Chapter 3 The History of Advertising & Brand Promotion

Chapter 4 Social, Ethical, and regulatory Aspects of Advertising & Promotion

IV. Analyzing the Global Environment For Advertising and Integrated Brand Promotion

WEEK 10/1 *(Read pgs.105-141 in IBP)*

Chapter 5 Advertising, Integrated Brand Promotion, and Consumer Behavior

Chapter 6 Market Segmentation, Positioning, and the Value Proposition

•Case Study #1 is Due Before M 10/8/18 (25pts)

WEEK 10/8 *(Read pgs.142-182 in IBP)*

Chapter 7 Advertising Research

Planning 8 Advertising & Integrated Brand Promotion

V. The Creative Process

WEEK 10/15 *(Read pgs.185-226 in IBP)*

Chapter 9 Managing Creativity in Advertising and Integrated Marketing Plan

Chapter 10 Creative Message Strategy

•Case Study #2 is is Due Before M 10/22/18 (25pts)

WEEK 10/22 *(Read pgs. 228-249 in IBP)*

Chapter 11 Executing the Creative

VI. The Media Process

WEEK 10/29 *(Read pgs. 251-289 in IBP)*

Chapter 12 Media Planning Essentials

Chapter 13 Media Planning: Newspapers, Magazines, TV and Radio

WEEK 11/5 *(Read pgs. 290-310 in IBP)*

Chapter 14 Media Planning: Advertising & Integrated Brand Promotion in Digital & Social Media

VII. Integrated Brand Promotion; Local Creative Ideas Making Global Impact

WEEK 11/12 *(Read pgs. 313-355 in IBP)*

Chapter 15 Sales Promotion, Point-Of-Purchase Advertising & Support Media

Chapter 16 Event Sponsorship, Product Placements, and Branded Entertainment

•Case Study #3 is Due Before M 11/19/18 (25pts)

WEEK 11/19 *(Read pgs. 356-377 in IBP)*

Chapter 17 Integrating Direct Marketing and Personal Selling

WEEK 11/26 (Read pgs. 378-401 in IBP)

Chapter 18 Public Relations, Influencer Marketing, and Corporate Advertising

WEEK 12/3

Wrap-Up and a Look at the Future of Advertising

WEEK 12/10

Final Quiz

GRADING

5 pts Building NetVibes Dashboard

20 pts Building a Personal Website & Your Own Social Media Brand

100 pts Blog Posts & Other Assignments - 300 words min.

100 pts 5 Online Quizzes @ 20 pts each

75 pts 3 Case Studies @ 25 pts each*

300 = Total Possible Points

Grade Scale:

91 - 100 = A 81 - 90 = B 71 - 80 = C 61 - 70 = D

Unless otherwise negotiated, late work will result in penalty points. Last day to drop this class with a W is 10/17/18. See the course website for more details.

Cultural Diversity

WKU and the AD Program are committed to providing an atmosphere of learning representing a variety of perspectives. In Advertising in a Digital World, you will have the opportunity to express and experience cultural diversity as we focus our research on issues such as: ethnicity and brand communications, gender stereotypes in the media, and cross-cultural communications. In addition, assignments are designed to encourage individuality and creative expression. You are encouraged to learn from the information and ideas shared by others.

University Plagiarism Policy

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense! The academic work of a student must be his or her own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Vice President for Student Affairs for disciplinary sanctions.

From the Office of Student Disability Services

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

Title IX Misconduct/Assault Statement

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040).

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

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact Name, E-mail, and Phone: Qi Li, qi.li@wku.edu, (270)745-6225

College and Department: Ogden, SEAS

Proposal Date: 12/08/17

1. Course Details:

- 1.1 Course prefix (subject area), number and title: DATA 301, Big Data and its Applications
- 1.2 Credit hours: 3
- 1.3 Prerequisites¹: Completion of Colonnade quantitative reasoning course and 21 hours of Foundations & Explorations courses.
- 1.4 Crosslisted and/or equivalent courses (prefix and number): N/A
- 1.5 Expected number of sections offered each semester/year: one per year
- 1.6 Is this an existing course or a new course? A new course
- 1.7 Proposed implementation term: Fall 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).

The course examines how an individual, company, or organization interacts with a system of big data including i) data collection (policy and mechanisms), ii) data protection, iii) data analytics, and iv) inference and decision making. Case studies of big data are drawn from areas such as politics, social network, humanities, and healthcare.

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.

In a transformative society driven by big data, an individual in a job market may be challenged by the competition of robots. Shared experience as a global citizen, such as the protection of privacy, will also be under a threat from the abuse of big data. Students will apply knowledges from two pools of disciplines to develop their understanding of the approaches for these issues. The first pool is technology centric, which includes the discipline of computer science, computer information science, computer information technology, and system engineering. The second pool is focused on the socio-technical perspective, which includes the discipline of social science, humanities, and managerial science. Each of discipline can only offer a limited view of a system of big data. For example, computer science focused on the storage of big data (e.g., file system, virtual data center), analytics of big data (such as distributed computing algorithms, machine learning algorithms); social science can help answer the controversy on where big data is a threat to individual privacy or society democracy; humanity discipline can address the issue how big data can help people live healthier. Students are asked to apply at least one discipline from each pool, i.e., a technology-centric and a socio-technical centric discipline to address those issues.

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	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.

Outcomes	(Align course goals to Connections SLOs)
<i>Example: Analyze how systems evolve.</i>	<i>Example: Students analyze both the development and evolution of the mental system within an individual (e.g., (i) the utilization of various mental and sensori-motor components in an individual's development of a theory of mind and a capacity for joint attention, and (ii) causal and historical conditions of reference of singular terms and their neural realizers in an individual's cognitive system) as well as the essential role that causal history plays in the development across individuals of mental states with propositional contents (e.g., how the evolution of syntactic processing in humans' mental system can account for conditions of veridical representation of one's environment).</i>
1. Analyze how systems evolve.	Students will have qualitative analysis of the evolution of a eco-system of big data in terms of the mutual interactions of three aspects: i) data generation; ii) technology to store, process and learn big data; and iii) social impacts of big data, such as decision-making, in various society levels, such individual level, enterprise level, government level. Specifically, students will analyze 1) how the development of hardware and infrastructure (such as CPU and cloud), software (such as excel), and machine learning approaches (such as deep learning) improve the capability of storing, general-purpose computing and context-dependent learning of big data; 2) how the application of big data benefit and challenge the current society, and reshape the future society from various perspectives, such as culture, social behaviors, or even human nature; 3) how benefits of using big data in turn speed up data generation. Students will also have quantitative reasoning on the correlation between the growth of the following five measurements: i) CPU speeds (along with the understanding of Moore's law), ii) the number of computing device; iii) the number of users of mobile computing devices, and iv) the number of users of social networks; and v) size of data in the globe.
2. Compare the study of individual components to the analysis of entire systems.	Under the umbrella of big data, students will study its big influence (positive or negative) on an individual component, and thus have a comprehensive understanding of the entire system. For example, students will study the tradeoff between quantity and quality of data, and why the quantity of data becomes more and more effective in the current information society. As a consequence, students will have better understanding why many IT companies provide free email or online storage services in order to collect personal data from users. Students will also study the difference between structural (especially relational) and unstructured data. Therefore, students will have better understanding how big data techniques accelerate the use of various types of sensors and the fast expansion of Internet of Things that in turn provide solid infrastructure of a system of big data.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Decision-making and public policy will be extensively discussed by students in class assignments. Students from different disciplines will be grouped "evenly" for the discussion of such as a topic. Ideally, each group includes at least two students, one from technology centric discipline, and the other from social-technique centric discipline.

	<p>System-level thinking is at the core of each discussion to help students balance their understanding of plus and minus of big data and highlight the limitations of applying a single discipline to address issues in decision-making and public policy. For example, a popular saying in big data is "correlation does not imply causation". In an eco-system of big data, people will be exposed to and easily overwhelmed by tons of correlations. System-level thinking helps students keep in mind such fundamental principles.</p>
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5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

- Understand how individuals, companies and organizations use big data.
- Analyze how a system of big data evolves along with the development of technologies and the increasing influence on various areas.
- Analyze how technologies are integrated to build up the infrastructure of big data.
- Compare the study of data collection policy and the analysis of a data-driven decision making system.
- Specify the tradeoff between quantity and quality of data.
- Analyze benefits and challenges of using big data.
- Evaluate how context knowledge helps generate reasonable inference and personal or organizational decisions.
- Understand the ethical implication of big data on society.

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

<p>Connections Student Learning Outcomes</p>	<p>Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome beyond course grades. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.</p>	<p>Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a separate evaluative rating for each Connections SLO.</p>
<p><i>Example: Analyze how systems evolve.</i></p>	<p><i>Example: The department will use several questions, added to the final exam, in order to assess how well the course’s learning outcomes are being met. Each question will correspond to a separate Connections Student Learning Outcome for the Systems Subcategory.</i></p>	<p><i>Example: At the end of each semester the final exam answers of 30% of the students in the course will be selected at random for assessment. Each answer will correspond to one of the three Colonnade Student Learning Outcomes. At the beginning of the next semester a faculty member will assess each answer using the attached rubric. The names of the students and of the instructor will be eliminated before the assessment takes place. Assessment results will be</i></p>

		<i>communicated to the Department Head, who will then follow up with the faculty who teach the course and the department.</i>
1. Analyze how systems evolve.	Questions about evolution and development will be included in the regular exams.	At the end of each semester, answers of 30% of the students in the course will be selected at random for assessment. At the beginning of the next semester a faculty member will assess answers using the attached rubric. The names of the students will be eliminated before the assessment takes place. Assessment results will be communicated to the School Director, who will then follow up with the faculty who teach the course and the school.
2. Compare the study of individual components to the analysis of entire systems.	Questions about the interaction between individual components (e.g., data collection) and an ecosystem of big data will be included in the regular exams.	At the end of each semester, the answers of questions from 30% students in the course will be selected at random for assessment. At the beginning of the next semester, a faculty member will assess answers using the attached rubric. The names of the students will be eliminated before the assessment takes place. Assessment results will be communicated to the School Director, who will then follow up with the faculty who teach the course and the school.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Students will be required to complete a <i>term paper</i> . In the term paper, students will discuss how government, industry, and academy are evaluating the risks posed by the misuse of data from ethical and legitimate perspectives.	At the end of each semester, 30% random samples will be used for assessment. At the beginning of the next semester a faculty member will assess reports using the attached rubric. The names of the students will be eliminated before the assessment takes place. Assessment results will be communicated to the School Director, who will then follow up with the faculty who teach the course and the school.

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. Need Work	4. Poor
1. Analyze how systems evolve.	90% or higher of answers for multiple-choice questions are correct	70% or higher of answers for multiple-choice questions are correct	60% or higher of answers for multiple-choice questions are correct	Less than 60% of answers for multiple-choice questions are correct
2. Compare the	90% or higher of	70% or higher of	60% or higher of	Less than 60% of

study of individual components to the analysis of entire systems.	answers for multiple-choice questions are correct	answers for multiple-choice questions are correct	answers for multiple-choice questions are correct	answers for multiple-choice questions are correct
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Provides several system level arguments that support more than one viewpoint on the topic assigned.	Provides only a single system-level argument that support more than one viewpoint on the topic assigned.	Provides system-level arguments that support only one viewpoint on the topic assigned.	Does not consider system-level arguments but only opinions regarding the assigned topic.

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.)

Term paper will be used as evidence and argument artifacts to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments.

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

See attachment.

COURSE DESCRIPTION

Department and Course Number	DATA 301	Course Coordinator	Qi Li
Course Title	Big Data and its Applications	Total Credits	3

Course Description:

The course examines how an individual, company, or organization interacts with a system of big data including i) data collection (policy and mechanisms), ii) data protection, iii) data analytics, and iv) inference and decision making. Case studies of big data are drawn from areas such as politics, social network, humanities, and healthcare.

Prerequisites Completion of quantitative reasoning required by the Foundation of Colonnade, and 21 hours of Foundations & Explorations courses.

Reference:

1. *We are Big Data: The Future of the Information Society*, Klous, Sander, Wielaard, Nart. Springer 2016, ISBN-13: 9789462391833.
2. *Quantitative Social Science: An Introduction*, Kosuke Imai, Princeton University Press 2017, ISBN: 9780691175461.
3. *Microsoft Big Data Solutions*, Adam Jorgensen et al., Wiley 2014, ISBN-13: 9781118729083.

Learning Objectives for Colonnade Program: This course fulfills the Colonnade Program's requirements for the Systems subcategory of the Connections Category. As part of that program, DATA 301 has the following learning objectives:

Students will demonstrate the ability to:

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

Learning Objectives for DATA 301: The course objectives for DATA 301 are designed to integrate fully with the Colonnade Program. Upon successfully completing DATA 301, you will be able to:

- Understand how individuals, companies and organizations use big data.
- Analyze how a system of big data evolves along with the development of technologies and the increasing influence on various areas.
- Analyze how technologies are integrated to build up the infrastructure of big data.

- Compare the study of data collection policy and the analysis of a data-driven decision making system.
- Specify the tradeoff between quantity and quality of data.
- Analyze benefits and challenges of using big data.
- Evaluate how context knowledge helps generate reasonable inference and personal or organizational decisions.
- Understand the ethical implication of big data on society.

Course Format: Three 55-minute lectures per week.

Student expectations and requirements: Grades will consist of a mid-term exam (25%) and a final exam (30%) based on textbook readings and class discussions, as well as homework assignments (35%), and a term paper (10%).

Grading:

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

ADA Accommodation Statement: 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 the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Title IX Misconduct/Assault Statements: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by up-holding 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/hrpolicies/2040_discrimination_harassmentpolicy.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.

Topics (including group discussion) Covered in the Course

- Definition of big data (2 hrs)
- Pros and cons of big data (3 hrs)
- Big data and intelligent environment (4 hrs)
- Big data and a DIY society (3 hrs)
- Big data in politics science (3 hrs)
- Big data and social network (2 hrs)
- Human behaviors and big data (3 hrs)
- Structural and semi-structural data (2 hrs)
- Storage of big data (1 hrs)
- Visualizing big data (2 hrs)
- Big data analytics (2 hrs)
- Big data and the cloud (3 hrs)
- Group discussion (6 hrs)