

MEMORANDUM

TO: Core Curriculum Committee
FROM: Beth O'Shea, Core Director
DATE: September 20, 2018
RE: Materials for Core Curriculum Committee Meeting 09/27/18
MRH 127, 12:15-1:45 pm

Agenda

1) Announcements

- a. Welcome and introductions.
- b. Member roles on the CCC.
- c. Meeting dates are located on the CCC website. (pp. 1-2)
- d. Timeline for course approvals. (pp. 1-2)
- e. Advanced Integration and DISJ courses: urgent need for proposals.
- f. CCC Meeting procedures.

2) New Business

a. Course Proposals

black = first time at CCC

blue = recommended "Revise and Resubmit" at last CCC meeting

Competencies

Advanced Writing CADW

THRS 495	Capstone in Theology and Religious Studies		
	CADW		(pp. 3-27)

Oral Communication CORL

LEAD 165	President's Leadership Class		
	CORL		(pp. 28-40)

Quantitative Reasoning CQUR

DSCI 300	Prescriptive Business Analytics		
	CQUR		(pp. 41-60)

Explorations

Literary Inquiry ELTI

ITAL 347	Topics in Italian Literature, Film and Culture in Translation		
	ELTI		(pp. 61-73)

SPAN 456	Human Rights in Latin American Cultural Production	ELTI	(pp. 74-85)
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Social and Behavioral Inquiry ESBI

HNRS 337	Apocalypse: Then and Now: Cold War & Post Cold War U.S. Military Interventions	ESBI	(pp. 86-99)
HNRS 353	China and India: From Colonies to Global Powers	ESBI	(pp. 100-111)

Integration

First Year Integration CINL

EOSC 110	Introduction to Geosciences	CINL	(pp. 119-126)
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Advanced Integration CINT

EOSC 440	Mathematical Modeling in Ecology	linked/team-taught
MATH 440	Mathematical Modeling in Ecology	linked/team-taught
		CINT (pp. 127-150)
ARTH 360	Asia Modern	linked
CHIN 347	Chinese Cinema: Postsocialism and Modernity	linked
		CINT (pp. 151-178)
PPE 495	PPE Capstone	CINT (pp. 179-190)
THRS 495	Capstone in Theology and Religious Studies	CINT (pp. 191-195)

- b. First Year Writing (CFYW) rubric. Revision or approval? CCC vote required.
(pp. 196-197)

3) Adjournment

2018-19 Timeline for Course Approvals through the CCC

Submission Deadlines

For a course to be included on the agenda for an upcoming CCC meeting that course must be submitted via CIM and routed to the CCC Chair at least 2 weeks prior to each CCC meeting. A completed submission via CIM indicates the following actions have occurred:

- Instructor has worked with the appropriate Core Area Representative (CAR) to align their assignment prompts with the learning outcomes for that core area. Learning outcomes can be found in the Core Area Requirement (ATF) Reports.
- Instructor or department representative obtains a vote from the department in support of adding the core attribute to the course.
- Instructor or department representative uploads syllabi and supporting curricular material in CIM, ensuring that the appropriate core attribute is checked, and that the CCC Chair is listed in the workflow.
- CIM record is routed to Department Chair/Program Director for approval.
- CIM record is routed to Associate Dean (curriculum) in the representative unit, for approval.
- The CIM record with all associated supporting material and approvals is routed to the CCC Chair at least two weeks prior to the next CCC meeting.

Approval Process and Timing

The catalog is the official record of courses offered by USD and has an annual deadline of March 1st for curricular changes. Thus, curricular changes must be approved prior to the March 1st catalog deadline in order for those changes to go into effect in the following Fall semester. For Core courses, this impacts the timing of when a course can be offered with a new core attribute, for the first time.

The submission deadlines, CCC meeting times, and approval timelines are:

Submission Deadline	CCC meeting	If approved, semester in which that course can be taught with the new core attribute for the first time*
13 Sept, 2018	27 Sept, 2018	Fall 2019
11 Oct, 2018	25 Oct, 2018	Fall 2019
15 Nov, 2018	29 Nov, 2018	Fall 2019
24 Jan, 2019	7 Feb, 2019 (extra meeting for catalog deadline)	Fall 2019
14 Feb, 2019	28 Feb, 2019	Fall 2020
14 Mar, 2019	28 Mar, 2019	Fall 2020
18 Apr, 2019	2 May, 2019	Fall 2020

Every effort will be made to adhere to this approval timeline. However, please note that each Core Report (comprised of the minutes from each CCC meeting) must be accepted by the undergraduate faculty in SB, SMSE, and the College, in order for curricular changes to be fully approved. These meetings occur at different dates after each CCC meeting. A course is considered approved and is routed through the workflow in CIM when acceptance of the Core Report from each undergraduate unit is confirmed by the Core Director.

*For the 2018-19 academic year courses approved for Advanced Integration and/or a DISJ flag will be expedited so that the course can be taught with that flag in the semester following full approval. These two areas of the Core will be expedited while we continue to build the number of courses carrying these flags. All other curricular changes must follow the timeline listed here.

New Course Proposal

Date Submitted: 11/14/17 11:36 am

Viewing: **THRS 495 : Capstone in Theology and Religious Studies**

Last edit: 09/13/18 12:35 pm

Changes proposed by: tsono

In Workflow

1. **THRS Chair**
2. **AS Associate Dean**
3. Core Curricula Chair
4. Registrar
5. Banner

Approval Path

1. 11/14/17 11:30 am
Emily Reimer-Barry (erb): Rollback to Initiator
2. 08/20/18 2:14 pm
Emily Reimer-Barry (erb): Approved for THRS Chair

Contact Person(s)

Name:	E-mail:	Campus Phone:
Emily Reimer-Barry	erb@sandiego.edu	6827

Effective Term

Fall 2019

Subject Code

THRS

Course Level

Undergraduate

Course Number
495

Department

Theology & Religious Studies (THRS)

College

College of Arts & Sciences

Title of Course

Capstone in THRS

Catalog Title

Capstone in Theology and Religious Studies

Credit Hours

3

Weekly Contact Hours

Lecture: 0

Lab: 0

Other: 0

Catalog Course Description

A capstone seminar for THRS majors and minors in which students plan and execute senior projects (in most cases, 15-20 pg. term papers). Students will explicitly synthesize and apply knowledge and skills from two distinct disciplines, one of which must be represented within the scholarship and curriculum of the department. Classes will be conducted seminar-style, with required participation among all students. Prerequisites: THRS 301; declared major or minor in THRS.

Primary Grading Mode

Standard Grading System- Final

Method(s) of delivery

Research
Lecture

Seminar Paper

Faculty Course Workload

Same as course credit

Is this course cross-listed?

No

Prerequisites?

THRS 301: Religion Café: Majors' Seminar; declared major or minor in THRS.

Does this course have concurrent

No

Prerequisites?

Are there 1 or more Co-Requisites?

No

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Advanced writing competency

Advanced Integration

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:

Theology & Religious Studies - THRS

Department
Restrictions:

Major
Restrictions:

Include

Major Codes: Majors' Seminar; declared major or minor in THRS.

Class
Restrictions:

Level
Restrictions:

Degree
Restrictions:

Program
Restrictions:

Campus
Restrictions:

College
Restrictions:

Student Attribute
Restrictions:

Enter the vote of the Department on this course:

Yes: 13 No: 0 Abstain: 0

Rationale:

This course satisfies requirements in the core (CINT, CADW) as well as in our program (capstone experience for majors). Our previous capstone was approved for W in the old core, and we have modified this course to achieve the new CADW learning outcomes. The newest feature of this course is the advanced integration, which we think enhances our students' experience in our major and provides an excellent capstone for their core experience. The only problem we anticipate is the uncompensated labor required of second readers, but we included

this to align with the CINT expectations after we received feedback from an earlier version of this syllabus from the AY17-18 CAR for CINT. We hope this syllabus meets expectations now, having given it an overhaul in light of the feedback we previously received. Our faculty unanimously approved this way forward on 4/24/18 by vote of 13-0-0. The course will be taught every spring.

Supporting
documents

[advanced-writing-supplement-form.pdf](#)
[THRS 495 CADW and CINT \(1\).doc](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

Many of our majors are double majors and already face difficult hurdles in completing all of their required courses. To require that they take a CINT course outside of both majors at the advanced level was not feasible. So we decided as a department to integrate advanced integration into our capstone and improve our majors' experiences. We think this course does what it needs to do. The only problem we foresee is the one mentioned above about faculty workload.

Will this change have any staffing/budgetary impact?

No

Will this change impact student enrollment numbers?

No

Course Reviewer
Comments

Emily Reimer-Barry (erb) (11/14/17 11:30 am): Rollback: No action needed.
This course has already been approved as a topics course.
Emily Reimer-Barry (erb) (08/20/18 2:13 pm): Course number is THRS 451
Course title is Capstone in Theology and Religious Studies

Key: 3020

COURSE (Dept/Number):

THRS
451

Advanced Writing Supplement for Course Proposals

Please address the following items and include this sheet along with proposed course syllabus and chief written assignments (if these are not detailed on the syllabus) with your submission to CIM.

- A. AW WORKSHOP REQUIREMENT: Please explain how the proposing department will ensure that all faculty scheduled to teach a Core Advanced Writing (CADW) course have completed an Advanced Writing Workshop with the Writing Program, as required by the Writing ATF report.

Emily Reimer-Barry participated in fall 2017 workshop and will be the spring 2019 instructor for THRS 451. Future 451 instructors will complete workshop

- B. PROCESS WRITING: Please explain how the proposed course teaches writing as a process. (It is strongly recommended that the submission include an assignment sequence, set of assignments, and/or calendar that show how the course incorporates the processes of pre-writing, revision of multiple drafts, workshopping, and feedback from instructor.)

Students submit capstone paper in stages and have opportunities for lots of feedback and workshopping (see syllabus).

- C. WRITING-TO-LEARN: Please explain how the proposed course uses writing to help students learn and/or makes writing integral to student learning experiences in the course.

Writing is a tool of self-discovery in the autobiography paper; of integrative learning in the integration paper, and of demonstrating technical mastery in the capstone paper.

- D. WRITING IN THE DISCIPLINE: Please explain how the proposed course teaches students to write in the styles, genres, and/or discourses that are valued in the discipline.

The capstone paper gives students the opportunity to demonstrate mastery of THRS PLO#3. Instruction in the course focuses on writing in the discipline(s) of TH/RS.

- E. OUTCOMES ALIGNMENT: Please EITHER explain how the course aligns with each of the Advanced Writing Learning Outcomes OR label the parts of the syllabus/supplementary materials that fulfill outcomes with the appropriate outcome number(s) (e.g., CADW LO 2.)

See syllabus.

Core Advanced Writing Learning Outcomes

1. write with the mastery of a student advanced in an area of study by distinguishing and responding to audiences, occasions, and discursive contexts
2. apply relevant and compelling content, based on mastery of assigned subjects, in order to write effectively within the area of study
3. use credible sources to develop ideas and arguments that are effective within the area of study
4. cite sources accurately according to the conventions of the area of study
5. write clearly and fluently in formats relevant to the area of study, with few errors in syntax and grammar



THRS 495

Capstone in Theology and Religious Studies

Effective Fall 2019

3 units

Course could be taught by any THRS faculty member.

Emily Reimer-Barry, Ph.D.

Email: erb@sandiego.edu

Office phone: 6827

Office: Maher Hall 279

Office Hours: tbd

Course prerequisites: Declared THRS major or minor; completion of THRS 301. Ideally, this course will be taken in the student's final semester at USD. Students graduating in December should plan to take it in the spring semester prior to their final semester.

This course meets core requirements for CADW and CINT but we are not submitting it for FTRI because it is for majors/minors in THRS.

THRS 495: Capstone in Theological and Religious Studies

A capstone seminar for THRS majors and minors in which students plan and execute senior projects (in most cases, 15-20 pg. term papers). In addition, in their integration papers students will explicitly synthesize and apply knowledge and skills from two distinct disciplines, one of which must be represented within the scholarship and curriculum of the department. Classes will be conducted seminar-style, with required participation among all students. Prerequisites: THRS 301; declared major or minor in THRS.

Welcome to the new capstone seminar. We've made some changes to the THRS curriculum for majors and minors, and your cohort is leading the way. This course is intended to:

- Delve deeply into your particular interests in theological and/or religious studies;
- Encourage students to synthesize and integrate learning in the major/minor;
- Give you the opportunity to demonstrate that you have met THRS program learning outcomes at an advanced level;
- Plan and craft a research paper that demonstrates your skills in research, writing, synthesizing and applying knowledge from multiple disciplines (with special focus on theology and religious studies, but which may include history, art, philosophy, psychology, or another discipline)
- Foster your critical self-reflection on your growth as a person and as a student during your college years;
- Build community among THRS majors and minors.

Advanced Writing Component

This course fulfills the CADW requirement for the core curriculum, which means that the course requires frequent writing assignments with instructor feedback. We will build on the knowledge and skills you gained in your THRS 301 Café course. With regard to the research paper, we will utilize a process-oriented approach so that you receive feedback on each stage of the writing

process including brainstorming, topic selection, research, outlining, drafting, and revising. To prepare you for success in your research, we will have a library orientation that explores use of the library's resources. We will also cover important topics in class such as: brainstorming, citation of sources, effective organization, and use of source material. You will choose a research topic after the first half of the semester and will have smaller assignments to complete leading up to the draft of the research paper. Students will receive feedback from the instructor and from peer writing partners on several occasions through the course of the writing process. We will also benefit from the expertise of THRS faculty who visit the seminar to discuss their writing practices and best tips for writing in the disciplines of theology and religious studies.

Advanced Integration

Background: In their first year integration experiences, students began to recognize broad connections between multiple disciplines, perspectives, and approaches to learning. Students also began to articulate how the integration of different disciplines, perspectives, and approaches to learning can enhance one's understanding of practical issues and problems. These learning outcomes were reinforced in the THRS 301 Religion Café course, with particular attention paid to student recognition of the differences between methods in theology and religious studies (and other subfields represented within the expertise of THRS faculty, including the historical-critical methods for studying the bible, biblical hermeneutics, and theological ethics). Other courses within the major give students the opportunity to survey particular methods and thematic courses of study.

This Integrative Experience: In the capstone seminar, students are required to demonstrate substantial synthesis and application of multidisciplinary knowledge in their Integration papers. This is because we want our majors to graduate with a clear understanding of the differences between theological and religious studies methods and an awareness of the enduring features and potential limitations of each. Many students may choose to synthesize knowledge from other academic fields, especially if a student is pursuing a double major and wishes to synthesize information from psychological sciences, history, business administration, philosophy, political science, and so forth. While each student has a degree of control over the selection of the integration paper topic, all integration papers must demonstrate advanced integration.

<u>Learning Outcomes:</u>	<u>Alignment with Curriculum</u>	<u>Assessment</u>
At the conclusion of this course, students will be able to:		
1. describe and contrast various methodological approaches to theology and religious studies as well as implications for these debates;	THRS PLO 1 and THRS PLO 2	Summary/Critical Reaction papers
2. name and analyze assumptions in theological arguments, evaluate evidence in theological arguments, and ask critical questions about theological arguments (such as: Who benefits from this	THRS PLO 1 and THRS PLO 2	Summary/Critical Reaction papers

construction of reality? What alternatives have been rejected and why? How do these claims cohere with other theological claims?)		
3. name and analyze assumptions in religious studies arguments, evaluate evidence in religious studies arguments, and ask critical questions about religious studies arguments (such as: Who benefits from this construction of reality? What alternatives have been rejected and why? How do these claims cohere with other religious studies claims?)	THRS PLO 1 and THRS PLO 2	Summary/Critical Reaction papers
4. synthesize knowledge and/or skills from multiple disciplines or perspectives (including theology and religious studies);	CINT (Advanced Integration)	Integration paper/project
5. apply knowledge and/or skills from multiple disciplines or perspectives (including theology and religious studies);	CINT (Advanced Integration)	Integration paper/project
6. write with the mastery of a student advanced in THRS, applying relevant content; and evaluate and use credible sources to develop an argument that is effective within THRS	CADW (Advanced Writing) LO 1-2	Capstone research paper
7. use credible sources, cite sources accurately, and conform to a manual of style (specifically, Turabian/Chicago Manual of Style) when constructing a research paper	THRS PLO 3 and CADW LO 3-4	Capstone research paper
8. develop, research, and write a thesis-driven, well organized, persuasively written research paper of approximately 15-20 pages in length (not including bibliography).	THRS PLO 3 and CADW LO 5	Capstone research paper

9. reflect thoughtfully on one's intellectual journey at USD and on one's goals for the future.	THRS program assessment	Intellectual Autobiography Paper; Career Development Workshop (Skills Inventory); Senior Exit Survey
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Required Readings Available at the USD Bookstore:

Daniel Pals, *Nine Theories of Religion*, Oxford University Press, 2015.

Wayne C. Booth, et. al., *The Craft of Research*, 4ed. (Chicago: University of Chicago Press, 2016).

Readings on Blackboard as indicated by an asterisk*

All handouts (given in class and posted on Blackboard) are required readings.

Recommended:

Dr. J. Colombo, *Using Copley Library as a Resource in Research*, available online:

http://catcher.sandiego.edu/items/cas/LibraryResourceManual_1_3.pdf

Strunk and White, *The Elements of Style*, 4ed. (New York: Longman, 2000).

Participation Policy:

We are a learning community, and your participation in this learning community will contribute immensely to our communal and individual learning experiences. The assigned readings for each day should be read before we meet in class. Most class sessions will be seminar-style in-depth discussions of the assigned readings. Please come prepared and ready to participate in class discussion. Please bring to every class the book from which that day's readings were assigned. If a personal situation, family crisis, or illness interrupts your ability to attend class, contact me in a timely fashion and we can discuss your options for completing the course assignments.

<i>Assignments</i>	<i>Weight</i>
1. Intellectual Autobiography Paper	50 points
2. 3-pg Summary and Critical Reaction Papers (6, 50 points each)	300 points
3. Facilitation of Seminar Discussion (with partner on assigned day)	50 points
3. Integration Paper/Project (due March 13)	100 points
4. Topic and Preliminary Bibliography for Research Paper	25 points
5. Outline of Research Paper, Thesis Statement, and Expanded Bibliography	25 points
6. Research Paper Draft	50 points
7. Peer Evaluation Exercise	50 points
8. Oral Presentation of Research	100 points
9. Final Research Paper	250 points

Grading:

A	94-100%
A-	90-93.9%
B+	88-89.9%
B	84-87.9%
B-	80-83.9%
C+	77-79.9%
C	74-76.9%
C-	70-73.9%
D+	67-69.9%

D	64-66.9%
D-	60-63.9%
F	0-59.9%

Assignments and Assessment:

Please note the different expectations for the Integration paper, Intellectual Autobiography paper, and Research paper.

Intellectual Autobiography Paper

A paper of 4-6 pages in which the student reflects on his/her intellectual journey during college. See attached assignment for details. Due on the second day of class.

Integration Paper/Project

A paper of 7-10 pages (or multidisciplinary project that produces a substantive piece of work, such as a work of art, poster presentation, or other project) in which the student demonstrates substantial synthesis and application of multidisciplinary knowledge in exploring a “burning question.” Each project must explicitly acknowledge the methodological distinctions between two different academic disciplines, and must directly engage at least one discipline that is represented in the scholarship of THRS faculty and curriculum of the THRS department (e.g. religious studies, theology, biblical studies, ethics, etc).

Each student must have a “second reader” from among the faculty for their integration paper/project. If the student is explicitly engaging two disciplines represented within the scholarship of THRS faculty, the second reader can be chosen from among the THRS faculty. If the student is engaging a THRS discipline and a discipline outside of the department’s expertise (e.g. psychological sciences and theology; business and ethics; environmental and ocean sciences and religion), then the student would be wise to ask a second reader from another department on campus. For students pursuing double majors, the integration project can be an opportunity for synthesis of knowledge from the student’s two chosen areas of study. Both the instructor of record for THRS 495 and the student’s second reader will evaluate the student’s integration paper/project. All THRS faculty and second readers are invited to class on March 13th when students present their projects.

Reading Summaries & Critical Reaction Papers (6, 50 points each=300 points)

In order to encourage students to keep up with the assigned readings and to think critically about the assignments before coming to class, each student must write a 3-page summary/analysis of six assigned readings in the first half of the course as we are delving into the distinct methods of religious studies and theology. These summary/critical reaction papers should be typed, double-spaced, in 12-point font. Your summary should be turned in to the professor (hard copy only) at the end of class on the day that reading is discussed. Please put your name, the date, and the assigned reading on the top line of the paper. *Points will be deducted for late papers. If your paper is turned in after class, the highest grade you can receive is 17 points. If your paper is turned in the day after class, 15 points; two days late, 10 points; three days late, 5 points. I will not accept reading summaries that are more than three days late. No re-writes allowed. No “dropped” papers. Every grade counts.*

This is a valuable exercise in preparation for the research paper because it gives you an opportunity to practice careful reading and succinct writing. It is especially important that you give a fair summary; points will be deducted if you misrepresent the author’s position by overly simplistic analysis. After a succinct and careful summary, you can engage the author by asking questions, noting connections between authors, or critically evaluating the author’s method. Your tone should be balanced and professional. Avoid casual, harsh and/or flowery rhetoric. All paraphrasing and quotations should be cited using the Turabian style guide; again, this is good practice for the research paper. Limit block quotes; the substance of the paper

should be your paraphrasing and synthesis. Your paper should not be longer than 3 pages. The rubric I will use to grade your paper can be found in the appendices section of the syllabus.

Facilitation of Seminar Discussion

Each member of the class is expected to take an active role in class discussions. In addition, students will take turns leading the seminar discussion (with a partner). Prior to the days on which you will take the lead, I welcome you to meet with me in office hours to discuss the reading and your goals for the class. You are encouraged to prepare reflection/discussion questions, and/or to pick out important passages that warrant a close reading in class. If you would like the professor to make photocopies of handouts prior to class, you must email them at least 24 hours in advance of the class meeting time.

Capstone Research Paper on a Topic Selected by the Student (500 points total)

Most of the assigned readings for the course focus on themes in theological and religious studies method (although we will draw out the implications of these themes in our discussion about the academic study of religion, the role of religion in the world, and other topics in the study of theology, biblical studies, religious studies, and ethics). The research paper gives you the opportunity to explore a topic you find particularly interesting. You do not need to start from scratch in this paper. You can build on your integration paper, a paper you've written for another THRS class, or a topic that connects to your post-graduation goals. More information will be distributed in class. As we review and discuss your intellectual autobiography papers, you may have a better understanding of which "burning question" you will pursue in your integration paper and which research question you would like to pursue in your capstone paper.

Our goal is to proceed step-by-step through the process of research and writing so that you can conceive of the project in manageable "chunks" and have lots of opportunities to seek feedback (from your peers as well as the instructor). Listed below are the assignments that will be graded. There will be other assignments that are not graded (brainstorming, discussing your progress in office hours, etc).

Topic and Preliminary Bibliography for Research Paper	25 points
Outline of Research Paper, Thesis Statement, and Expanded Bibliography	25 points
Research Paper Draft - Also submit to BB turnitin	100 points
Peer Evaluation Exercise	50 points
Oral Presentation of Research	100 points
Final Research Paper - also submit to BB turnitin	200 points

USD offers a variety of resources to help you improve your writing skills. You may decide that it would be helpful for you to seek help at USD's Writing Center, located in Founders 190B and online at www.sandiego.edu/writingcenter. The Center's website includes helpful writing tips, such as how to avoid common errors in grammar and punctuation. For an appointment at the Writing Center, call 619-260-4581. If you know you will need to consult the assistance of the Center, plan ahead!

The final version of your research paper is due on May 23rd. Also submit your paper to BB turnitin (under the assignment tab of Blackboard). If you are unable to complete the research paper by the due date, you must request a grade of Incomplete. (See USD handbook for details). USD subscribes to a web-based learning product called BB turnitin, which will be used in this course for the draft of your research paper as well as the final submission of your research paper. You will be asked to submit your paper electronically via the BB turnitin website, in addition to handing in a hard copy to the instructor (two hard copies of draft, one hard copy of final). This will allow you, and the instructor, to determine to what extent your work may be in danger of containing plagiarized material. Thus, you will be certain to avoid serious violations of the USD Academic Integrity Policy (see below) and the associated penalties. In its most basic function, BB turnitin compares the content of submitted papers to the BB turnitin database and checks for textual

similarities. It then allows the instructor to view a report. The large database contains thousands of college and university papers, web pages, electronic journals, and other sources. In this course, students will be asked to submit all papers to BB turnitin for textual similarity review and to verify originality. Note that all submitted papers will be included as source documents in the BB turnitin reference database solely for the purpose of detecting textual similarities and verifying originality. Each student will be responsible for submitting his or her papers in such a way that no identifying information about the student is included. A student may not have anyone else submit papers on the student's behalf to BB turnitin.

Policies

Students with Disabilities

I encourage any student needing to request accommodations for a disability to meet with me in my office hours during the first two weeks of class. In addition you will need to contact Disability and Learning Difference Resource Center (Serra Hall, Room 300) at your earliest convenience to ensure timely and appropriate accommodations. Only students with appropriate documentation will be given permission to record class lectures and discussion. Even if you have appropriate documentation it is still your responsibility to arrange for special testing circumstances (extended time, use of computer or dictionary, private space) at least 14 days in advance of any examination for which special circumstances are required. Please direct any questions about these policies to the Disability and Learning Difference Resource Center by calling (619) 260-4655 or by consulting their webpage at www.SanDiego.edu/disability.

Academic Integrity

Please read the section on academic integrity in the USD *Undergraduate Bulletin*. Deliberate plagiarism or cheating on any exam or paper will result in an F for the entire course. In addition, I am obliged to report all case of plagiarism to the Dean of your college and this information becomes part of your student file.

All of the following constitute plagiarism: (1) failure to acknowledge by means of quotation marks and complete citations any direct quotations you have taken from sources; (2) failure to acknowledge by means of complete citations any paraphrased quotations (phrases or sentences taken from your sources that you have summarized by changing a few or many words) you have used; (3) failure to acknowledge all ideas, concepts, and specific interpretations you have taken from your sources (if you did not come up with the idea in your own mind or if it is not a very general idea known generally to all normal people, then you must acknowledge that you learned it from a book, website, article, conversation, etc); (4) failure to acknowledge by including a complete bibliography the general help received from books or other sources. If you hand in a paper with no bibliography when in fact you consulted books, articles, or internet sources, you are claiming to have come up with each and every idea and phrase in the paper entirely by yourself; if instead you took some ideas or phrases or sentences from one or more of your sources but fail to acknowledge this in footnotes and a bibliography, you have been deceptive. Citations for websites, online encyclopedias, etc are permissible in papers only if you do the necessary research to track down the precise author, publisher, and information sources that lie behind the website information. Materials on the internet vary greatly in credibility; it is your task to determine if and why the material you cite is trustworthy and accurate. Other serious violations of academic integrity include the intentional giving or use of external assistance during an examination, any intentional falsification or invention of data, citation, or other authority in an academic exercise, unauthorized intentional collaboration between students, or any unauthorized access of an instructor's files or computer account. Full copies of the policy on Academic Integrity are available at the offices of the Provost, the Vice President for Student Affairs, and the Academic Deans.

Pass/Fail Rules

Academic regulations do not permit students who entered USD in fall 2006 or after to take this course Pass/Fail in order to fulfill a Core Curriculum requirement. Such students may take it Pass/Fail only if they want it to count as an elective, or as part of a minor. Other students may exercise the Pass/Fail option according to the regulations of the *Undergraduate Bulletin* in effect in the year they matriculated at USD. Please consult your academic advisor if you have questions about this policy.

The readings below are subject to change—feedback from faculty in THRS is most welcome.

Schedule of Classes

Assigned readings are to be completed before class begins each day so that you will be prepared to discuss them in class.

Week 1

January 28: Welcome, Introduction to the Course, Review of Turabian citations

January 30: **Intellectual Autobiography Paper Due**

Reminder: All Faith Service on Thursday and “Setting the Standard” Symposium

Feb 4: Reductionist Approaches to Religious Studies (E.B. Tylor, J.G. Frazer, Sigmund Freud, Emile Durkheim, and Karl Marx)

Readings: Pals, Introduction and Chapters 1-4

Summary/Critical Response Paper #1 Due

Feb 6: Anti-Reductionist Approaches to Religious Studies (Max Weber, William James, Mircea Eliade, E.E. Evans-Pritchard, Clifford Geertz)

Readings: Pals, Chapters 5-9

Summary/Critical Response Paper #2 Due

Feb 11: “Drop In” Dialogue with THRS Faculty to discuss religious studies methods

Feb 13: Historical Theology & Systematic Theology

Readings: Selections from John Behr’s *Way to Nicaea**, and Khaled Anatolios’s *Retrieving Nicaea*; Selections Karl Rahner*, David Tracy*

Summary/Critical Response Paper #3 Due

Feb 18: Theology of the Elites vs Theology of the People

Readings: Selections from Orlando Espin*, Leonardo Boff*, James Cone*, Elizabeth Schussler-Fiorenza*

Summary/Critical Response Paper #4 Due

Feb 20: Womanism and Intercultural Feminism

Readings: Katie Geneva Cannon*, Kelly Brown Douglas*, Emilie Townes*, M. Shawn Copeland*, Maria Pilar Aquino*, and Kwok Pui Lan*

Summary/Critical Response Paper #5 Due

- Feb 25: Comparative Theology
Readings: Selections from Francis Clooney's *Comparative Theology** and *The New Comparative Theology**
Summary/Critical Response Paper #6 Due
- Feb. 27: "Drop In" Dialogue with THRS Faculty to discuss theological methods
- March 4-8 SPRING BREAK
- March 11: Research Methods in Copley Library – Session with Martha Adkins
Encyclopedias, Search engines, databases, part I
Reading: Booth, *The Craft of Research* parts I & II
- March 13: **Integration Paper/Project Due in Class**—THRS Faculty invited to class discussion
- March 18: "Drop In" Dialogue with PHIL Professors and Majors
- March 20: Debrief Integration paper/projects
& Research Teach-In: Brainstorming, Non-linear writing process, strategies for topical searches in databases
- March 25: **Topic and Preliminary Bibliography Due in Class**
Discuss topics and workshop further research
- March 27: "Drop In" Dialogue with THRS Faculty about the process of writing
Diagnosing and overcoming "imposter syndrome," strategies for avoiding procrastination, wellness check-ins
- April 1: Research Check-In: From Topic to Argument
Reading: Booth, Part III
Narrowing your topic, Managing/Organizing your research data
Different kinds of outlines
- April 3: **Outline, Thesis, and Expanded Bibliography Due in Class**
Pair & Share: Peer feedback on outlines & thesis in class
- April 8: Session with Martha Adkins, Copley Library
Finish Booth book in preparation for class
- April 10: Discuss Paper Progress and Expectations for Class Presentations
- April 11-12 Extra Office Hours
Individual Meetings with Professor to Discuss Topic and Progress

- April 15: Selections: *Anne Lamott, “Writing a Shitty Draft,” *Natalie Goldberg, “We learn writing by doing it.”
 Research Paper Check-In
 Bring whatever you have so far!
- April 17: **Research Paper Drafts Due Today- Bring Two Hard Copies (also BB Tin)**
 Distribution of Peer Papers and Peer Evaluation Rubrics
 Self-Assessment and Group Check-In
- April 18-22 EASTER BREAK
- April 24: **Peer Feedback Day:** Bring completed peer evaluation form and the
 hard copy of your classmate’s research paper draft
- Teach-In: Assessing Feedback, Integrating Helpful Suggestions
 Review of Expectations for Oral Presentations
- April 29: Oral Presentations & Dialogue with THRS faculty
- May 1 Oral Presentations & Dialogue with THRS faculty
- May 6 Oral Presentations & Dialogue with THRS faculty
- May 8 Oral Presentations & Dialogue with THRS faculty
- May 13 Senior Exit Surveys & Course Evaluations

*** Final Research Paper Due May 23rd

******The above schedule and procedures are subject to change in the event of extenuating circumstances.***

Intellectual Autobiography

In this assignment, I'd like you to reflect on your life as a thinker and learner. What motivated you to become a THRS major or minor? Which courses and/or texts have been most meaningful for you during your undergraduate years? This essay is an opportunity for you to reflect on the events and circumstances that led you to choose your major and to help others understand why you find your discipline a compelling framework for understanding the world/humanity/G*d. (If you have a double major, you can give 'equal time' to your second major, but be sure that you adequately attend to your reflection on your coursework as a THRS major/minor.)

You cannot possibly write your full life story—not even your “life of the mind” story—in four to six pages. Therefore, you must select what is most important. Accordingly, you will probably need to stress the following

- Why you chose your area(s) of study
- The key events, situations, and influences that lead to your disciplinary interests
- What is it exactly that interests you about your discipline (be sure to be as specific as possible and include specific concepts, topics, methods, or perspectives of interest)
- Your values, skills, and strengths (and if relevant, weaknesses)
- What disciplinary problems you are interested in
- Which thinkers, courses, texts, or experiences have most shaped your emerging self-understanding
- How you plan to use your disciplinary knowledge and skills in your future, especially in your future career plans or goals

If you are having trouble getting started, consider reviewing your DegreeWorks audit alongside the course catalog. Reflect on which courses were most energizing, most challenging, most interesting, or most frustrating for you. Think about how your perspectives, beliefs, and/or values have shifted or changed over time. What learning experiences have been most meaningful? What texts or thinkers have been most influential?

Your paper should be 4-6 pages, typed, double-spaced, in a standard 12-point font with 1-in. margins. No cover page is needed. You will be asked to discuss the substance of and process of writing your paper when we meet in class. Come ready to talk about your intellectual journey (so far).

(Much of the phrasing and structure of this assignment has been taken verbatim from Chapter Five of Tanya Augsberg's *Becoming Interdisciplinary: An Introduction to Interdisciplinary Studies*)

THRS 495 Rubric for Reading Summaries/Critical Reaction Papers

*Points will be deducted for late papers. If paper is turned in after class, the highest possible grade is 30/50
Next day: 15/50. Two days late: 10/50. Three days late: 5/50. I will not accept reading summaries that are more than three days late. Papers cannot be longer than three typed pages.*

Criteria	Unacceptable	Minimally Satisfactory	Good or Excellent	Points
Content	Paper fails to summarize main ideas of the reading, or seriously misrepresents author's position.	Some description of main ideas, but paper presents confusing analysis or inaccurate use of technical terms; or overly simplistic or unbalanced analysis.	Clear, succinct, fair and balanced summary with appropriate use of technical terms. Critical questions raised are thoughtful; student engages main ideas of author and analyzes method with clarity and nuance.	<hr style="width: 100%; border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> /30
Organization	Little or no organization; paper jumps around; no logical sequence of claims.	Generally organized in a logical progression; paragraph breaks are natural; ideas flow; some transitions.	Ideas systematically developed and presented in a clear, easy-to-follow progression; paragraph breaks are natural and appropriate transitions are given.	<hr style="width: 100%; border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> /10
Mechanics	So many errors that the paper is difficult to follow.	Some minor errors. Several awkward sentences, or lots of typos.	No mechanical errors. Sophisticated sentence structure, professional tone.	<hr style="width: 100%; border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> /5
Sources/Citations	All cases of plagiarism. No citations (whether for paraphrasing or direct quotations).	Inaccurate or incomplete citations.	All sources are correctly cited and properly formatted.	<hr style="width: 100%; border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> /5
				<hr style="width: 100%; border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> /50

THRS 495_Reimer-Barry
Research Paper Reminders

Topic and Preliminary Bibliography of at least five sources (March 25)	25 points
Outline, Thesis Statement, and Expanded Bibliography of at least eight sources (April 3)	25 points
Research Paper Draft--Two Hard Copies to Class and online submission to BB turnitin (April 17)	50 points
Peer Evaluation Exercise (April 24)	50 points
Oral Presentation of Research (April 29-May 8)	100 points
Final Research Paper (Due 5/23 before 4pm)- also submit to BB turnitin	250 points

This assignment should help you:

- Become more knowledgeable about a theologian, topic, or ethical issue
- Learn how to find various scholarly sources (books, journal articles, Vatican statements, policy reports, etc)
- Figure out when you can scan and when you need to read carefully
- Learn how to evaluate sources and to discern which ones are reliable and scholarly
- Develop your skills in reading comprehension and description
- Paraphrase other people's arguments clearly and fairly
- Develop your critical thinking skills
- Organize your thoughts
- Plan your project and use time effectively
- Develop an argument with a clear thesis
- Know when to seek help and how to get the help you need
- Back up your points with evidence
- Learn how to use the Turabian style manual
- Correctly cite sources that you use and create a comprehensive bibliography
- Synthesize information
- Nuance your analysis
- Pay attention to the tone and style of your writing
- Revise and polish for clarity

Guidelines for the Research Paper

<u>Length:</u>	15-20 pages (not including title page or bibliography)
<u>Format:</u>	Typed, 11 or 12-point font, Double-spaced, 1-in. margins, with page numbers on each page
<u>Cover page:</u>	Name, course, date, title of paper
<u>Citations:</u>	Turabian footnotes and complete bibliography
<u>Audience:</u>	Educated lay audience familiar with broad issues in Christianity (but explain concepts and avoid jargon)
<u>Tone:</u>	Professional, scholarly, balanced
<u>Introduction:</u>	Introduce the issue, state thesis; give signposts for how

Body:

argument will unfold

Develop argument in step-by-step progression, with sub-sections as needed; provide supporting evidence for claims.

Don't let quotations do the work for you. Paraphrase when possible; when you must use quotations, explain the quotation in your own words; use them for your own argument.

Conclusion:

Some summary is ok, but only for main ideas. Conclusion should give some closure to argument but you could also explain avenues for future research, implications of your research, or limitations of your research. This is the place to answer "so what?"

Appendices:

If necessary, you can add graphics, charts or other material in an appendix.

Complete Bibliography:

Every source that is paraphrased or directly quoted in your paper should have a complete bibliographic entry in your bibliography. You do not need to include materials that you did not use in your paper, even if you read them in the beginning stages of your research.

For the oral presentations: plan to present for twenty minutes and to answer questions from your classmates for an additional ten minutes. Powerpoint slides should also be turned in to the professor in hard copy handout form (2 slides per page).

Suggested Timeline

Feb 4 – March 13

Do exploratory scanning of preliminary research materials; scan the tables of contents of books/journals and find encyclopedia articles; begin to narrow your topic; start some in depth reading of select sources that you've already scanned and determined will be useful for you; take careful notes as you read; update your working bibliography each time you find something useful. Consult Turabian style guide for proper formatting of bibliography. Back up your documents or send them to yourself by email just in case.

March 13 – March 22

Begin to assemble notes that fit together: do you see a pattern emerging? Which authors' arguments do you find most convincing? What new questions do you have? Try drafting a thesis statement. Continue to find sources and scan/read as you can. Start writing paraphrased notes and picking out good quotes (keeping track of page numbers and citations for each). Back up all of your documents or send them to yourself by email just in case.

March 23 – April 3

Start planning for the next assignment: thesis and outline; begin to synthesize material you've found. Can you link together any of the notes you've collected? Continue with scanning/reading/paraphrasing as described above. You should be able to introduce your topic (the major idea of your paper) and describe the scope (authors you will use, state of the question), and major sub-sections of the paper. Begin to draft your thesis (what you will argue, the position you take). Back up all of your documents or send them to yourself by email just in case.

April 4 – April 12

Draft paragraphs that roughly fit your outline, weaving in paraphrased notes and quotations (citing as you go). Keep updating your working bibliography. Back up all documents or send them to yourself by email just in case. You may need to revise your outline as your own thinking develops. Have periodic check-ins with yourself. Keep finding additional sources as necessary. Make an appointment to meet with professor if you feel overwhelmed. Get help early. Don't let yourself procrastinate.

April 13 - 17

Go back to working on your draft, section by section. For each section, start with a topic sentence. Then give step-by-step argument with evidence. Include citations for paraphrased material as well as direct quotations. After you have a draft of each section, take a step back and read the whole document to see if it fits together as an argument. Write introduction to set up the argument. Write conclusion to tie it together. Draft some transitions. Update your bibliography. Do a few rounds of proofreading, editing, polishing. If you have time, bring it to the Writing Center or have a friend read it.

April 17

Submit draft to BB turnitin. Bring **two hard copies** of your paper draft and bibliography to class. Let it go.

April 23- May 1

Read your classmate's paper draft and fill out the peer evaluation form; begin initial preparation for your oral presentation (practice describing why this topic interested you, what surprised you about the research process, how difficult was it to find reliable sources, what you learned, your position on the issue, etc).

April 29-May 8

Each person will have 20 minutes to present, and we will have some time for group discussion each day. Come prepared to listen to classmates and to learn from one another.

April 24-May 23

After receiving feedback on your draft (from professor and classmate peer evaluation), make improvements, beginning with "big picture" issues of organization, sources, flow of argument; find new sources as necessary to fill in any gaps; once the overall argument is in place, polish transitions and proofread for grammar and style. Check your footnotes: the first time you mention each source you should have a complete reference in the footnote; all subsequent references to that source can be abbreviated. Finish the bibliography and polish for formatting. Check overall formatting like page numbers, block quotes, sub-section headings, font and font size, etc.

May 23

Submit final paper to BB turnitin and bring hard copy to Maher 279 before 4:00pm. Let it go. Enjoy your summer.

Rubrics for Papers: THRS PLO #1

Department of Theology and Religious Studies, University of San Diego

Program Learning Outcome	Initial	Emerging	Developed	Highly Developed	Comments
#1. Students will speak the language of theology, biblical studies, or religious studies.	<input type="checkbox"/> Misconstrues key categories in the field <input type="checkbox"/> Misuses or fails to use appropriate technical vocabulary: terms, definitions, concepts, distinctions, etc. <input type="checkbox"/> Ignores or misinterprets relevant well-known exempla or historical data <input type="checkbox"/> Ignores or misconstrues relevant established arguments <input type="checkbox"/> Other: _____	<input type="checkbox"/> Emerging awareness of key categories <input type="checkbox"/> Identifies and begins to use correct technical vocabulary: terms, definitions, concepts, distinctions, etc. <input type="checkbox"/> Demonstrates awareness of some relevant exempla or historical data <input type="checkbox"/> Includes one or more relevant established arguments, with at least partial accuracy regarding the content <input type="checkbox"/> Other: _____	<input type="checkbox"/> Accurately uses key categories <input type="checkbox"/> Utilizes correct technical vocabulary—terms, definitions, concepts, distinctions—with general precision <input type="checkbox"/> Attends to most of the relevant well-known exempla or historical data <input type="checkbox"/> Incorporates the most relevant established arguments, with overall accuracy regarding the content <input type="checkbox"/> Other: _____	<input type="checkbox"/> Sophisticated deployment of key categories <input type="checkbox"/> Employs appropriate technical vocabulary, using terms, definitions, concepts, and distinctions correctly and with nuance <input type="checkbox"/> Skillfully deploys relevant exempla or historical data <input type="checkbox"/> Dialogues with the relevant established arguments, demonstrating deep understanding of them <input type="checkbox"/> Other: _____	

Rubrics for Papers: THRS PLO #2

Department of Theology and Religious Studies, University of San Diego

Program Learning Outcome	Initial	Emerging	Developed	Highly Developed	Comments
#2. Students will discuss fundamental issues framing the academic study of religion.	<input type="checkbox"/> Fails to describe, analyze, or explain religious phenomena: texts, rituals, practices, beliefs, etc. <input type="checkbox"/> Ignores relevant factors or misconstrues their significance <input type="checkbox"/> Fails to identify fundamental issues in the academic study of religion <input type="checkbox"/> Other: _____ -	<input type="checkbox"/> Hits upon some key points in describing, analyzing, or explaining religious phenomena: texts, rituals, practices, beliefs, etc. <input type="checkbox"/> Identifies one or more relevant factors, perhaps misconstruing their significance <input type="checkbox"/> Identifies some fundamental issues in the academic study of religion <input type="checkbox"/> Other: _____	<input type="checkbox"/> Adequately describes, analyzes, or explains religious phenomena: texts, rituals, practices, beliefs, etc. <input type="checkbox"/> Identifies relevant factors and explains their significance in general terms <input type="checkbox"/> Discusses fundamental issues in the academic study of religion <input type="checkbox"/> Other: _____	<input type="checkbox"/> Describes, analyzes, or explains religious phenomena—texts, rituals, practices, beliefs, etc.—with depth and nuance <input type="checkbox"/> Explains relevant factors and their significance in detail <input type="checkbox"/> Sophisticated discussion of fundamental issues in the academic study of religion <input type="checkbox"/> Other: _____	

Rubrics for Papers: THRS PLO #3

Department of Theology and Religious Studies, University of San Diego

Program Learning Outcome	Initial	Emerging	Developed	Highly Developed	Comments
#3. Students will construct well-formed written arguments.	<input type="checkbox"/> Argument is generally unclear or incoherent <input type="checkbox"/> Exhibits little or no evidence of complex thought <input type="checkbox"/> Argument is disorganized <input type="checkbox"/> Excessive stylistic and/or typographical errors (~4 or more per page) <input type="checkbox"/> Missing essential citations <input type="checkbox"/> Other: _____	<input type="checkbox"/> Argument is somewhat clear and coherent; some portions may be well-developed <input type="checkbox"/> Exhibits some evidence of complex thought <input type="checkbox"/> Argument has a discernible structure <input type="checkbox"/> Some stylistic and/or typographical errors (~3 per page) <input type="checkbox"/> Minimal citations <input type="checkbox"/> Other: _____	<input type="checkbox"/> Argument is generally clear and coherent; most portions are well-developed <input type="checkbox"/> Exhibits a significant degree of complex thought <input type="checkbox"/> Argument proceeds logically <input type="checkbox"/> Few stylistic and/or typographical errors (1-2 per page) <input type="checkbox"/> Well cited <input type="checkbox"/> Other: _____	<input type="checkbox"/> Argument is clear, coherent, and well-developed throughout <input type="checkbox"/> Exhibits a high degree of complex thought <input type="checkbox"/> Argument is structured logically and elegantly <input type="checkbox"/> Virtually no stylistic and/or typographical errors <input type="checkbox"/> Thoroughly cited <input type="checkbox"/> Other: _____	

Rubric for Integration Learning Outcomes in Integration Paper/Project

Department of Theology and Religious Studies, University of San Diego

Learning Outcome	Initial	Emerging	Developed	Highly Developed	Comments
Students will synthesize and apply knowledge and/or skills from multiple disciplines or perspectives (including theology and religious studies).	<p>Student recognizes different disciplines but fails to make any meaningful connections between them.</p> <p>Student does not demonstrate clear understanding of distinctiveness of TH-RS method.</p>	<p>Student presents confusing claims regarding TH &/or RS method.</p> <p>Student recognizes different disciplines but attempt to synthesize knowledge yields superficial analysis.</p>	<p>Student presents TH-RS method clearly and accurately and begins to articulate meaningful connections with/between disciplines.</p> <p>Student work demonstrates some synthesis and application of multidisciplinary knowledge but argument/project is not highly developed.</p>	<p>Student work demonstrates highly developed and sophisticated synthesis and application of multidisciplinary knowledge rooted in clear understandings of TH-RS methods.</p> <p>Argument is clear, coherent, and well-developed throughout.</p> <p>Exhibits a high degree of complex thought</p>	

Oral Presentation Evaluation Rubric - THRS 495

Criteria	Unacceptable (D range and F)	Minimally Satisfactory (C range)	Excellent-Good (A-B range)
Organization (25 points)	Audience is not certain of the issue at stake. Presentation is incoherent, no apparent logical progression.	Audience more or less understands the issue at stake but presenter relies too heavily on audience intuition. Jumps from a topic to another without sufficient exposition.	Presentation unfolds logically, parts cohere. Concludes with a succinct summary of key points and evaluative judgment.
Content (25 points)	There was little to no evidence of research. Inaccurate information. No synthesis or evaluation of ideas. No awareness that contrasting points of view exist. Presentation is elementary, driven by opinion.	Key terms and concepts were not explained; opinions stated without evidence or rationale.	Substantive topic, accurate explanation of key terms and concepts. Evinced extensive research, cited varied, credible sources. Synthesized & evaluated ideas and evidence, including analysis of counter.
Diction/Delivery (10 points)	Way too casual in presentation. Presenter was overly anxious, jumpy, had difficulty pronouncing many words Audience had to strain to hear throughout the presentation.	Presenter may have been a little nervous, or at times spoke too softly or too rapidly. Not perfect but good enough.	Presenter was poised, spoke clearly and with confidence. Presentation was completely fluid.
Visual Aids (10 points)	Visual aids more of a distraction than a help in describing argument or evidence.	Overall, the visual aids supported the presentation. But occasionally, an aid was irrelevant, superfluous or redundant. Written text included in slides included some misspelled words and a few grammatical errors.	Visual aids were carefully and creatively prepared and effectively supported the presentation. The aids reinforced and/or clarified the presentation. Any written text in slides was sufficiently large to be visible; all words were spelled correctly; all conventions of grammar were observed.
Timing/Pace (10 points)	Failed to complete presentation in the allotted time, or pace so rushed that audience could not keep up.	Slightly over or under allotted time.	Completed presentation in allotted time. Pace was not rushed.
Q & A (20 points)	Struggled to answer even basic questions.	Answers showed that the student had an adequate grasp of the topic but was less aware of complexities and nuances. Answers were basic. OR: Answers too long; student unable to offer succinct response to questions.	Was not flummoxed by any question. Answered all questions thoughtfully and thoroughly. Answers were concisely and carefully articulated.

Student Name:
Presentation began at _____ and ended at _____. Q&A ended at _____.

Grade: _____ Instructor Comments:
_____/100 points

New Course Proposal

Date Submitted: 09/10/18 12:56 pm

Viewing: **LEAD 165 : President's Leadership Class**

Last edit: 09/10/18 12:56 pm

Changes proposed by: cgetz

Contact Person(s)

Name:	E-mail:	Campus Phone:
Cheryl	cgetz@sandiego.edu	4289

Effective Term

Fall 2018

Subject Code

LEAD

Course Level

Undergraduate

Course Number
165

Department

Leadership Studies/SOLES (LEAD)

College

School of Leadership & Educ.

Title of Course

President's Leadership Class

Catalog Title

In Workflow

1. **LEAD Chair**
2. **LE Associate Dean**
3. **Core Curricula Chair**
4. Provost
5. Registrar
6. Banner

Approval Path

1. 02/11/18 8:39 pm
Lea Hubbard (lhubbard):
Approved for LEAD Chair
2. 03/23/18 2:28 pm
Joi Spencer (joi.spencer):
Approved for LE Associate Dean
3. 09/10/18 7:22 am
Bethany O'Shea (bethoshea):
Rollback to Initiator
4. 09/10/18 1:07 pm
Lea Hubbard (lhubbard):
Approved for LEAD Chair
5. 09/11/18 10:49 am
Joi Spencer (joi.spencer):
Approved for LE Associate Dean

President's Leadership Class

Credit Hours

3

Weekly Contact Hours

Lecture: 3

Lab: 0

Other: 0

Catalog Course Description

This course acquaints first-year students to leadership theories that examines the nature of leadership within the context of self, others, and circumstances on a local and global scale.

Students will engage with the USD president and guest speakers in meaningful dialogue to further explore their personal leadership and to practice leadership through various involvement opportunities at USD. Through readings, a personal growth project, class presentations, experiential exercises, journal reflections, and small group discussions, students will be challenged to continue to strengthen their leadership capacity toward influencing and affecting change at USD and the broader community.

Primary Grading
Mode

Standard Grading System- Final

Method(s) of
delivery

Journal
Lecture

Seminar
Paper

Faculty Course
Workload

Same as course credit

Is this course cross-listed?

No

Prerequisites?

LEAD 150 Emerging Leaders

Does this course
have concurrent
Prerequisites?

No

Are there 1 or more Co-Requisites?

No

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Oral communication competency

Course attributes

Experiential

Other

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:

Leadership Studies - LEAD

Department
Restrictions:

Major
Restrictions:

Class
Restrictions:

Include

Class Codes:

second semester first year students.

Level
Restrictions:

Degree
Restrictions:

Program
Restrictions:

Campus
Restrictions:

College
Restrictions:

Student Attribute
Restrictions:

Enter the vote of the Department on this course:

Yes: 10 No: 0 Abstain:

Rationale: This is an important course for developing campus leaders who will make an impact on campus and in the community. Students are selected by a committee of instructors and staff, from the LEAD 150 course. This spring is the second time the course has run as experimental, and we had 52 applications, and 35 applications last year. 15 students are selected from the group each spring. Since President Harris is teaching the course we cannot offer another section, and he prefers to keep the numbers at 15, due to the seminar style and visits from his professional colleagues. This course is becoming well known and highly regarded by undergraduate students.

Supporting documents [LEAD 165 PLC syllabusFINAL.docx](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

As the Leadership Minor grows, more students will apply for the course, but only 15 will be selected - but it does peak interest in the minor.

Will this change have any staffing/budgetary impact?

No

Will this change impact student enrollment numbers?

Yes

In what courses and in what ways?

Will increase the number of students in the minor, and number enrolled in the spring semester.

Course Reviewer
Comments

Bethany O'Shea (bethoshea) (09/10/18 7:22 am): Rollback: Rolled back as per Cheryl/Beth's request.

Key: 3102

LEAD 165: President's Leadership Class (PLC), 3-units
University of San Diego
School of Leadership and Education Sciences
PROPOSAL (Sept. 10, 2018)

Instructors:

Dr. James T. Harris III
President, University of San Diego

Instructor, Leadership Studies Minor GA
MRH 275
Phone: 619-260-4600 x2567
____@sandiego.edu

Class Meeting Times & Location:

Mondays & Wednesdays 4:00-5:20PM, MRH 211

Office Hours:

Mondays & Wednesdays at 2:00-3:30pm & By appointment

Course Description

This course acquaints first-year students to leadership theories that examines the nature of leadership within the context of self, others, and circumstances on a local and global scale. Students will engage with the USD president and guest speakers in meaningful dialogue to further explore their personal leadership and to practice leadership through various involvement opportunities at USD. Through readings, a personal growth project, class presentations, experiential exercises, journal reflections, and small group discussions, students will be challenged to continue to strengthen their leadership capacity toward influencing and affecting change at USD and the broader community.

Course Learning Objectives

Through this course students will:

- Learn, connect and apply leadership concepts and theories.
- Engage in critical conversations about leadership locally and globally, with the USD President and other invited guests.
- Identify and reflect upon the development of one's leadership practices.
- Deliver presentations that are compelling, organized clearly through verbal and nonverbal delivery skills that engage the appropriate audiences.
- Participate and deeply engage with others about what it means to create a diverse and inclusive USD community.
- Develop an understanding of the potential for intentional change.
- Build significant relationships and learn about leadership development from peers, instructors, and community leaders.

Required Readings

1. Coles, R. (2010). *Lives of moral Leadership: Men and women who have made a difference*. New York, NY: Random House.
2. Matusak, L. (1997). *Finding your voice: Learning to lead anywhere you want to make a difference*. San Francisco, CA: Jossey-Bass.
3. Blackboard readings – provided

Course Expectations

Attendance: Due to this course being discussion-based, attendance is required and expected for this course. Your attendance will contribute to both your learning and the learning of the other students in the class. Students are allotted no more than 3 (unexcused or excused) absences without penalty to the overall course grade (not just attendance/ participation grade). Students with more than 3 absences will lose 3% of their overall grade for each absence exceeding 3. Please speak to the instructors with extenuating circumstances. Students are responsible for the materials and assignments on days missed; this work should be turned in by the start of class period the day the assignment is due. Similar to attending class, arrival to class on time is expected. Arriving to class tardy (or leaving early) for three class periods will result in an unexcused absence.

Readings: Various readings from required texts and supplemental readings are assigned for this course. **It is expected that you read the assigned chapters, articles, or books by the start of each class period.**

Assignments: There are a variety of assignments due throughout the semester. You are expected to turn in the assignments electronically (through Blackboard) before the class period that it is due. **Late assignments will be docked a grade a day.** All assignments will be graded on quality and depth of work, adherence to assignment, and grammar/spelling. Please proofread each assignment prior to submission. All assignments are to be double-spaced, 1 inch margins on all sides, 12-point Times New Roman font, utilizing APA Style References and Citations. Students are encouraged to use the Writing Center as a resource. It's recommended that you schedule appointments in advance. Webpage: <https://www.sandiego.edu/cas/english/centers-and-lectures/writing-center/>

Blackboard: Blackboard will be used in this course for posting additional readings and posting campus involvement opportunities. There are a number of other applications that we may use as a class or you may choose to use to aid in your learning and group work (such as discussion boards, chat, etc.). You can login to Blackboard at ole.sandiego.edu/.

Group Work: There will be a variety of group activities, assignments, and projects throughout the semester. Each member of the group is responsible for the products of the group. Additionally, it is expected that each group member is an active participant in the group by attending group meetings, contributing quality work to assignments, etc.

Treating Each Other with Dignity and Respect: Throughout the semester we will be working very closely together and may be discussing sensitive subjects. It is expected that each member of the class treat the other members with dignity and respect. Individuals' opinions should be respected and valued, even if they are not in line with your own opinions.

Challenging Yourself and Take Risks: You have the ability to control how much you will take out of this course. The more you give to the class and open yourself up, the more you will gain in return and grow as an individual and a leader. The topic of this course (leadership) is something that you will be able to take with you into many aspects of your life and society as a whole. Please try to give this course your all, ask good questions, be willing to share and learn from others, and try to apply some of what you are learning to your life outside of the classroom.

Religious Observances: If a deadline or class session creates conflict with your religious observances, please let the instructors know as soon as possible so appropriate accommodations can be made.

Grading Scale (based on total %)

The following scale will be used to determine final letter grades:

93-100%	A	73 – 76%	C
90 - 92%	A-	70 –72 %	C-
87 – 89%	B+	67 – 69%	D+
83 – 86%	B	63 – 66%	D
80 – 82%	B-	60 – 62%	D-
77 – 79%	C+	less than 60%	F

Graded Components

1. Attendance & Participation – This includes in-class exercises, preparedness for class, participation in class activities and discussions, overall demonstrated engagement, and showing respect for your peers, the instructor, and the classroom environment. (20% of total grade)

2. Reading Verification – *Prior to each class*, you will need to complete a journal entry of the reading(s) due. Entries must include: 1. Name of reading and author, 2. Main points (2-3 minimum), 3. Critique/limitations/questions of the assigned reading(s). Entries must be posted in the Journal Entries section in Blackboard, according to the assigned date. It is expected that you complete a verification for *each* reading: if there are two readings for one class you will complete an entry for both. (10% of total grade)

3. Reflection Papers – There will be two reflection papers that are each 3 pages double-spaced and should integrate personal experiences and thoughts, class discussions with guest speakers, activities, and readings. A specific topic and guiding questions will be provided for each reflection paper. These responses are graded on content as well as grammar. (20% of total grade)

4. Personal Growth Project (PGP) – There will be a personal growth project throughout the semester in which a new skill or acquisition of new knowledge must be fostered. Instructors must approve of all PGPs before you begin. Journals reflecting on the process of the project will be due throughout the semester through Blackboard. The suggested length for each journal entry is 500 words. (15% of total grade)

TED Talk Presentation – At the end of the semester, you will create a TED Talk presentation to describe your PGP and the learning that occurred. The beginning stages of the project from inception to completion, detailing the challenges, milestones, and learning throughout will need to be included. Apply how aspects of leadership, from the readings and discussions, are connected to this concept. The intention of this assignment is to identify how one might seek intentional change to acquire new skills and learning. (10% of total grade)

5. Team Debate – In small teams, you will engage in a debate around a controversial topic that calls for complex thinking, research, and contemplation of one or more leadership perspectives. Teams must design a well-structured case justifying their position (affirmative or negative), while considering the impact this case has on different people and cultures. Teams will participate in an in-class debate later on in the semester. Some class time will be allotted to complete the development of your case, and to prepare for the debate, but your success will be reliant upon time invested outside of class. (10% of total grade)

6. Final Reflection Paper – This is a 5-7 page final reflection paper that will include your personal reflections about your development in the class, your challenges and your new insights. The paper should be reflective in nature and might touch on leadership style, strengths, approaches, and/or areas for improvement, in addition to other areas you want to discuss. It is expected that you will integrate course readings in your final paper, as well as peer and instructor feedback that you

received along the way. (15% of total grade)

7. Extra Credit – Extra credit opportunities are available to you by attending the Leadership Workshop Series events scheduled through the Department of Leadership Studies. These are 1-hour workshops in SOLES that are offered three times throughout the semester. A one-two page reflection on a workshop is due no later than one week following the event. (Up to 2% of bonus class credit)

Request for Accommodations

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability and Learning Difference Resource Center (619-260-4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

Course Schedule

Date	Topic	Reading	Assignment
	Course Introduction		
Part I: Self	Consciousness of Self Personal Growth Project	Matusak (Ch. 1, 2) Coles (Intro) Personal Growth Project article (Blackboard)	
	Personal change & Self-perception, self-esteem, self-control	Matusak (Ch. 11, 9) Senge (Blackboard)	Personal Growth Project (PGP) proposals due prior to class
	Emotional competencies Authenticity	Palmer (Blackboard) Goleman I (Blackboard) Discussion of the power of public speaking and connection of storytelling to engaging audience	
	Guest Speaker	Homelessness article (Blackboard) Harris (Blackboard)	Come prepared with questions
	Emotional competencies Listening	Kouzes & Posner (Blackboard) Walsh (Blackboard)	Take EI assessment (found in BB) prior to ____ class
	Guest speaker	Coles (Ch. 1) Matusak (Ch. 7) Ron Fowler article (Blackboard)	Reflection paper #1 (This I Believe – storytelling) due prior to class Come prepared with questions
	Understanding passion, initiative, and perserverance	Coles (Ch. 4) Ducksworth (Blackboard)	PGP reflection #1 due via Blackboard ____

Part II: Others	Consciousness of others Priorities & time	Coles (Ch. 10) Discussion of debates, organization, choosing teams	
	Guest speaker	Coles (Ch. 8) Avolio (Blackboard)	Come prepared with questions
	Practicing empathy	Matusak (Ch. 12) Holt & Marques (Blackboard)	
	Decision making	Coles (Ch. 2) Henry V play – summary	PGP reflection #2 due via Blackboard _____
	Emotionally intelligent group navigation	Goleman II (Blackboard) – The emotional reality of teams	
	Real Talk: Developing skills for becoming a strong speaker	Parks (Blackboard) Key practices of communication: (pre-speaking exercises, articulation, preparation, and practice) In class: Each student practice presenting one minute argument from debate topic	
	Mindfulness of culture Humble inquiry	Schein (Blackboard) – Humble inquiry	
	Facilitating change Guest speakers	Coles (Ch. 11) Gallo (Blackboard) – Ted Talk	PGP reflection #3 due via Blackboard _____ Come prepared with questions
	Taking risks		Team 1 & 2 debate on leadership topic
	Followership & integration	Matusak (Ch. 3) Coles (Ch. 5)	Team 3 & 4 debate on leadership topic
	SPRING BREAK & EASTER BREAK	NO CLASSES	
	Guest speaker OR Consciousness of context	Schein (Blackboard) Chap. 1 on Culture	Come prepared with questions
	Perceptions of Power Managing conflict	Matusak (Ch. 10) Coles (Ch. 6)	Reflection paper #2 due prior to class
	Perceptions of Power Managing conflict Part II	TED Talk video	PGP reflection #4 due via Blackboard _____

			Come prepared with questions
	Building an inclusive environment	Matusak (Ch. 6) Pless & Maak (Blackboard)	
	Evaluating USD, local, & global context	Alon & Higgins (Blackboard) Gharib (Blackboard) Practice Ted Talk presentations with feedback from instructors	PGP reflection #5 due via Blackboard ____
	NO CLASS	TED Talk video	Personal Growth Projects completed
	TED Talk Presentations		
	TED Talk Presentations		
	Shared vision & engagement	Matusak (Ch. 5)	
	Final sharing/thoughts	Ruffing (Blackboard)	Final Paper Due by TBD by Midnight

Note: Plans including readings and assignments may change throughout the semester in order to adapt to class needs.

Grade of Incomplete

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the "I" grade will become a permanent "F."

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

SOLES Online Course Evaluation

Student evaluations are collected via an on-line system that maintains student anonymity. The School of Leadership and Education Sciences uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor

will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

Statement on Plagiarism

The complete plagiarism policy is available for your review at:

www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

CARE Statement

The University of San Diego is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Sexual misconduct and relationship violence in any form are antithetical to the university's mission and core values, violate university policies, and may also violate federal and state law. Faculty members are considered "Responsible Employees" and are required to report incidents of sexual misconduct and relationship violence. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking or sexual exploitation, please visit www.sandiego.edu/care to access information about university support and resources.

APPENDIX A: Ted Talk Rubric

LEAD 179: President's Leadership Class Ted Talk Rubric			
	5	4	3
Central Message: Deliver a central message that is compelling and appropriate to the audience.	PGP content is precisely stated, using imaginative language, and key points are appropriately repeated when necessary. Includes creative description of PGP, challenges, lessons learned, and how student grew as a leader.	Most PGP content is precisely stated, the majority of time using imaginative language, and key points are repeated when necessary. Includes description of PGP, challenges, lessons learned, and how student grew as a leader.	Some PGP content is precisely stated, at times using imaginative language, and a few points are repeated when necessary. Includes some description of PGP, challenges, lessons learned, and how student grew as a leader.
Organization: Construct presentation with clear and consistent organizational patterns.	Presentation includes specific introduction and conclusion related to PGP; sequenced points, smooth transitions, variety of supporting materials; and appropriate reference to information and analysis.	Presentation includes general introduction and conclusion; majority of sequenced points, transitions, a range of supporting materials; and appropriate reference to the majority of information and analysis.	Presentation includes an introduction and conclusion; some sequenced points, transitions, a few supporting materials; and appropriate reference to some information and analysis.
Delivery: Master techniques of verbal and nonverbal delivery that evoke confidence from the speaker, making the presentation compelling, and fully engage the audience.	Delivery of arguments is clear with appropriate use of volume, expressiveness, pauses, posture, and gestures. Comfortable eye contact is sustained throughout presentation.	Delivery of arguments is mostly clear with appropriate use of volume, expressiveness, pauses, posture, and gestures. Eye contact is mostly sustained throughout presentation.	Delivery of arguments is somewhat clear with moments where volume, expressiveness, pauses, posture, and gestures are clear. Eye contact is, at times, sustained throughout presentation.
Preparation: Practice the delivery of presentation so that main points flow naturally and critical thinking of materials is exhibited.	Student is well prepared, presenting with ease and a clear sense of what the main points are, while displaying confidence and passion.	Student is mostly prepared, presenting with moments of ease and an understanding of what the main points are, while mostly displaying confidence and passion.	Student is somewhat prepared, presenting with some hesitancy and an understanding what some of the main points are, while displaying some confidence and passion.

APPENDIX B: Debate Rubric

President's Leadership Class
Spring 2019
Debate Rubric

Debate topic/position: _____
Date: _____

	5	4	3
Central Message: Deliver a central message that is compelling and appropriate to the audience.	Arguments are precisely stated, using imaginative language, and appropriately repeated when necessary. Arguments are memorable, relevant, and strongly supported with facts and examples.	Most arguments are precisely stated, the majority of time using imaginative language, and appropriately repeated when necessary. Most arguments are memorable, relevant, and supported with facts and examples.	Some arguments are precisely stated, at times using imaginative language, and a few points are appropriately repeated. Some arguments are memorable, relevant, and supported with facts and examples.
Organization: Construct presentation with clear and consistent organizational patterns.	Presentation includes specific introduction and conclusion related to topic; sequenced arguments, smooth transitions, variety of supporting materials; and appropriate reference to information and analysis.	Presentation includes general introduction and conclusion; majority of sequenced arguments, transitions, a range of supporting materials; and appropriate reference to the majority of information and analysis.	Presentation includes an introduction and conclusion; some sequenced arguments, transitions, a few supporting materials; and appropriate reference to some information and analysis.
Delivery: Master techniques of verbal and nonverbal delivery that evoke confidence from the speaker, making the presentation compelling, and fully engage the audience.	Delivery of arguments is clear with appropriate use of volume, expressiveness, pauses, posture, and gestures. Comfortable eye contact is sustained throughout presentation.	Delivery of arguments is mostly clear with appropriate use of volume, expressiveness, pauses, posture, and gestures. Eye contact is mostly sustained throughout presentation.	Delivery of arguments is somewhat clear with moments where volume, expressiveness, pauses, posture, and gestures are clear. Eye contact is, at times, sustained throughout presentation.
Preparation: Practice the delivery of presentation so that arguments flow naturally and critical thinking of materials is exhibited.	Teams are well prepared, presenting their position with ease and a clear sense of what the main arguments are, while considering the opposing position's stance.	Teams are mostly prepared, presenting their position with moments of ease, understanding what the main arguments are, while considering the opposing position's stance.	Teams are somewhat prepared, presenting their position with some hesitancy, understanding what some of the main arguments are, but not fully considering the opposing position's stance.

Total Score: _____ / 20

Date Submitted: 07/20/18 10:45 pm

Viewing: **DSCI 300 : Prescriptive Business Analytics**

Last approved: 05/18/18 2:56 am

Last edit: 07/20/18 10:45 pm

Changes proposed by: wenlixiao

Catalog Pages
referencing this
course

[Decision Science \(DSCI\).](#)
[School of Business Courses](#)

Programs
referencing this

[MS-ACCT: Master of Science in Accountancy](#)
[BACC-ACCT: Accountancy Major](#)

Contact Person(s)

Name:	E-mail:	Campus Phone:
Jewel Leonard	jewel.leonard@sandiego.edu	8832

Effective Term

Fall 2019

Subject Code

DSCI Course Number 300

Department

Decision Science/Business (SDCI)

College

School of Business Admin

Title of Course

Prescriptive Busn Analytics

Catalog Title

Prescriptive Business Analytics

Credit Hours

3

Weekly Contact Hours

Lecture: 3 Lab: 0 Other: 0

Catalog Course Description

Prescriptive business analytics focuses on helping decision makers solve complex business problems. Students develop skills necessary to define, analyze, and solve problems in all areas

In Workflow

1. SDCI Chair
2. BU UG Associate Dean
3. Core Curricula Chair
4. Provost
5. Registrar
6. Banner

Approval Path

1. 07/23/18 8:54 am
hansonj:
Approved for SDCI Chair
2. 07/23/18 9:07 am
Jewel Leonard (jewel.leonard):
Approved for BU UG Associate Dean

History

1. Mar 23, 2017 by Jewel Leonard (jewel.leonard)
2. May 11, 2017 by Jewel Leonard (jewel.leonard)
3. Feb 6, 2018 by Jewel Leonard (jewel.leonard)
4. Apr 19, 2018 by Jewel Leonard (jewel.leonard)
5. May 18, 2018 by Walter Murken (murken)

of business including operations, marketing, and finance. Students utilize spreadsheets to model, analyze, and develop solution alternatives for a variety of business problems. Among the tools students utilize are modeling, influence diagrams, decision trees, Monte Carlo simulation, optimization techniques, and sensitivity analysis. (Note: ECON 217, not ECON 216, may be taken concurrently if it is taken during the fall or spring semester, and it is the first attempt in ECON 217. If the first attempt in ECON 217 is unsuccessful then ECON 217 cannot be taken concurrently.)

Primary Grading Mode Standard Grading System- Final

Method(s) of delivery Lecture

Faculty Course Workload Same as course credit

Is this course cross-listed?

No

Prerequisites? ITMG 100 and (MATH 130 or MATH 150 or MATH 151) and (ECON 216 or ECON 217).

Does this course have concurrent Prerequisites? No

Are there 1 or more Co-Requisites?

No

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Quantitative reasoning comp

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Department Restrictions:

Major Restrictions:

Class Restrictions: Include

Class Codes: JR, SR

Level Restrictions: Include

Level Codes: UG

Degree
Restrictions:

Program
Restrictions:

Campus
Restrictions:

College
Restrictions:

Student Attribute
Restrictions:

Enter the vote of the Department on this course:

Yes: No: Abstain:

Rationale: This course is an introduction to the use of quantitative decision models. The overall objective of this course is to improve students' ability as a decision-maker. In this course, students use quantitative tools and mathematical models to make managerial decisions. We believe that it satisfies the undergraduate core curriculum requirement for quantitative reasoning.

Supporting documents [DSCI 300 package.pdf](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

It will not impact the department curriculum or curricula of other departments/units.

Will this change have any staffing/budgetary impact?

No

Will this change impact student enrollment numbers?

No

Course Reviewer
Comments

Key: 437

University of San Diego
School of Business Administration
DSCI 300 Prescriptive Business Analytics

ADMINISTRATIVE

The best way to contact me is by the above email address. I will do my best to respond to any email within one business day, and usually will respond more quickly than that. (Note: this doesn't include weekends).

Class attendance requires respect for your fellow classmates and your instructor. This respect includes, but is not limited to: turning off cell phones, arriving on time, being prepared for class, and paying attention during class. Laptop computers must remain closed during class. I will attempt to learn your name as soon as possible. To help me in this effort, you will need to complete a name tent and place it in front of you every class.

COURSE DESCRIPTION

This course is an introduction to the use of quantitative decision models. The overall objective of this course is to improve your ability as a decision-maker. The first objective is to introduce you to the general classes of management science models and the techniques used to solve them. The models we will discuss are mathematical abstractions and simplifications of real systems that attempt to balance a tradeoff between realism and tractability. For example, the more abstract and simple the model is, the more likely a solution can be found. The danger is that if the model becomes too simple or abstract, the solution may be inappropriate for the real system. As a decision-maker, you need to be sensitive to how assumptions and simplifications affect the nature of the solution and how changing them affects your ability to find solutions to the model. Since you will not always perform the analysis of a model yourself, this course's objective can be thought of as helping to make you an intelligent consumer of model-based analysis, sensitive to the capabilities and limitations of a given model and able to explore the effects of altering the model's assumptions.

The second objective is to develop your ability to formally structure problems and to analyze them in a logical manner. Many problems can be solved with common sense, and while that is important, many decision problems are too complex for the informal use of common sense. The modeling approach formalizes the description and analysis of decision problems, usually in mathematical terms, to understand the mechanics of the system being modeled. Therefore, the process of creating and using a structure for decision problem analysis will be emphasized throughout the course.

Another important skill that this course will develop is parametric sensitivity analysis of models. What happens if the estimate of some piece of data turns out to be too large or too small? Models can be very useful in the sense that they provide a concrete framework for this "what if" analysis. Sensitivity analysis can also be used to check the level of complexity of the model being used: in some cases analyzing a simple model also reveals that the solution is quite insensitive to some of the simplifying assumptions and so a more complex model is of little value for the decision. In other cases, small changes in the model cause large changes in the policy recommended by the model and this may imply that the model requires more detail.

Therefore, after taking this course, students are expected to achieve the following learning outcomes from this course:

1. Identify the necessary quantitative information to construct a model (linear programming, decision tree or simulation).
2. Analyze the model and perform needed calculation to recommend the best course of actions.
3. Interpret model outcomes (such as sensitivity analysis) and describe their mathematical meanings.
4. Describe the limitation of each model and identify the circumstances where each method is applicable.
5. Translate mathematical outcomes into verbal language to deliver business insights.

The specifics of the course are designed to help you develop these abilities and exams will be designed to test your development. Because of time limitations, we will not be able to cover in detail all the classes of models that are available, but the work in this class should help you to be able to use and understand new models as you encounter them. Two other observations about this class are in order.

This is not a course in mathematics, although mathematics is used in the course as the language for formally defining models and as means of finding solutions. The emphasis in this course is on the basic structure and logic of the models, not on their mathematical details and proofs. The requirements for particular mathematical operations should be within your capabilities, the most important of which is the ability to deal with abstract symbols and relationships (algebra and elementary calculus).

In this course, we will talk about optimization and it is critically important for you to remember that optimality is with respect to the model and not necessarily to the real situation. It is quite easy to find examples of "optimal" solutions that produce poor results in practice due to a mismatch between what has been omitted from the model. Approximate, or heuristic, solutions to

more detailed models quite often can outperform optimal solutions to simpler models and as decision-makers, you need to be able to evaluate solutions to models relative to their implementation in the organization. You want to avoid the dangerous overuse of the word "optimal".

The course will be divided roughly into three sections. The first section covers an approach to make decisions in a setting that is roughly deterministic, i.e., where most of the variables are controllable and predictable. Examples of this would be short-term scheduling and resource allocation problems in a production environment. We will spend about half the semester on linear programming and some extensions of this basic class of models.

The second and third sections deal with decisions in which important variables in the model are uncontrollable by the decision-maker or models that have to deal with uncertainty. A common example would be the decision to drill an oil well: the decision-maker cannot control whether or not oil actually exists in a particular location. The most detailed approach to deal with uncertainty is simulation, which attempts to mimic the real system by assigning probabilities to specific events, such as sample results during the well drilling, as opposed to only probabilities for the existence of oil or not. Simulation is a rather expensive technique because of all the detail involved. Simpler approaches such as decision analysis, which is a construction for analyzing problems where the "states of nature" can be specified in a probabilistic sense, can be used. The course will cover both decision analysis and simulation that deal with uncertainty.

MATERIALS

The primary reading material for this course is contained in the text *Customized Version of Spreadsheet Modeling for Business Decisions*, 3rd Edition, by John F. Kros, 2013, Kendall Hunt Publishing. Handouts would be given on a periodic basis that will have solutions to the various homework problems and examples and solutions for the problems that we do in class. All class materials will be posted on Blackboard. Prerequisite: ECON 216.

GRADING

The grade received in the course will be based on homework assignments, quizzes, attendance, three in-class exams and team assignments. The distribution of the grading is as follows:

Class Attendance	2.5%
Individual Class Assignments (Including homework and quizzes)	20%
Three team module deliverables:	
Module 1: Executive Summary	10%
Module 2: Executive Summary	4.5%
Business Report	8%
Module 3: Executive Summary	2.5%
Business Report	7%

Presentation	8%
Three module exams	37.5% (12.5% each)

EXAMS

There will be three in-class exams. All three exams are non-comprehensive individual efforts. If a practice exam or a practice question set is distributed before an exam, don't forget that it may not cover all the possible questions that may show up in the exam, and the student should go back to questions solved in class and class notes, and homework assignments to better prepare for an exam.

Students who must miss an exam to attend an official USD function must prearrange an alternate exam date. Other excused absences (for health reasons, etc.) must be documented, and a make-up exam will be given only with appropriate written documentation from an authoritative source indicating that the student was unable to take the exam on the exam date. Normally, only a doctor's certification of a severe medical problem will suffice. All other cases will receive a grade of zero for the missed exam.

For the three tests, students will be allowed to bring in a **handwritten** "3.5 x 5" card with whatever formulas or notes they want to aid in taking each test. To protect the honest majority, any cheating on any exam, big or small, will be penalized by an "F" in the course and will be referred to the Dean of Student Affairs for disciplinary action. NOTE: Students are expected to have their own calculator for each exam. **A cellphone calculator is NOT acceptable!**

MODULE CASE DELIVERABLES

Cases are to be completed by students in teams. There will be three cases to be completed in three modules (i.e., one case for each module). For Module 1, an executive summary for the assigned case will be required. In Module 2, an executive summary and a business report will be required for the assigned case. In Module 3, the students are required to submit an executive summary and a business report for the assigned case. In addition, a presentation will be required for the team to illustrate their analysis of the case.

An executive summary should be at most two typed pages (double-space, 12 point times front, 1 inch margins). A business report should be at most four typed pages (double-space, 12 point times front, 1 inch margins). Tables and graphs may be included in addition to the text. A cover page with names of group members does not count toward the page limits. A presentation should be at most 15 slides. Each team will be given 15 minutes for the presentation. All case write-ups (i.e., executive summary and business report) are due on the date indicated on the tentative schedule in Syllabus. Late write-ups are not accepted.

IMPORTANT NOTE ON WRITING CASES:

In any case write-up, if you take text directly from a reading or any other source, you **MUST** use quotation marks and clearly indicate the source. I expect write-ups to be spelled correctly, grammatically correct, well organized and clearly written. There will be credits assigned to the

writing of the case deliverable. You may consult with the Writing Center of SBA or USD before submitting the case write-up.

DO NOT OBTAIN HELP OR WRITE-UPS FROM STUDENTS WHO HAVE COMPLETED THE CASES IN THE PAST. DO NOT ACCESS INTERNET INFORMATION ON THE CASES. PLEASE SEE ME IF YOU HAVE ANY QUESTIONS ON THESE POLICIES.

Peer Assessments will be collected at the end of each module whereby each team member rates the relative participation of others in the module. The peer evaluation form will be given to students and collected in class.

Formation of Teams (Groups). Each team has 4 students. The instructor will randomly assign team members. For each module, the instructor will assign new teams so that students will have the chance to work with different group members to reduce the possibility of free rider problem. Team members and their email addresses will be posted on Blackboard at the beginning of each module.

HOMEWORK, QUIZZES AND ATTENDANCE

To help students understand the material and prepare the exams, homework problems will be assigned. Homework will be collected at the beginning of the class on the days due. Homework will not be accepted after the assignment has been collected. In addition, students are responsible for every material handed out in the class, including the readings. Some problems in the exams and quizzes are very likely to be closely related to the homework assignment.

There will be quizzes (i.e., in-class practice problems) given during class times, and can be announced beforehand or not. Quizzes will take between 10 to 15 minutes. Quizzes may include questions on very elementary material presented since the last quiz or exam, or an elementary exercise related to the previous homework set. It will be designed so that those who attended class (or are familiar with the contents) and are familiar with the previous weeks homework set should do very well. A student who is not present in the class during the time the quiz is given, or does not turn in the quiz sheet before leaving the class will receive a grade of zero for that quiz. (Quizzes may be given at the beginning OR at the end of a class, OR at any time in between). No makeup quizzes will be given. Note: all quizzes are open-book, open-notes.

You are expected to show up and be a part of the class, as your effort and participation will be reflected in your understanding of the materials and in turn will affect your performance in the exams. An attendance sign-in sheet will be available during the first 5 minutes of each class. It is your responsibility to sign-in each day to assure that you receive your credit for attendance. If the University of San Diego is closed for any reason on a scheduled class day, you should be prepared to adjust the schedule accordingly including taking an exam during that next class session.

ACADEMIC INTEGRITY STATEMENT

“All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.”

OTHER POLICIES AND REQUIREMENTS

Course Policies

1. Entering or exiting class while the class is in session is extremely inconsiderate to the instructor and your fellow students. Please take care of business before entering class. Arriving late or leaving during class will impact your attendance/participation grade component.
2. Cell phones and pagers must be turned off before entering class.
3. Laptop computers must remain closed during class.
4. Required course materials are pencils, erasers, calculators (no graphing calculators or cell phones allowed), a ruler, and your course pack. To make effective use of class time, you need to bring all of these materials to class each day. If you do not have the required course materials for class, it will affect your ability to participate, and hence will impact your participation grade in the class.
5. Erase any work that should not be considered during grading. Do not “scratch out.” Scratched out work on homeworks or tests will be penalized.
6. It is recommended that you read the day's assignment before class, then read it in more detail after the class. This will be especially useful for the more difficult concepts.
7. Grades can be viewed on the course website. See the instructor during office hours to review your status. Verify that the on-line grade book reflects your scores accurately.
8. Final grades can be obtained on the course website usually within one week of the final exam. Be sure to keep all returned homework.
9. A grade of "I" (Incomplete) will be awarded only if a valid reason for missing the final exam is documented in writing within 48 hours after the final examination is given. The policy of the University is very strict in what constitutes a reason for allowing an Incomplete. Doing poorly in the course is definitely not a sufficient reason for an incomplete.
10. Practice! Practice! Practice! If you are having difficulties with any topics, see me before it's too late.
11. The course syllabus provides an explanation of and serves as a reference for the course requirements and policies. It would probably be a good idea to print a copy of the syllabus and keep it with your course materials. As a college student, it is your responsibility to read and

be familiar with the course syllabus. The instructor does not make a practice of responding to questions about information that is contained in the syllabus.

12. The course components and their weights have been provided in this syllabus. This information enables you, the student, to determine where you stand at any point during the semester.

Team Case Deliverables

There will be three cases to be completed by students in teams. You need to submit both hardcopy and softcopy of team assignments. Submission of softcopy will be via Blackboard. Details will be provided in class.

Team case deliverables (i.e., the executive summary and business report) will be graded on the basis of the following criteria:

1. Clarity of explanation of the analysis and methodology.
2. Completeness of the analysis.
3. Organization and structure of the report (purpose, conclusions, etc.)
4. Clarity and correctness of written communication (i.e., grammar, sentence structure, idea development, spelling, paragraph length (typically 4 – 5 sentences per paragraph), sentence length (average 10 words), use of topic sentences and conclusion sentences in each paragraphs, appropriate references to tables, figures, diagrams, appropriate use of citations, references, etc.).
5. Appropriateness of EXCEL format (how does it look when printed, column spacing, data appearance, titles, column headings, content, etc.)

Quizzes

1. There may be announced or unannounced quizzes during the semester.
2. All quizzes will be collected at one time. Those arriving late will not be given extra time. No exceptions!!
3. There will be no make-up quizzes permitted.

Homework

1. Homework assignments will be posted on Blackboard.
2. Homework will not be “pre-graded” (i.e., don’t ask me before you submit your homework if it is correct or if you are heading in the right direction). You may ask questions about appropriateness of format, or you may ask questions about related material covered in class or about related practice problems.
3. There will be three (3) homework assignments.
4. Homework will be collected within the **first five minutes** of class on the days due. Homework will not be accepted after the assignment has been collected. **BE THERE ON TIME!!**

5. Never place homework under my office door. If you are not going to attend class, personally deliver it to me early or have someone bring it to the classroom before class on the date it is due.
6. Homework is not a group assignment. Remember, homework is your opportunity to perfect techniques that will appear on the exams. While discussing the issues with your friends is fine, discussing the solution is not. **DO THE WORK YOURSELF!!!** As indicated in the section on academic integrity, if homework appears to have been a collaborative effort, it will be considered to be an academic integrity violation and all parties will be penalized accordingly.
7. Staple your homework calculations to the homework assignment page for submission. Be sure to write your name on the top of the assignment page. Ragged-edged paper torn from spiral binders is not acceptable. Folded corners or paperclips to hold pages together will not be accepted.
8. If you want to be able to pick up homework assignments prior to distribution during class, you will need to sign the authorization form allowing the instructor to leave your graded homework in an envelope on the office door. However, the instructor is not responsible for homeworks that may be removed by other parties.

Exam Policies and Suggestions

1. Exams will be problem oriented.
2. The exams are closed book, but you will be permitted to bring a 3.5*5 "formula card". This will be discussed in class.
3. On exam days, all backpacks, etc. must be placed at the front of the room for that class day. You may only have your pencils, erasers, 3.5*5 "formula card", calculators and rulers on your desk during an exam.
4. On test days, calculators will not be provided to you. You need to bring in your own calculators.
5. Exam grades will be posted on Blackboard as soon as they are graded. Please plan to see the instructor during office hours within a week after exam grades have been posted to review your exam performance. If you feel that an exam question was graded unfairly, you must argue your case within one week of the posting of grades on Blackboard. In addition, if there are any mistakes in the grading, the instructor has the right to re-grade the entire exam paper, which might result in an increase or a decrease to your exam grade.
6. Missed exams will be given a grade of "0" unless the student has received prior approval and has scheduled a makeup exam. Please note: leaving early for Thanksgiving break is not a legitimate excuse for missing the exam that week so plan your travel accordingly. No make-up exams will be authorized for anyone missing the exam that week.
7. Approval for missed examinations will be rare, and only with appropriate written documentation from an authoritative source indicating why the student was unable (repeat: unable) to appear for an examination. Normally, only a doctor's certification of a severe medical problem will suffice. All make-up exams will be given on **Wednesday, May 16, 2018 at 1:00 PM in Olin 129.**

8. No student will be allowed to take the final examination at a time or place other than that scheduled for this course. Note: "leaving early to catch a plane home" and "conflicts in the exam schedule" are not sufficient reason to violate this policy.
9. A grade of "I" (Incomplete) will be awarded only if a valid reason for missing a major assignment in the course is submitted to the instructor and approved by the instructor. The policy of the University is very strict in what constitutes a reason for allowing an incomplete. Doing poorly in the course is definitely not a sufficient reason for an incomplete. See http://www.sandiego.edu/about/gradbulletin/gi/academic_regulations.php for details.
10. No borrowing of pencils, erasers, etc. will be permitted during any quizzes or exams. Pens are not allowed to be used on any submissions (exams, quizzes, or homework). Work done in pen will not be accepted and will earn a grade of zero.
11. Any work that is not to be graded on an exam must be erased. All work shown on a test WILL be considered in the grading. This means that any incorrect work shown will result in point deductions, even if correct work also appears on the page. As indicated in the course policy section, any work that is not to be considered must be erased. Scratched out work will be penalized. Any answer that is not accompanied with correct supporting work will receive NO credit. Be sure to show appropriate work for all test questions.
12. If, during the exam, you need clarification of a question, just come forward and ask the instructor. However, questions about how to approach the problem, whether your answer is correct, whether you are heading in the right direction, etc. cannot be answered.
13. DO NOT CHEAT! Keep your eyes on your own paper and your answers covered. Anyone suspected of cheating will be asked to leave the exam and will face disciplinary action.
14. Be sure to sign the statement on each exam affirming that you have not cheated on the exam. Failure to sign the statement WILL be interpreted as an indication that you gave or received help on the test and will be dealt with accordingly.

TOPICS AND SEQUENCE:

The tentative sequence of the materials covered in the class is listed below. This is a general plan for the course; deviations may be necessary.

Class#	Day	Date	Evaluation	Kros (3th Edition)	Reading
1	Monday	1/29/18		Introduction to Prescriptive Business Analytics	Chpt 1
2	Wednesday	1/31/18		Formulation of LP's	Chpt 8
3	Monday	2/5/18		Formulation of LP's	Chpt 8
4	Wednesday	2/7/18		Graphical Solution of LP's	Chpt 8
5	Monday	2/12/18		Sensitivity Analysis	Chpt 8
6	Wednesday	2/14/18		Sensitivity Analysis	Chpt 8
7	Monday	2/19/18		Sensitivity Analysis, Review for Exam 1	Chpt 8
8	Wednesday	2/21/18	EXAM #1	Exam #1	
9	Monday	2/26/18		Sample Case Study for Module 1	
10	Wednesday	2/28/18		Team Case Analysis for Module 1	
11	Monday	3/5/18		Team Case Analysis for Module 1	
12	Wednesday	3/7/18	Mod 1 Case Due at 11:59pm	Decision Models	Chpt 4
13	Monday	3/12/18		Decision Models	Chpt 4
14	Wednesday	3/14/18		Decision Models	Chpt 4
15	Monday	3/19/18		Decision Models, Review for Exam 2	Chpt 4
16	Wednesday	3/21/18	EXAM #2	Exam #2	
17	Monday	3/26/18	No Class	Spring Break	
18	Wednesday	3/28/18	No Class	Spring Break	
19	Monday	4/2/18	No Class	Spring Break	
20	Wednesday	4/4/18		Sample Case Study for Module 2	
21	Monday	4/9/18		Team Case Analysis for Module 2	
22	Wednesday	4/11/18		Team Case Analysis for Module 2	
23	Monday	4/16/18	Mod 2 Case Due at 11:59pm	Simulation	Chpt 5
24	Wednesday	4/18/18		Simulation	Chpt 5
25	Monday	4/23/18		Simulation	Chpt 5
26	Wednesday	4/25/18		Simulation, Review for Exam 3	Chpt 5
27	Monday	4/30/18	EXAM #3	Exam #3	
28	Wednesday	5/2/18		Sample Case Study for Module 3	
29	Monday	5/7/18	No Class	Out of Town for Conference	
30	Wednesday	5/9/18		Team Case Analysis for Module 3	
31	Monday	5/14/18		Team Case Analysis for Module 3	
	Wednesday	5/16/18	Make-Up Exam	Make-up Exams 1-2 PM	
	Wednesday	5/16/18	Mod 3 Case Due at 11:59pm		
			Final Exam	Session 1: School Schedule	
			Final Exam	Session 2: School Schedule	

Quantitative Reasoning (QR) Evaluation Form

Thank you for submitting your course for QR. We would like you to fill out the form below to help us understand how your course assignments meet the QR learning outcomes. An example for our sample syllabus, ECON 216 Statistics for Business and Economics, is provided in the next page.

Item	Assignment/ Assessments		Learning Outcomes				
			Identification	Calculation & Organization	Interpretation	Evaluate Assumptions & Recognize Limitations	Justification
1	Linear Programming --- Case Study (Executive Summary)	Covered? (x=yes)	x	x	x	x	x
		Problems covering learning outcomes	Q1	Q1	Q2	Q3	Q5
2	Decision Analysis - --Case Study (Executive Summary and Business Report)	Covered? (x=yes)		x	x	x	x
		Problems covering learning outcomes		Q1	Q3	Q3	Q2
3	Simulation---Case Study (Executive Summary, Business Report and Presentation)	Covered? (x=yes)	x	x	x	x	x
		Problems covering learning outcomes	Q1	Q1	Q2	Q1	Q1

Note: The number of item depends on the number of assignments/assessments in your course

Sample Form for ECON 216: Statistics for Business and Economics

Item	Assignment/ Assessments		Learning Outcomes				
			Identification	Calculation & Organization	Interpretation	Evaluate Assumptions & Recognize Limitations	Justification
1	Data Summary, Interpretation & Presentation	Covered? (x=yes)	x	x	x	x	x
		Problems covering learning outcomes	1.a, 1.b	1,2	2.a, 3.c	2.b, 3.c	2.b, 3.d
2	Probability & Normal Distribution	Covered? (x=yes)		x	x		
		Problems covering learning outcomes		All questions	3.a, 4.c, 4.d		
3	Inference	Covered? (x=yes)	x	x	x		x
		Problems covering learning outcomes	2.a	All questions	1.d., 2.a.		1.d.
4	Simple Regression	Covered? (x=yes)	x			x	x
		Problems covering learning outcomes	1	2,3,4,8,9	2,3,4,7,10	2,7	6,11

Module 1-Case Assignment-Pacific Coast's Advertising Campaign

The Pacific Coast Grill is an upscale restaurant located in San Diego, California. To help plan an advertising campaign for the coming season, Pacific Coast's management team hired the advertising firm of Jackson & Johnson (JJ). The management team requested JJ's recommendation concerning how the advertising budget should be distributed across television, radio and newspaper advertisements. The budget has been set at \$279,000.

In a meeting with Pacific Coast's management team, JJ consultants provided the following information about the industry exposure effectiveness rating per ad, their estimate of the number of potential new customers reached per ad, and the cost for each ad.

Advertising Media	Exposure Rating per Ad	New Customers per Ad	Cost per Ad
Television	90	4000	\$10,000
Radio	25	2000	\$3,000
Newspaper	10	1000	\$1,000

The exposure rating is viewed as a measure of the value of the ad to both existing customers and potential new customers. It is a function of such things as image, message recall, visual and audio appeal, and so on. As expected, the more expensive television advertisement has the highest exposure effectiveness rating along with the greatest potential for reaching new customers.

At this point, the JJ consultants pointed out that the data concerning exposure and reach were only applicable to the first few ads in each media. For television, JJ stated that the exposure rating of 90 and the 4000 new customers reached per ad were reliable for the first 10 television ads. After 10 ads, the benefit is expected to decline. For planning purposes, JJ recommended reducing the exposure rating to 55 and the estimate of the potential new customers reached to 1500 for any television ads beyond 10. For radio ads, the preceding data are reliable up to a maximum of 15 ads. Beyond 15 ads, the exposure rating declines to 20 and number of new customers reached declines to 1200 per ads. Similarly for newspaper ads, the preceding data are reliable up to a maximum of 20; the exposure rating declines to 5 and the potential number of new customers reached declines to 800 for the additional ads.

Pacific Coast's management team accepted maximizing the total exposure rating, across all media, as the objective of the advertising campaign. Because of management's concern with attracting new customers, management stated that the advertising must reach at least 100,000 new customers. To balance the advertising campaign and make use of all advertising media, Pacific Coast's management team also adopted the following guidelines.

- Use at least twice as many radio advertisements as television advertisement.
- Use no more than 20 television advertisements.
- The television budget should be at least \$140,000.
- The radio advertising budget is restricted to a maximum of \$99,000.
- The newspaper budget is to be at least \$30,000.

JJ agreed to work with these guidelines and provide a recommendation as to how the \$279,000 advertising budget should be allocated among television, radio and newspaper advertising.

Executive Summary

Develop a model that can be used to determine the advertising budget allocation for the Pacific Coast Grill. Include a discussion of the following in your Executive Summary.

1. A schedule showing the recommended number of television, radio, and newspaper advertisements and the budget allocation for each media. Show the total exposure and indicate the total number of potential new customers reached.
2. How would the total exposure change if an additional \$10,000 were added to the advertising budget?
3. A discussion of the ranges for the objective function coefficients. What do the ranges indicate about how sensitive the recommended solution is to JJ's exposure rating coefficients?
4. After reviewing JJ's recommendation, the Pacific Coast's management team asked how the recommendation would change if the objective of the advertising campaign was to maximize the number of potential new customers reached. Develop the media schedule under this objective.
5. Compare the recommendations from parts 1 and 4. What is your recommendation for the Pacific Coast Grill's advertising campaign?

Submission Requirements:

1. Prepare a presentation (only the slides). Submit a soft copy of the presentation including the Appendix and the Excel file used to solve the mathematical model to Blackboard.
2. Provide the complete mathematical model (including the definition of decision variables, objective function, and constraints) for this problem in Appendix.
3. Provide the Excel spreadsheet for this problem in Appendix.
4. Provide the Answer Report and Sensitivity Report generated from Excel Solver in Appendix.

Module 2---Case Assignment---Ibanez Produce

Background

Mike Ibanez had a big decision to make. He had inherited his families vegetable business. Ibanez Produce grew, harvested, packaged, and sold produce. Mike was concerned because a large storm was approaching and he had to make a decision regarding his lettuce crop.

Ibanez Produce had around 10,000 acres in cultivation and lettuce made up around 25% of the total crop value. Mike's concern was that the storm might bring severe winds and dust. Rain was not a major concern, but high winds and blowing dust reeked havoc on the lettuce crop. The high winds generally tear apart the lettuce and the dust renders the crop almost unsalvageable.

The Solution

From his Father's records, he had read that if he applied water combined with standard wax a residue would form on the lettuce and the crop could be saved. He knew that if the storm did come he could lose the whole crop if not protected. However, he didn't know how much the solution would cost him or how much he should pay.

The Outcomes

Mike knew that the storm had about a 50/50 chance of hitting. He also knew that if the storm did not hit and he did protect his crops the residue left might cause problems during harvest. After conversing with his Coop Extension officer, he had surmised that the probability of the residue causing problems was around 30%. If this problem did occur Mike would only get 80% of his normal crop.

Mike usually sold his lettuce with a \$0.15 margin per pound. Normally the crop was around 800,000 lbs. If he did not protect his crop and the storm hit he maybe could salvage 10% of the lettuce. However, if he did protect and the storm did hit there was no guarantee that 100% of the crop would be saved.

In fact, from the information the Coop Extension officer had provided there was around a 60% chance that the he would lose part of his crop even if he did take protective measures and the storm hit. He surmised that three scenarios could occur in this case: a 90% salvage rate, a 75% salvage rate, and a 50% salvage rate. Mike thought these three scenarios had equal probability.

Mike's Decision Problem

Mike also knew that if he harvested right now he could make \$0.05 margin on the total crop of lettuce. Overall operating costs were about the same in any situation. Mike needs to know if he should protect his crop and a starting point on what he should pay. Help Mike with his dilemma.

Discussion Questions:

1. What is Mike's expected gross revenue if he harvests now? What is his gross expected revenue if he does nothing and waits out the storm? What are the risks in choosing to harvest now or in waiting out the storm?
2. Is it a good idea for Mike to protect his crop? Why? What is the maximum that Mike should pay for the protection?
3. If the probability the storm would hit is 20%, what should Mike do? If the probability the storm would hit is 75%, what is Mike's best choice?

Requirements: In the presentation slides, you are required to provide a decision tree using TreePlan. Also, you need to provide a full sensitivity analysis for Question 3.

Module 3---Team Case Assignment

Alabama Airlines opened its doors in June 1995 as a commuter service with its headquarters and only hub located in Birmingham. A product of airline deregulation, Alabama Air joined the growing number of successful short-haul, point-to-point airlines, including Lone Star, Comair, Atlantic Southeast, Skywest, and Business Express.

Alabama Air was started and managed by two former pilots, David Douglas (who had been with the defunct Eastern Airlines) and Savas Ozatalay (formerly with Pan Am). It acquired a fleet of 12 used prop-jet planes and the airport gates vacated by the 1994 downsizing of Delta Air Lines.

With business growing quickly, Douglas turned his attention to Alabama Air's toll-free reservations system. Between midnight and 6:00 A.M., only one telephone reservations agent had been on duty. The time between incoming calls during this period is distributed as shown in Table 1. Douglas carefully observed and timed the agent and estimated that the time taken to process passenger inquiries is distributed as shown in Table 2.

Time between calls (minutes)	Probability
1	0.11
2	0.21
3	0.22
4	0.20
5	0.16
6	0.10

Table 1: Incoming Call Distribution

Time between calls (minutes)	Probability
1	0.22
2	0.25
3	0.19
4	0.15
5	0.12
6	0.07

Table 3: Incoming Call Distribution

Time to process customer inquiries (minutes)	Probability
1	0.20
2	0.19
3	0.18
4	0.17
5	0.13
6	0.10
7	0.03

Table 2: Service Time Distribution

All customers calling Alabama Air go on hold and are served in the order of the calls unless the reservations agent is available for immediate service. Douglas is deciding whether a second agent should be on duty to cope with customer demand. To maintain customer satisfaction,

Alabama Air does not want a customer on hold for more than 3 to 4 minutes and also wants to maintain a "high" operator utilization.

Further, the airline is planning a new TV advertising campaign. As a result, it expects an increase in toll-free-line phone inquiries. Based on similar campaigns in the past, the incoming call distribution from midnight to 6 A.M. is expected to be as shown in Table 3. (The same service time distribution will apply.)

Discussion Questions:

1. What would you advise Alabama Air to do for the current reservation system based on the original call distribution? Create a simulation model to investigate the scenario. Describe the model carefully and justify the duration of the simulation, assumptions, and measures of performance.
2. What are your recommendations regarding operator utilization and customer satisfaction if the airline proceeds with advertising campaign?

Submission Instructions:

Submit the presentation (only the slides) and the Excel file used for the simulation to Blackboard.

New Course Proposal

Date Submitted: 09/13/18 4:42 pm

Viewing: **ITAL 347 : Topics in Italian Literature, Film and Culture in Translation**

Last edit: 09/13/18 4:44 pm

Changes proposed by: Idm

In Workflow

1. **LANG Chair**
2. **AS Associate Dean**
3. Core Curricula Chair
4. Provost
5. Registrar
6. Banner

Contact Person(s)

Name:	E-mail:	Campus Phone:
Loredana Di Martino	ldm@sandiego.edu	2746

Approval Path

1. 09/13/18 4:44 pm
Rebecca Ingram (rei): Approved for LANG Chair

Effective Term Fall 2019

Subject Code ITAL Course Level Undergraduate Course Number 347

Department Languages & Literature (LANG)

College College of Arts & Sciences

Title of Course ITAL Lit/Film/Cult in Transl.

Catalog Title Topics in Italian Literature, Film and Culture in Translation

Credit Hours 3

Weekly Contact Hours Lecture: 3 Lab: 0 Other: 0

Catalog Course Description Study at the third-year level of a special topic in Italian literature, film and culture in translation. Repeatable if topic differs.

Primary Grading Mode Standard Grading System- Final

Other Grading Mode(s)

Pass/Fail Grading System

Method(s) of delivery Lecture

Faculty Course Workload Same as course credit

Is this course cross-listed?

No

Prerequisites?

Does this course have concurrent Prerequisites? No

Are there 1 or more Co-Requisites?

No

Is this course a topics course?

Yes

Is this course repeatable for credit?

Yes

Total completions allowed: 3 **and/or** Total credits allowed:

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Literary Inquiry area

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:

Italian - ITAL

Department

Restrictions:

Major

Restrictions:

Class

Restrictions:

Level

Restrictions:

Degree

Restrictions:

Program

Restrictions:

Campus

Restrictions:

College

Restrictions:

Student Attribute

Restrictions:

Enter the vote of the Department on this course:

Yes: 12 No: 0 Abstain: 4
(sabbatical/leave)

Rationale: This new course is designed to make our subject area more accessible to students in Medieval and Renaissance studies, Film studies, etc.

Supporting documents [ITAL 347 Syllabus .pdf](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

None

Will this change have any staffing/budgetary impact?

No

Will this change impact student enrollment numbers?

No

Course Reviewer
Comments

Key: 3272

ITAL 347: Topics in Italian Literature, Film and Culture in Translation
Dante and Medieval Florence



Dante and the *Divine Comedy*, detail from a fresco by Domenico de Michelino (1465) inside Florence's cathedral, Santa Maria del Fiore (also known as the Duomo)

Time and Place:

Instructor: Dr. Brittany Asaro, brittanyasaro@sandiego.edu

Office Hours:

Final Exam:

Core Area: Literary Inquiry

Catalog Description

Study at the third-year level of a special topic in literature, film and culture in translation. Repeatable if topic differs.

Course Description

With his epic poem *The Divine Comedy*, Dante Alighieri (1265-1321) sought to write a book that described the universe as he understood it. He revealed within it his perspectives on a vast array of subjects; including theology, ethics, and philosophy, and even politics, astronomy, linguistics, and mathematics. Dante's *Comedy* thus serves as an artifact that offers a comprehensive view of one late medieval individual's ideologies, as well as a snapshot of the moral, social, and political values of thirteenth- and fourteenth-century Florence and Italy. In this course, students will analyze the most significant episodes of the *Comedy*, devoting special attention to Dante's depiction of the human being's experience in relationship to family, government, society, religious organizations, and the Divine. What can we learn about the time period in which Dante lived based on what he chose to include in the *Comedy*—and what he did not?

Student Learning Outcomes

By the end of the course, students will be able to:

1. Develop and demonstrate methods of interpreting authentic medieval literary textual works (**Aligns with SLOs for Literary Inquiry #1**).
2. Perform close reading; identify the formal and aesthetic attributes of a text; and analyzing the ways that written language creates meaning and various effects on readers. (**Aligns with SLO for Literary Inquiry #2**)
3. Demonstrate understanding of diverse theoretical approaches to the *Divine Comedy*. (**Aligns with SLO for Literary Inquiry #3**).
4. Contextualize literary works with regard to the cultural, historical, geographical, ethical, philosophical, social, political, economic and religious situation of medieval Italy (**Aligns with SLOs for Literary inquiry #4**)
5. Demonstrate deep engagement with textual analysis techniques by means of oral contribution in class and writings that contain critical interpretation. (**Aligns with SLOs for Literary inquiry #5**)

Required Texts

- ***The Divine Comedy: Inferno, Purgatorio, Paradiso***, translated by Robin Kirkpatrick. New York: Penguin Books (2013). ISBN: 0141197498. Available at the university bookstore through various online vendors, such as Amazon.
- ***The Cambridge Companion to Dante***, edited by Rachel Jacoff. Cambridge: Cambridge University Press (2007). ISBN: 9781139001328. Ebook available through Copley electronic course reserves.
- **Electronic Course Packet**, available on Blackboard. The electronic course packet includes selections from the following sources:
 - Alighieri, Dante. *La Vita Nuova*, translated by Kenneth McKenzie. D. C. Heath & Co., 1922.
 - ---. *On World Government, De Monarchia*, translated by Herbert W. Schneider. Griffon House Publications, 2008.
 - Anderson, William. *Dante the Maker*. Rutledge & Kegan Paul, 1980.
 - Kleinhenz, Christopher. "The City of Rome in Dante's *Divine Comedy*." *Essays in Medieval Studies*, Volume 28, 2012, 51-68.
 - Reynolds, Barbara. *Dante: The Poet, the Political Thinker, the Man*. I. B. Tauris, 2006.
 - Shaw, Prue. Introduction to *De Monarchia* by Dante Alighieri. Cambridge University Press, 2007.
 - Wilson, A. N. *Dante in Love*. Farrar, Straus and Giroux, 2011.

Recommended materials

- **Course reserves.** Other useful texts and films will be placed on reserve at Copley Library at your convenience and may be accessed at <https://www.sandiego.edu/library/find/reserves.php> (for electronic reserves) or by visiting the circulation desk (for physical reserves).
- **Secondary sources.** In addition to the books available at Copley library (physically and on line) or through *Circuit Loans* (via Copley), you will find plenty of articles on these databases (available through Copley Library): *WorldCat*, *MLA*, *Academic Search Premier*, *JSTOR*, *Project Muse*, etc. *Google scholar* is also a great tool to conduct preliminary searches. However, materials will need to be retrieved through our library and it takes a few days to receive interlibrary loans so, plan ahead. Come and see me if you need advice.

Grade Breakdown

Grading Criteria

Preparation and Active Participation	15%	A	100-93	C	76-73
Reflections (3)	15%	A-	92-90	C-	72-70
Presentations (2)	10%	B+	89-87	D+	69-67
Essays (2)	30%	B	86-83	D	66-63
Midterm Exam	15%	B-	82-80	D-	62-60
Final Exam	20%	C+	79-77	F	59 and below

Course Requirements

Attendance: You are allowed 2 unexcused absences. Each additional absence (after the 2nd) will lower your overall final grade of one step on the grading scale: A to A-, B+ to B, etc. If you miss a class, you are responsible for asking me what was covered that day. Arriving late or leaving class early will result in half an absence, or a full absence if you miss more than half of the class.

Electronic devices: Phones, tablets, computers etc. must be off during class time. All reading materials must be printed.

Preparation and Active Participation: This course is designed around participation and interaction. Students are required to come to class prepared and to contribute to class discussion with reflections on the readings, comments on specific excerpts from the works (quotations, lines from poems, etc.) that they found particularly insightful, and any questions they may have. As they prepare for class, students should 1) read and underline the works, 2) answer as best as they can the study questions provided on Blackboard, 3) make a note of their reflections, and of specific page and/or line numbers that they wish to comment on in class, 4) and, write down any questions on the readings that they may have. Each time we meet, students will start class discussion with their reflections. If something is unclear, this is the time to start asking questions to me and to the rest of the class. Most readings are accompanied by exercises and study questions, which will guide you in understanding and reflecting on the texts.

Readings: The works assigned are written in an older Italian that the one you are familiar with, and you will need to use the paraphrases/translations in modern Italian provided in the footnotes, or on the margins to be able to read them. As you are reading, try to understand the gist of the passages; do not expect to understand every single word. This is a linguistic as much as an analytical exercise. If necessary, look up key words in a dictionary. Then, do your best in reading the works and answering questions on your own. In class, we will go over the unclear points together. If something is still unclear after class discussion, come to my office hours or make an appointment to see me.

Cultural activities: Participation in cultural activities is highly recommended and will raise your overall Preparation and Active Participation grade by one point per activity (e.g. 89→90) for a maximum of 3 points. Each time you participate in an activity you will write a brief reaction paper. Activities will be listed on Blackboard.

Reflections: Students will complete three reflections in the form of short writing assignments or participation in a Discussion Board on Blackboard.

Presentations: Each student will deliver 2 oral presentations on the topics presented during the course. The second week of class you will be asked to choose the topic of your first presentation, a canto from *Inferno*. The first presentation will be delivered on the day that the selected canto is assigned for class. It will include: 1) an introduction to and a close reading of an assigned text and 2) a critical reflection on its content and style, which will also integrate some secondary reading. All students will deliver the second presentation on the same day during Week 15. It will consist of a reflection on a topic as Dante treats it in each of the three canticles of the *Comedy* (*Inferno*, *Purgatorio*, *Paradiso*), and will require some external research. Presentations are intended to spark discussion so prepare 1-2 questions for the class. They cannot be read and must be accompanied by a PowerPoint presentation, which should list your external sources.

Exams: The midterm and final exams will include essay questions on the literary, historical, and cultural readings examined, and passages to be recognized and analyzed.

Essays: These two essays will be based on the topics covered. Formulate a thesis that reflects your critical interpretation of the topic chosen and support your ideas with evidence from the texts. Then, pick a title that reflects your interpretation. NB: A list of writing tools is posted on Blackboard and must be read before writing the first paper.

General Writing Guidelines: Pay attention to:

- Content: Clarity of topic and thesis statement and of supportive argumentations, Development of the topic, Use of Evidence, Logic articulation of ideas in paragraphs, Logic transitions between paragraphs, etc.
- Form: Division in paragraphs, Good introductions and conclusions, Use of Transitions, Use of clear and articulated sentences, Footnotes and Bibliography in the MLA format, etc.

Policy on Academic Integrity: Students are responsible for reading and following the USD guidelines and procedures for Academic Integrity available at this website:

<http://catalogs.sandiego.edu/undergraduate/academic-regulations/integrity-scholarship/>

Any use of secondary sources for essays and other homework must be acknowledged by proper citation. Copying illicitly from external sources will incur severe consequences and seriously impact the student's grade.

Blackboard and E-mail: you will need to check your USD e-mail and your Blackboard announcements every day.

Extra help: If you need help with the readings or with any other aspect of the class, do not hesitate to come to my office hours or to make an appointment.

Class schedule

This is a tentative schedule and may be updated during the semester as needed. Changes will be posted on Blackboard. Assignments and texts are marked on the days in which they are due and must be done before coming to class. You are encouraged to look ahead and plan your reading for the entire week to come, so that you are not rushed to complete a lot of reading in the middle of the week.

Reminders

- There are no make-up assignments or exams.
- No late work will be accepted. Please be aware of submission deadlines.
- All cell phones must be silenced and out of sight during class unless allowed by your professor for an in-class assignment.

How to read Dante's works

Dante's works are extremely rich texts, full of multiple meanings and references to other literary sources, philosophical and theological theories, local politics, and past and contemporary historical events. They are also over 700 years old. Because of these factors, reading Dante's works takes time and concentration. Skimming these texts will not suffice: you will need to read them attentively in a distraction-free environment. In order to prepare properly for class, students should do the following for each reading assignment: 1) read and underline the works, 2) answer the study questions provided on Blackboard as best as they can, 3) make a note of their personal reflections on the text, and of specific passages that they wish to comment on in class, and 4) write down any questions on the readings that they may have.

In the schedule below, the letters **DC** indicate our required textbook, *The Divine Comedy: Inferno, Purgatorio, Paradiso*. The letter **C** indicates our required ebook, *The Cambridge Companion to Dante*. The letter **B** indicates Blackboard. All assigned materials on **B** must be printed and kept in a course binder. **B** can be accessed at <https://ole.sandiego.edu>.

Week 1

Wednesday, September 5th

Topic: Introduction to the course

Week 2

Monday, September 10th

Topic: Introduction to medieval Florence

Readings: **B** A. N. Wilson, "Dante's Florence 1260-74"; **DC** Introduction ("Dante: Life and Times")

Wednesday, September 12th

Topic: Beatrice, the love of Dante's "new life"

Readings: **B** D. Alighieri, *La Vita Nuova*, selections; W. Anderson, "The meeting with Beatrice"

Assignment: Select the canto from *Inferno* that you will focus on for Presentation 1

Week 3

Monday, September 17th

Topic: The wondrous vision – *La Vita Nuova* as a prelude to the *Comedy*

Readings: **B** D. Alighieri, *La Vita Nuova*, selections; **C** A. R. Ascoli, "From auctor to author: Dante before the *Commedia*"

Wednesday, September 19th

Topic: Introduction to *Inferno*

Readings: **C** L. Pertile, "Introduction to *Inferno*"

Week 4

Monday, September 24th

Topic: The dark wood

Readings: **B** B. Reynolds, "The Story Begins"; **DC** *Inferno* I

Wednesday, September 26th

Topic: Through the gates of Hell

Readings: **B** B. Reynolds, "Limbo"; **DC** *Inferno* III

Week 5

Monday, October 1st

Topic: Francesca and damned love

Readings: B B. Reynolds, “Francesca da Rimini”; **DC** *Inferno* V

Wednesday, October 3rd

Topic: Politics and bodies

Readings: B B. Reynolds, “Dante in Danger”; **DC** *Inferno* VI

Week 6

Monday, October 8th

Topic: Florence, city of civil discord

Readings: C J. M. Nejemy, “Dante and Florence”; **DC** *Inferno* X

Wednesday, October 10th

Topic: The search for knowledge

Readings: B B. Reynolds, “Tongues of Fire”; **DC** *Inferno* XXVI

Assignment: Reflection 1 due by midnight

Week 7

Monday, October 15th

Topic: The jaws of hatred

Readings: B B. Reynolds, “The Frozen Lake”; **DC** *Inferno* XXXIII

Wednesday, October 17th

Topic: The depths of Hell

Readings: B B. Reynolds, “Lucifer”; **DC** *Inferno* XXXIV

Week 8

Monday, October 22nd

Topic: Midterm review

Wednesday, October 24th

Midterm exam

Week 9

Monday, October 29th

Topic: Introduction to *Purgatorio*

Readings: C J. T. Schnapp, “Introduction to *Purgatorio*”

Assignment: Essay 1 due by midnight

Wednesday, October 31st

Topic: A new dawn

Readings: B B. Reynolds, “Better Waters”; **DC** *Purgatorio* I

Week 10

Monday, November 5th

Topic: Papacy and Empire

Readings: C C. T. Davis, "Dante and the Empire"; **DC** *Purgatorio* VI

Wednesday, November 7th

Topic: The root of evil

Readings: B B. Reynolds, "Evil and the Freedom of the Will"; **DC** *Purgatorio* XVI

Week 11

Monday, November 12th

Topic: Reckoning with Beatrice

Readings: B B. Reynolds, "The Return of Beatrice"; **DC** *Purgatorio* XXX

Wednesday, November 14th

Topic: Introduction to *Paradiso*

Readings: C R. Jacoff, "Introduction to *Paradiso*"

Assignment: Reflection 2 due by midnight

Week 12

Monday, November 14th

Topic: The ascension into Paradise

Readings: B B. Reynolds, "Prelude to Paradise"; **DC** *Paradiso* I

Wednesday, November 16th

Thanksgiving Holiday

Week 13

Monday, November 26th

Topic: The power of choice

Readings: B B. Reynolds, "Beatrice in Heave"; **DC** *Paradiso* III

Wednesday, November 28th

Topic: Politics in Heaven

Readings: B B. Reynolds, "Propaganda in *Paradiso*"; **DC** *Paradiso* VI

Week 14

Monday, December 3rd

Topic: Divine encounter

Readings: B B. Reynolds, "The Vision of the Trinity"; **DC** *Paradiso* XXXIII

Wednesday, December 5th

Topic: The Legacy of the *Comedy*

Readings: C D. Wallace, "Dante in English"

Assignment: Reflection 3 due by midnight

Week 15

Monday, December 10th

Presentation 2

Wednesday, December 12th

Topic: Final review and conclusions

Assignment: Essay 2 due by midnight

Finals Week

Date TBA

Final Exam

ITAL 347: Topics in Italian Literature, Cinema and Culture in Translation

Sample Assignments

Sample Assignment #1: Short writing assignment in which students must contrast the content and style of two canticles of Dante's *Divine Comedy* and analyze the significance of such differences both in regard to the developing storyline of the poem and the poet's artistic evolution. This assignment requires students to develop and demonstrate methods of analysis and interpretation of authentic medieval textual works, demonstrate understanding of diverse theoretical approaches to the *Divine Comedy*, and demonstrate deep engagement with textual analysis techniques by means of writings that contain critical interpretation. **Aligns with course SLOs 1, 3, 5 and Literary inquiry SLOs 1, 3, 5.**

Sample Assignment #2: A midterm exam consisting of the identification and analysis of select passages and short essay questions. This assignment requires students to perform close reading; identify the formal and aesthetic attributes of a text; and analyze the ways that written language create meaning and various effects on readers, and contextualize literary works with regard to the cultural, historical, geographical, ethical, philosophical, social, political, economic and religious situation of late medieval Italy. **Aligns with course SLOs 2, 4 and Literary inquiry SLOs 2, 4.**

Sample Assignment #1: Critical Reflection

Write a critical reflection at least four pages in length (Calibri or Cambria 11 pt, double-spaced), in which you respond to the following prompt. Choose a title that reflects your interpretation and be sure to cite any primary or secondary sources that you reference in your reflection. Support your analysis with references to at least one of the secondary sources examined in class, reflecting and commenting upon that author's interpretation of the text.

Reflecting on the cantos of *Inferno* and *Purgatorio* that you have read, describe some of the many ways in which the two canticles differ. Consider both content (concepts of punishment versus repentance in the poem, the varying characterizations of the souls that Dante meets in the two realms, and the contrasting structure of Hell and Purgatory, etc.), and style (tone, imagery, diction, etc.). Finally, analyze the significance of such differences: what do they reveal about the pilgrim's progress in his spiritual journey? What do they reveal about the poet's development of his craft?

Sample Assignment #2: Midterm Exam

I. *Close readings*. For each of the following two passages explain:

- 1) Context: Identify the canticle (*Inferno*, *Purgatorio*, or *Paradiso*) canto, the speaker, and in which area of the afterlife (e.g. the Sixth Circle, Earthly Paradise) in which the episode is set.
- 2) Meaning: Explain the main themes introduced in the text. In order to more fully interpret the passage, you may refer to other episodes within the *Comedy*, to the Dante's life and to the historic events that occurred during it, and to his personal philosophies, as long as you somehow connect them to the passage you are examining.
- 3) Form: How does Dante's language and use of various literary devices help him express his message?

Passage 1

So law is needed to apply this brake.	94	<i>Onde convenne legge per fren porre;</i>	94
A king is needed, with the skill to see		<i>convenne rege aver, che discernesse</i>	
the towers of that true city, at the least.		<i>de la vera cittade almen la torre.</i>	
The laws are there. Who sets his hand to these?	97	<i>Le leggi son, ma chi pon mano ad esse?</i>	97

There's no one. For the shepherd out ahead, though he can chew the cud, has not split hooves. So people, when they see their leader snatch at those same goods that greedily <i>they</i> crave, graze on just those, and do not seek beyond. So – as you may well see – bad government is why the word is so malignant now. It's not that nature is corrupt in you. Once, Rome, which made this world for us pure good, had two suns in its sky. And these made known both roads to take, the world's and that of God. One sun has snuffed the other out. The sword is joined now to the shepherd's crook. And ill is bound to follow when force links these two. For, once they're joined, there can't be mutual dread.	100 103 106 109 112	<i>Nulla, però che 'l pastor che procede, rugumar può, ma non ha l'unghie fesse; per che la gente, che sua guida vede pur a quel ben fedire ond' ella è ghiotta, di quel si pasce, e più oltre non chiede. Ben puoi veder che la mala condotta è la cagion che 'l mondo ha fatto reo, e non natura che 'n voi sia corrotta. Soleva Roma, che 'l buon mondo feo, due soli aver, che l'una e l'altra strada facean vedere, e del mondo e di Deo. L'un l'altro ha spento; ed è giunta la spada col pastorale, e l'un con l'altro insieme per viva forza mal convien che vada; però che, giunti, l'un l'altro non teme:</i>	100 103 106 109 112
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Passage 2

'As then we reached the fourth of all those days, Gaddo pitched forward, stretching at my feet. "Help me," he said. "Why don't you help me, Dad!" And there he died. You see me here. So I saw them, the three remaining, falling one by one between the next days – five and six – then let myself, now blind, feel over them, calling on each, now all were dead, for two days more. Then hunger proved a greater power than grief. His words were done. Now, eyes askew, he grabbed once more that miserable skull – his teeth, like any dog's teeth, strong against the bone.	67 70 73 76	<i>Poscia che fummo al quarto dì venuti, Gaddo mi si gittò disteso a' piedi, dicendo: "Padre mio, ché non m'aiuti?". Quivi morì; e come tu mi vedi, vid' io cascar li tre ad uno ad uno tra 'l quinto dì e 'l sesto; ond' io mi diedi, già cieco, a brancolar sovra ciascuno, e due dì li chiamai, poi che fur morti. Poscia, più che 'l dolor, poté 'l digiuno». Quand' ebbe detto ciò, con li occhi torti riprese 'l teschio misero co' denti, che furo a l'osso, come d'un can, forti.</i>	67 70 73 76
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II. Essay questions. Answer **both** of the following essay questions. Address **all parts** of the questions and use **specific examples** from the texts to prove your points.

1. Describe Dante's perspective on the function of civil government as revealed in the *Comedy*. Explain the presence of prolonged discourses on local politics in an epic describing a journey through the afterlife and an encounter with the Divine. How do the sins being punished (in *Inferno*) or purified (in *Purgatorio*) or the virtues extolled (*Paradiso*) in the cantos in which Dante meditates on politics and government reveal deeper meanings about the poet's political thought?
2. How is the world view that materializes in the *Comedy* revelatory of Dante's social, economic, and political status? Reflect on his attitude toward at least two of the following: women, love and sexuality, civic rights and responsibilities, causes and effects of misrule, the relationship between Church and State, criminal justice, artistic expression and censorship, religious and ethnic identities other than the poet's own, etc.

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 11:42 am

Viewing: **SPAN 456 : Humans Rights in Latin American Cultural Production**

Last edit: 09/20/18 8:57 am

Changes proposed by: apetersen

In Workflow

1. LANG Chair
2. AS Associate Dean
3. Core Curricula Chair
4. Provost
5. Registrar
6. Banner

Approval Path

1. 04/30/18 11:49 am
Rebecca Ingram (rei): Approved for LANG Chair
2. 09/20/18 8:57 am
Ronald Kaufmann (kaufmann): Approved for AS Associate Dean

Contact Person(s)

Name:	E-mail:	Campus Phone:
Amanda Petersen	apetersen	4237

Effective Term

Fall 2019

Subject Code

SPAN

Course Level

Undergraduate

Course Number

456

Department

Languages & Literature (LANG)

College

College of Arts & Sciences

Title of Course

Hum Rights in LatAm Cult Prod

Catalog Title

Humans Rights in Latin American Cultural Production

Credit Hours

3

Weekly Contact Hours

Lecture: 3

Lab: 0

Other: 0

Catalog Course Description

A study of Latin American cultural production in the context of the multiple paradoxes of international human rights discourse. The course focuses on the analysis of literary and filmic texts, but also includes photography, plastic arts, political declarations, truth commission reports, and journalistic essays.

Primary Grading Mode

Standard Grading System- Final

Method(s) of delivery

Lecture

Faculty Course Workload

Same as course credit

Is this course cross-listed?

No

Prerequisites? (SPAN 301 or SPAN 311) and SPAN 303 and SPAN 304.

Does this course have concurrent Prerequisites?

No

Are there 1 or more Co-Requisites?

No

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Literary Inquiry area

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:
This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:
Spanish - SPAN
Spanish Option 1 - SPN1
Spanish Option 2 - SPN2

Department
Restrictions:

Major
Restrictions:

Class
Restrictions:

Level
Restrictions:

Degree
Restrictions:

Program
Restrictions:

Campus
Restrictions:

College
Restrictions:

Student Attribute
Restrictions:

Enter the vote of the Department on this course:

Yes:	13	No:	0	Abstain:	3
					(absent or sabbatical)

Rationale: This is a course that has been offered multiple times as a special topics course and is now being introduced to the course catalogue for regular offerings in the Spanish section.

Supporting documents [SPAN 456 Syllabus Literary Inquiry Apr 2018.pdf](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

None.

Will this change have any staffing/budgetary impact?

No

Will this change impact student enrollment numbers?

No

Course Reviewer
Comments

Key: 3231

SPAN 456 – Humans Rights in Latin American Cultural Production

Derechos humanos en la producción cultural latinoamericana

In our culture, the decisive political conflict, which governs every other conflict, is that between the animality and the humanity of man.

—Giorgio Agamben (*The Open: Man and Animal*)

A fundamental contradiction inevitably structures the universal human rights discourse: on the one hand, there cannot be any “human” rights without a vindication or recognition of the universal, the transnational, and transcendental principles; on the other, the materiality of human rights—with regards to both their violation and their defense—is always local, political, and historically grounded. Paradoxically, at the national level, the state is oftentimes at once both the guarantor of human rights law and the perpetrator of violations. At the international level, the human rights discourse has been deployed frequently in opposition to regional movements for independence and decolonization. In this sense, as Joseph Slaughter indicates, human rights have been “commodified by the nation-state as the discourse of choice for various repressive domestic practices and (neo)imperial foreign policies.” A core issue that runs through these tensions and others involves the ever-changing division between bare life and political life, the hierarchical classification of humanity, or, as Judith Butler has written, the question of what constitutes a “grievable life.”



In this course students study Latin American literature and cultural production in the context of the multiple tensions, dilemmas, and paradoxes of the international human rights discourse. The Universal Declaration of Human Rights (UDHR) of 1948, which constitutes a foundational moment in the current human rights regime, is examined in relation to other historical junctures including conquest and colonization; political independence; neocolonialism; the dictatorships of the second half of the 20th century; the period of (re)democratization; and neoliberal economic globalization, among others. The course focuses primarily on the analysis of literary and filmic texts. However, a selection of additional primary texts is also studied that includes photography, plastic arts, political declarations, truth commission reports, and journalistic essays, among others.



The following questions help guide students throughout the semester:

- How do literary and cultural texts engage—through the symbolic, the imaginary, etc.—the structures that hierarchically categorize humanity?
- What happens when a literary or cultural text grounded in the telling of a local experience of a human rights crisis enters national, international, and global flows?

- How do literary and cultural texts articulate truth claims with the aim of denouncing, exposing, or remembering human rights violations, and how are these claims subsequently (de)legitimized by social, political, legal, and cultural structures?
- How do both fiction writers and others use narrative forms and modes of representation to build worlds of meaning and unfold the discourse of human rights?
- What are the ethical implications of aestheticizing tragedy, violence, and human rights violations?
- Human rights are often organized into different categories: the three generations of rights; positive and negative rights; etc. In what ways are all these rights interdependent? How are they prioritized in different (cultural) texts and contexts?
- How do literary and cultural texts reflect or constitute different forms of violence: political, revolutionary, structural, symbolic, “everyday,” etc.?
- How are the inherent contradictions, dilemmas, and paradoxes of the human rights discourse manifested in literary and cultural production?
- What are the dangers of human rights pedagogy, including this course? How can human rights education (in the global north) potentially contribute to neocolonial, neo-imperialist, and neo-orientalist discourses? To what extent does the current human rights regime constitute the most recent installation in a series of Western projects: salvation, civilization, modernization, and development?



The course includes a community engagement component in Tijuana in which the class participates in a round table discussion on human rights and social justice with several organizations from the border region. Students also investigate and give presentations on some current movements and organizations in Latin America.

The course does not aim to promote nor reject the human rights regime, but rather to engage students in interrogating its master narrative, especially, in the realm of cultural production. Ultimately, this course is designed to strengthen students' ability to examine and think critically about language, text, narrative, culture, and power.

Learning outcomes

At the end of this course students will be able to:

- 1) Perform close readings of literary and filmic texts from Latin America, analyze the formal and aesthetic attributes of the texts, and interpret them in relation to key theories, movements, and traditions; (ELTI – LO 1, 2, 3)
- 2) Contextualize the texts analyzed with regard to their diverse cultural, social, historical, political, etc., situations, in Latin American geographies and beyond as well as in relation to human rights language; (ELTI – LO 4)
- 3) Demonstrate deep engagement with textual analysis techniques by means of oral contributions in class and writings that contain ethical insight and critical interpretation; (ELTI – LO 5)
- 4) Identify and analyze some of the tensions, dilemmas, and paradoxes of the universal human rights discourse, but also reflect on their own positionality in relation to structural causes of human rights violations;
- 5) Demonstrate a level of proficiency in Spanish in the four basic communicative skills within the advanced low to advanced mid level, as a minimum, according to the ACTFL guidelines (actflproficiencyguidelines2012.org).

Grading components

Quizzes, homework, and in-class writing exercises	10%
Participation	15%
Papers (2) – 4-5 pages each (<i>Trabajos analíticos</i>)	15%
First partial exam	15%
Second partial exam	20%
Final research project and paper (including in-class presentation)	25%

93-100% =	A	80-82% =	B-	68-69% =	D+
90-92 =	A-	78-79 =	C+	65-67 =	D
88-89 =	B+	73-77 =	C	63-64 =	D-
83-87 =	B	70-72 =	C-	60-62 =	F

Readings and course calendar

Please note: Some of the texts listed below are not read in their entirety, but rather select fragments are studied. While the course does include some readings in English, all class discussions and student production—writing assignments and presentations—are in Spanish. From semester to semester, the course themes, works, and regional focuses are modified. In addition, the themes should not be seen as autonomous and hermetic, but rather as overlapping and open. In some instances, when multiple primary texts are assigned for a given week, they are assigned to student groups, and each group analyzes a single text and presents it in class. The reading list is adjusted according to class progress during the semester.

Week 1 – The human in human rights

- o “No quiero ser humano” de Walter Mignolo
- o “Embracing Paradox: Human Rights in the Global Age” de Steve Stern y Scott Straus
- o Tablas pintadas de Sarhua (painted boards)
- o *Declaración de los Derechos del Hombre y del Ciudadano* (1789) – traducción (1793) de Antonio Nariño
- o *Declaración de los Derechos de la Mujer y la Ciudadana* (1791) de Olympe de Gouges
- o *Declaración Universal de los Derechos Humanos* (1948)
- o “‘Literature,’ the ‘Rights of Man,’ and Narratives of Atrocity: Historical Backgrounds to the Culture of Testimony” (2012) de Julie Stone Peters

Week 2 – Everyday human rights in neoliberal times

- o *Ilha das Flores* (1989) de Jorge Furtado (film)
- o *Waste Land* (2010) de Lucy Walker (film)
- o *Vidas desperdiciadas: la modernidad y sus parias* (2004) de Zygmunt Bauman
- o “Garbage” (invierno 2015), edición de *ReVista*

Week 3 – Cartographies of evil I: empire and (neo)colonialism

- o *Heart of Darkness* (1899) de Joseph Conrad (novel)
- o *La vorágine* (1924) de José Eustasio Rivera (novel)
- o *El sueño del celta* (2010) de Mario Vargas Llosa (novel)
- o “The Kodak on the Congo,” *Human Rights in Camera* (2011) de Sharon Sliwinski

- “Enabling Fictions and Novel Subjects: The *Bildungsroman* and International Human Rights Law” (2012) de Joseph Slaughter

Week 4 – Cartographies of evil II: the banality of evil

- *El vuelo* (1995) de Horacio Verbitsky (investigative essay)
- “Vuelos” de Bersuit Vergarabat (song)
- *Eichmann in Jerusalem: A Report on the Banality of Evil* (1963) de Hannah Arendt
- “Violence, Mourning, and Politics” (*Precarious Life*, 2004) de Judith Butler

Week 5 – Paradigms of war

- *Pensamientos de guerra* (2000) de Orlando Mejía Rivera (novel)
- *Tractatus logico-philosophicus* (1922) de Ludwig Wittgenstein
- *El siglo* (2005) de Alain Badiou
- “The Humanities, Human Rights, and the Comparative Imagination” (2010) de Sophia McClennon
- Primer trabajo analítico

Week 6 – Violence, suffering, and photography

- “La guerra que no es” (2007) de Scott Dalton (photography)
- *Muerte a la guerra* (2010) de Agustín Castillo (photography and haiku)
- *Regarding the Pain of Others* (2003) de Susan Sontag
- “Torture and the Ethics of Photography: Thinking with Sontag” (*Frames of War*, 2009) de Judith Butler
- “Theaters of Pain: Violence and Photography” (2016) de Gabriela Nouzeilles
- “Against Neutrality” (2016) de Teju Cole – *War Primer 2* (2011) de Adam Broomberg and Oliver Chanarin; *Disco Night 911* (2014) de Peter van Agtmael; *War is Beautiful* (2015) de David Shields

Week 7 – The praxis of human rights

- Tijuana immersion trip with round table discussions on human rights and social justice with several organizations: Casa del Túnel (binational art center), Hala Ken, Fundación Gaia, Tijuana Activa, Ollin Calli, Border Angels, and Haitian community leaders, among others
- Written reports and presentations on human rights and social justice organizations in Latin America
- First partial exam

Week 8 – State violence and state of exception

- *Garage Olimpo* (1999) de Marco Bechis (film)
- *State of Exception* (2005) de Giorgio Agamben
- *State of Exception: Cultural Responses to the Rhetoric of Fear* (2006) de Elena Bellina

Week 9 – Gender, sexuality, revolution, and rights

- *El beso de la mujer araña* (1976) de Manuel Puig (novel)
- *Kiss of the Spider Woman* (1985) de Héctor Babenco (film)
- “Human Rights as Violence and Enigma: Can Literature Really Be of Any Help with the Politics of Human Rights?” (2012) de Nick Mansfield
- Segundo trabajo analítico

Week 10 – Displacement and migrations: the right to have rights

- *Desterrados: crónicas del desarraigo* (2001) de Alfredo Molano (chronicles)
- “La negritud en testimonios de desplazamiento forzado en Colombia” (2016) de Diana Rodríguez Quevedo
- “La pérdida de los derechos, del significado de la experiencia y de la inserción social: a propósito de los desplazados en Colombia” de Daniel Pécaut
- “Casa tomada” (2008-2016) de Rafael Gómezbarros (art installation)
- *Bocas de ceniza* (2003-2004) de Juan Manuel Echavarría (film)
- *La primera noche* (2003) de Luis Alberto Restrepo (film)

Week 11 – Voices of Antigone

- *Antígona* (442 a.c.) de Sófocles (play)
- *Antígona furiosa* (1988) de Griselda Gambaro (play)
- *Antígona* (2000) de José Watanabe (play)
- *Usted está aquí* (2010) de Bárbara Colio (play)
- *Antígona González* (2012) de Sara Uribe (play)
- *Antígonas: tribunal de mujeres* (2014) de Carlos Satizábal (play)

Week 12 – Environment, natural resources, land

- *También la lluvia* (2010) de Iciar Bollain (film)
- “How a Coup Opened Chile’s Water Markets” (*The Price of Thirst*) (2014) de Karen Piper
- “Frontiers and no man’s lands in the history of capitalism” (2012) de Margarita Serje
- “Los dilemas del reasentamiento: introducción a los debates sobre procesos y proyectos de reasentamientos” de Margarita Serje (2011)
- *Caminos condenados* (2016) de Diana Ojeda, Pablo Guerra, Camilo Aguirre y Henry Díaz (graphic novel)

Week 13 – Testimonio, justice, and impunity

- *Me llamo Rigoberta Menchú y así me nació la conciencia* (1983) de Rigoberta Menchú Tum (testimonio)
- “Testimonio y concientización” (1992) de George Yúdice
- *When the Mountains Tremble* (1983) de Newton Thomas Sigel y Pamela Yates; *Granito: How to Nail a Dictator* (2011) de Yates; y *500 Years: Life in Resistance* (2017) de Yates (films)

Week 14 – Truth commissions and transitional justice

- *La muerte y la doncella* (1992) de Ariel Dorfman (play)
- *Death and the Maiden* (1995) de Roman Polanski (film)
- “Expiation for the Dispossessed” (*The Divided World: Human Rights and Its Violence*, 2010) de Randall Williams
- Second partial exam

Week 15 – Spaces of memory: museums of the Holocaust and the Middle Passage

- *La ceiba de la memoria* (2007) de Roberto Burgos Cantor (novel)
- *De Instauranda Aethiopum Salute* (1627) de Alonso de Sandoval (treatise)
- “Who Speaks for the ‘Human’ in Human Rights” (2009) de Walter Dignolo
- Presentations on research projects

Sample writing assignment (ELTI)

Short paper (4-5 pages, double-spaced)

At the novel's title suggests, Orlando Mejía Rivera's *Pensamientos de guerra* constitutes an exploration of multiple notions of war. What are these notions and how are they reflected in the structure and aesthetic attributes of the novel? How does the novel's juxtaposition of two story lines from two different historical periods—those of the kidnapped professor and the fictionalized Wittgenstein, respectively—enable or impede this exploration? Can Mejía Rivera's work be considered part of the Colombian narrative phenomenon of the “novela de la Violencia”? How does this novel speak to both ethical and aesthetic questions related to the representability of war, violence, torture, and human suffering? How do the novel's characters' experiences and reflections relate to Badiou's ideas on war in the 20th century? Hypothetically, how would your interpretation of the novel and its “thoughts of war” change if carried out at three different historical moments: 1) in 2000, immediately after its publication; 2) in September of 2002, a year after 9/11; and 3) the present day, following the signing of the peace accords between the FARC and the Colombian government, but also in this current era of drone and cyber warfare. Using the novel's fragmented structure as a point of departure, write a 4-5 page paper in which you critically analyze the work in relation to its cultural, social, historical, and political context. Articulate a clear argument, and then support your ideas with textual examples from the novel. Use the questions above to help generate ideas, but don't attempt to address them all; on the contrary, you should organize your analysis in the most coherent, cohesive, and holistic manner depending on your reading of the novel.

Additional readings and bibliography

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Date Submitted: 04/18/18 5:48 pm

Viewing: **HNRS 337 : Apocalypse: Then and Now: Cold War & Post Cold War U.S. Military Interventions**

Last approved: 02/06/18 2:46 am

Last edit: 04/18/18 5:48 pm

Changes proposed by: nadkarni

In Workflow

1. **HONR Chair**
2. **AS Associate Dean**
3. **Core Curricula Chair**
4. Provost
5. Registrar
6. Banner

Contact Person(s)

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Effective Term	Spring 2019		
Subject Code	HNRS	Course Number	337
Department	Honors (HONR)		
College	College of Arts & Sciences		
Title of Course	Apocalypse: Then and Now		
Catalog Title			

Approval Path

1. 04/18/18 7:18 pm
gump: Approved for HONR Chair
2. 04/18/18 11:26 pm
Ronald Kaufmann (kaufmann):
Approved for AS Associate Dean

History

1. Mar 28, 2017 by Ronald Kaufmann (kaufmann)
2. Feb 6, 2018 by kstatler

Apocalypse: Then and Now: Cold War & Post Cold War U.S. Military Interventions

Credit Hours	4		
Weekly Contact Hours	Lecture: 3	Lab: 0	Other: 0

Catalog Course Description

With the Cold War's end in 1989 and the Soviet collapse in late 1991, President Clinton's CIA nominee in 1993 warned against emerging security threats to the United States saying, "yes, we have slain a large dragon, but we now live in a jungle filled with a bewildering variety of poisonous snakes." Indeed, President George H.W. Bush's expectation of a new world order underpinned by cooperation among the major powers has proven to be chimerical. Military interventions during the Cold War occurred in contested areas all over the world as the United States and the Soviet Union jockeyed for power and influence. These interventions saw the interplay of both ideology and interests with complex geopolitical and strategic goals that often overlooked the national aspirations and needs of the target states, many of which were far more concerned with the process of decolonization than Cold War imperatives. Such interventions have continued during the post-Cold War period for humanitarian and economic reasons, to preserve geo-political dominance, and in order to combat what is increasingly viewed as the new menace—terrorism. **This section satisfies 4 units of POLS.**

Standard Grading System- Final

Primary Grading
Mode

Other Grading Mode(s)

Pass/Fail Grading System

Method(s) of
delivery

Lecture

Faculty Course
Workload

Same as weekly contact hours

Is this course cross-listed?

No

Prerequisites?

1HNS.

Does this course
have concurrent
Prerequisites?

No

Are there 1 or more Co-Requisites?

No

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Advanced Integration

~~Historical Inquiry area~~

Social/Behavioral Inquiry area

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:

~~History - HIST~~

International Relations - IREL

Political Science - POLS

Department
Restrictions:

Major
Restrictions:

Class
Restrictions:

Include

Class Codes:

JR, S2, SR

Level
Restrictions:

Include

Level Codes: UG

Degree
Restrictions:Program
Restrictions:Campus
Restrictions:College
Restrictions:Student Attribute
Restrictions:

Enter the vote of the Department on this course:

Yes: **11** No: **0** Abstain: **0**

Rationale: This honors team-taught course will help honors majors in our department (political science and international relations) to fulfill the advanced integration requirement and allow honors students to fulfill the SBI core requirement.

Supporting documents ~~[Apocalypse Then and Now Syllabus Spring 2019.docx](#)~~
[HNRS337 Apocalypse Then and Now Syllabus.docx](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

This course will not have any negative effects on our department's curriculum or on the curricula of other departments/units.

Will this change have any staffing/budgetary impact?

No

Will this change impact student enrollment numbers?

No

Course Reviewer
Comments

Key: 1190

HNRS 336/337
Apocalypse Then and Now:

Cold War and Post-Cold War U.S. Military Interventions

Professors:

Vidya Nadkarni, Political Science, nadkarni@sandiego.edu, ext. 4010, KIPJ 259A. Office Hours: M, 10:00-12:00 and T/Thrs, 8:30-10:00

Kathryn Statler, History, kstatler@sandiego.edu, ext. 4652, KIPJ 271. Office Hours: T/Th, 10-10:45, 12:05-1:50 and by appointment.

Room and Time:

KIPJ 214, Tues/Thurs 10:45-12:05

Course Description

With the Cold War's end in 1989 and the Soviet collapse in late 1991, President Bill Clinton's CIA nominee James Woolsey in 1993 warned against emerging security threats to the United States saying, "yes, we have slain a large dragon, but we now live in a jungle filled with a bewildering variety of poisonous snakes." Indeed, President George H.W. Bush's 1990 expectation of a "new world order" underpinned by cooperation among the major powers has proven to be chimerical.

Military interventions during the Cold War occurred in contested areas all over the world as the United States and the Soviet Union jockeyed for power and influence. These interventions saw the interplay of both ideology and interests with complex geopolitical and strategic goals that often overlooked the national aspirations and needs of the target states, many of which were far more concerned with the process of decolonization than Cold War imperatives. Such interventions have continued during the post-Cold War period for humanitarian and economic reasons, to preserve geo-political dominance, and in order to combat what is increasingly viewed as the new menace—terrorism.

Students will examine the political, economic, and ideological factors underlying Cold War and post-Cold War U.S. military interventions and critically examine points of convergence and divergence from historical and strategic perspectives. What were/are the respective roles of ideology and interests? Were these interventions designed to make the world safe for democracy or for markets? Are communism and terrorism monolithic threats? How has the nature of alliances (collective defense) changed?

Historical Inquiry Outcomes:

1. To fulfill the History requirement, explain the causes, course, and end of the Cold War and situate them within their larger historical context.
2. To fulfill the History requirement, have an opinion supported by specific examples of whether the Cold War can be viewed as "the long peace."
3. To fulfill the History requirement, be able to analyze primary and secondary sources

introduced in the class and use them to make logical and convincing historical arguments on the midterm and final by writing in clear, grammatically correct prose that is evidence based, effectively organized, free from plagiarism, and expressive of complex thought. Students should demonstrate awareness and knowledge of historical context, weigh competing interpretations of U.S. military interventions during the Cold War, 1990-2001 period, and post 9/11 period.

4. To fulfill the Critical Thinking and Information Literacy requirement, in the paper, students will access both primary and secondary sources effectively and use that information ethically and legally. Students will also identify and evaluate appropriate and credible evidence, data, and arguments and appropriately and ethically acknowledge sources in the paper.

Social and Behavioral Inquiry Outcomes:

1. Articulate and compare theories of international relations and foreign policy as they apply to US military interventions during the Cold War and post-Cold War periods.
2. Evaluate the quality, objectivity, and credibility of evidence using theories, methods, or ways of thinking that define inquiry in political science/international relations.
3. State a conclusion that is a logical extrapolation from the inquiry process.
4. Apply international relations approaches to analyze a new set of events/fact patterns representing US military interventions.

Advanced Integration Learning Outcomes:

1. Describe the origins, course, and end of the Cold War and be able to synthesize differing historical and political interpretations of why the Cold War started and how it ended.
2. Apply your knowledge of how the globalization of the Cold War affected various regions—Asia, Africa, Latin America, and the Middle East—during the process of decolonization by analyzing specific case studies through a historical and political lens.
3. Explain how U.S. military interventions have evolved from the Cold War to the present, using International relations theory and case studies such as Vietnam and the First and Second Gulf Wars
4. Synthesize primary and secondary sources from both disciplines introduced in the class and use them to make logical and convincing arguments on short written assignments, the midterm, paper, and final.
5. In the paper, students will assess the pros and cons of a U.S. military intervention during the Cold War by examining primary documents and secondary sources from both disciplines to argue the pros and cons of the policy recommendation being made (see paper assignment on pg. 9).
6. Analyze Cold War and post-Cold War U.S. military interventions through the prisms of realist and liberal theories of international relations
7. Be able to apply your interdisciplinary knowledge of the historical and political factors leading to Cold War U.S. military interventions to a recent post 9/11 U.S. military intervention by presenting the pros and cons of such an intervention with a fellow classmate in a 10-15-minute presentation in front of the class and at Creative Collaborations.

Required Reading:

Blackboard, weekly readings (selected articles and primary sources) beginning 1/126
Kenneth Jensen, *Origins of the Cold War: The Novikov, Kennan, and Roberts 'Long Telegrams' of 1946* (1993)
Richard Condon, *The Manchurian Candidate* (2013, first published in 1959, focusing on the Korean War)
Robert Kennedy *Thirteen Days* (2011)

Schedule**Week 0****January 26 Introduction****Discussion**

Jeffrey Goldberg, "The Obama Doctrine" *The Atlantic*, April 2016
<http://www.theatlantic.com/magazine/archive/2016/04/the-obama-doctrine/471525/>

Jeffrey Goldberg, "World Chaos and World Order: Conversations with Henry Kissinger" *The Atlantic*, November 2016
<http://www.theatlantic.com/international/archive/2016/11/kissinger-order-and-chaos/506876/>

Week 1**Jan 31****The Origins of the Cold War**

Readings: Kenneth Jensen, *Origins of the Cold War: The Novikov, Kennan, and Roberts 'Long Telegrams' of 1946*, begin Richard Condon, *The Manchurian Candidate*

Melvyn Leffler, "The American Conception of National Security and the Beginnings of the Cold War, 1945-1948," *American Historical Review* **89**: 2 (1984) 346-381.

Feb 2

Assignment for 2/2: In one or two double spaced pages, compare the three telegrams and Leffler's piece, using them to explain the various events leading to the Cold War. Was the Cold War inevitable?

Week 2**Feb 7****Theoretical Approaches to the Cold War**

Readings: Cameron Thies, "The Roles of Bipolarity: A Role Theoretic Understanding of the Effects of Ideas and Material Factors on the Cold War," *International Studies Perspectives* **14** (2013) 269-288.

Adam Roberts, "International Relations after the Cold War,"
International Affairs **84**: 2 (2008) 335-350.

Feb 9 Caroline Kennedy-Pipe, "International History and International Relations: A Dialogue Beyond the Cold War," *International Affairs* **76**: 4 (2000) 741-754.

Assignment for 2/9: In one double spaced page, discuss the relationship between theory and practice. Does theory inform analysis or do historical developments shape the primacy of a given theory at particular historical moments? For instance, why was realism ascendant during the Cold War but not as the Cold War ended?

Week 3

Feb 14 **The Truman Doctrine, the Marshall Plan, and the Globalizing Cold War** (Korea as Case Study—Ideology or Interests?)

Readings: The Truman Doctrine, The Marshall Plan, NSC-68, James Brady, *The Coldest War*, 1-7, Larry Blomstedt, *Truman, Congress, and Korea: The Politics of America's First Undeclared War*, preface, and finish *The Manchurian Candidate*

Feb 16 **Readings:** Stephen Belletto, "The Korean War, the Cold War, and the American Novel," *American Literature* **87**: 1 (2015) 51-77.

Dane Cash, "'History Has Begun a New Chapter': U.S. Political Opinion Journals and the Outbreak of the Korean War," *The International History Review* **36**: 3 (2014) 395-418.

Lori Clune, *Executing the Rosenbergs: Death and Diplomacy in a Cold War World*, 1-9

Aiko Stevenson, "President Trump: The Manchurian Candidate," *Huffington Post* 1/18/17

Assignment for 2/16: Quiz and discussion on *Manchurian Candidate* and comparison with the 1962 and 2004 film versions

Week 4

Feb 21 **Hot Spots in a Cold War: The Cuban Missile Crisis—Crisis management or Luck?**

Readings: Begin Robert Kennedy, *Thirteen Days: A Memoir of the Cuban Missile Crisis*

Feb 23 **Guest Lecture** with Salim Yaqub, Containing Arab Nationalism to

Accommodating it: U.S. Military Interventions in the Arab World

Reading: excerpts from Dr. Salim Yaqub's book, *Imperfect Strangers: Americans, Arabs, and U.S.-Middle East Relations in the 1970s*.

Assignment for 2/23: Come to class on Thursday with questions for Dr. Yaqub.

Week 5

Feb 28 **Hot Spots in a Cold War Continued....Quiz and Discussion on Robert Kennedy, *Thirteen Days: A Memoir of the Cuban Missile Crisis*, comparison with 2000 film.**

Readings, *Thirteen Days*

Mar 2 **The Vietnam War—Nationalism Vs. Communism**

Readings: Yuen Foong Khong, "Seduction by Analogy in Vietnam: The Malaya and Korea Analogies," in G. John Ikenberry, *American Foreign Policy: Theoretical Essays*, Wadsworth, Sixth Edition (2011) 515-523.

Diem Coup documents, Gulf of Tonkin Resolution, David Schmitz, *Richard Nixon and the Vietnam War*, xiii-xvi, 145-148.

Week 6 **No Class: Spring Break**

Week 7

Mar 14 **The US Response to the Soviet Invasion of Afghanistan—The Birth of Al Qaeda?**

Readings: Andrew Hartman, "'The Red Template': US Policy in Soviet-Occupied Afghanistan," *Third World Quarterly*, 23: 3 (2002) 467-489.

Simon Bromley, "Connecting Central Asia to the Middle East in American Foreign Policy Towards Afghanistan and Pakistan: 1979-Present," *Perspectives on Global Development and Technology*, 6: 1-3 (2007) 87-108.

Morton Halperin, "American Military Intervention: Is It Ever Justified?" *The Nation*, June 9, 1979, 668-671.

Mar 16 **Assessing Cold War US Interventions (midterm)**

Week 8

Mar 21 **1989**

Readings: Mark Kramer, "Domestic-External Linkages and the Cold War in

1953 and 1989: Using International Relations Theory and Comparative Politics to Explain the End of the Cold War,” *The British Journal of Politics and International Relations* **11** (2009) 205-224.

Timothy Garton Ash, *The Magic Lantern*, 61-78

Mar 23 The Post-Cold War World—Did Liberalism Win?

Francis Fukuyama, “End of History” *The National Interest* 16 (Summer 1989) 3-18.

Samuel Huntington, “The Clash of Civilizations” *Foreign Affairs* **72**: 3 (Summer 1993) 22-49.

Timothy Stanley and Alexander Lee, “It’s Still Not the End of History,” *The Atlantic*, September 1, 2014,
<<http://www.theatlantic.com/politics/archive/2014/09/its-still-not-the-end-of-history-francis-fukuyama/379394/>>

Jussi Hanhimäki, “The (Really) Good War? Cold War Nostalgia and American Foreign Policy,” *Cold War History* **14**: 4 (2014) 673-683.

Assignment for 3/23: In one to two double spaced pages, explain why the Cold War ended and why history did not end.

Week 9

Mar 28 The Balkan Interventions

Michael Moodie, “The Balkan Tragedy,” *The Annals of the American Academy of Political and Social Science* **541** (September 1995) 101-115.

Mar 30 The First Gulf War

Mary Maxwell, “The Gulf War and Political Science,” *PS: Political Science And Politics* **25**: 4 (December 1992) 693-695.

Michael Cairo, *The Gulf: The Bush Presidencies and the Middle East*, 85-112.

Week 10

Apr 4 The New Face of Terrorism—The Roots of Fundamentalist Islam

Readings: Melvyn Leffler, “9/11 and the Past and Future of American Foreign Policy,” *International Affairs* **79**: 5 (2003) 1045-1063.

Robert Jervis, “September 11: How Has It Changed the World?” in Jervis, *American Foreign Policy in a New Era* (2005): 37-58.

Apr 6 9/11

Assignment for 4/6: In one to two double spaced pages, how do you assess the 1989-2001 military interventions? How did they differ from Cold War interventions?

Week 11

Apr 11 The Post-9/11 Security Environment

Michael Boyle, "The War on Terror in American Grand Strategy,"
International Affairs **84**: 2 (2008) 191-209.

Christopher Hemmer, "The Lessons of September 11, Iraq, and the American Pendulum," *Political Science Quarterly* **122**: 2 (Summer 2007) 207-238.

Assignment for 4/11: Paper Due

Apr 12 Karl Marlantes Event TBA

Apr 13 No Class: Happy Easter Break

Week 12

Apr 18 The US Invasion of Afghanistan and Iraq (The Second Gulf War)

Readings: Milton Bearden, "Curse of the Khyber Pass," *National Interest*, Issue 100 (March/April 2009) 4-12.

Michael Daxner, "Afghanistan: Graveyard of Good Intent," *World Policy Journal*, **26**: 2 (Summer 2009) 13-23.

Peter Hahn, *Missions Accomplished? The United States and Iraq since WWI*, 136-161

Apr 20 Afghanistan and Iraq Cont...

Readings: Emma Sky, "Arab Spring, American Fall? Learning the Right Lessons from Iraq and Afghanistan," *Harvard International Review*, Summer 2011, 23-27.

Chaim Kaufmann, "Threat Inflation and the Failure of the Marketplace of Ideas: The Selling of the Iraq War," *International Security* **29**: 1 (Summer 2004) 5-48.

Ryan Hendrickson, *Obama at War: Congress and the Imperial Presidency*, 7-32

Week 13

Apr 25 The Arab Spring Interventions—Libya and Iraq

Readings: Ilan Berman, "The Once and Future Threat: Al Qaeda Is Hardly Dead," *World Affairs*, 177: 1 (May/June 2014) 76-86.

Kenneth Pollack and Barbara Walter, "Escaping the Civil War Trap in the Middle East," *Washington Quarterly*, 38: 2 (2015) 29-46.

Apr 27 Syria

Daniel Byman, "Containing Syria's Chaos," *The National Interest*, November/December 2015, 30-40.

Michael Young, "Bleak House," Interview with Ziad Majed, *Diwan*, Carnegie Middle East Center, November 11, 2016,
< <http://carnegie-mec.org/diwan/65059>>

Fred Kaplan, "Obama's Way: The President in Practice," *Foreign Affairs*, January/February 2016, 46-63.

Assignment for 4/23: In two to three double spaced pages, how do you assess post 9/11 military interventions? How do they compare to Cold War and 1989-2001 interventions?

Week 14

May 2 Assessing post-Cold War Interventions

Readings: Sarah Kreps, "When Does the Mission Determine the Coalition? The Logic of Multilateral Intervention and the Case of Afghanistan," *Security Studies*, 17 (3), July 2008, pp. 531-567.

Charles Kupchan, "Intervention: Prospects and Limitations," *Global Policy*, May 15, 2014.

Karl Eikenberry, "The American Calculus of Military Intervention," *Survival*, 56: 3 (June/July 2014) 264-271.

Richard Betts, "The Realist Persuasion" *The National Interest*, Issue 139 (September/October 2015) 46-55.

Marc Lynch, "Reading from a Blank Slate," *Diwan*, Carnegie Middle East Center, November 10, 2016. < <http://carnegie-mec.org/diwan/65079>>

William Broad and David Sanger, "Race for Latest Class of Nuclear Arms Threatens to Revive Cold War," *New York Times*, 4/17/2016

May 4 Student Presentations

Week 15

May 9 Student presentations

May 11 Student presentations

Final Exam: Tuesday, May 23, 11:00-1:00

Evaluation: Besides a midterm, final, weekly assignments (including short writing exercises and quizzes), and end of the semester in class presentations on specific post 9/11 U.S. military interventions, students will write an in-depth policy memorandum.

Students will write a 10-12-page hypothetical documentary memorandum (or policy brief) on any Cold War intervention between 1945-1980 that is due April 11 at the beginning of class. Imagine you are an officer in the State Department. The Secretary of State asks you, “what should we do about _____?” Your task is to provide an answer, in a written memorandum, outlining what U.S. policy toward the given problem/crisis should be, using primary sources: telegrams, memoranda, and other pertinent documents. You must identify the appropriate volume/s of U.S. Department of State, Foreign Relations of the United States and then you must evaluate the primary sources contained within these volumes to complete this assignment. You may also use lectures and readings from the class and can “consult” outside secondary sources (books and articles, not web-based references). You must use the FRUS volumes. You will thus access primary sources effectively and use that information ethically and legally. You will also identify and evaluate appropriate and credible evidence, data, and arguments and appropriately and ethically acknowledge sources in the paper. When researching the paper, you should consider the actual policy implemented, alternatives to the actual policy, and whether you would have chosen the same policy or a different one. For example, if you were to discuss the Cuban Missile Crisis, you would need to assess whether a naval blockade (the chosen course of action) was the correct policy. Would you have recommended a naval blockade, an air strike, or further negotiations? You are, of course, operating with hindsight, and you know what happened. But you should strive to put yourself in the shoes of decision-makers at the time and consider viable options. In other words, you should avoid discussing the pros and cons of an option that would never have been considered at the time. You should also offer an analysis of the theoretical rationale for your proposed policy by drawing on theories of international relations and/or foreign policy.

Remember, you are responsible for everything on this syllabus, which is a contract between professor and student, so that you know what to expect from us and we know what to expect from you. If you have any questions, please do not hesitate to ask.

Responses to Supplemental Questions related to assessing Social and Behavioral Inquiry Outcomes

1. What theories or analytical frameworks will students be able to articulate at the end of this course? Students will be able to articulate the core assumptions of major international relations theoretical approaches, such as realism, liberalism, and constructivism. They will also be able to articulate ways in which domestic politics and the domestic political process affects a country's foreign/security policy.
2. How will students learn to analyze claims using the theories, methods, or ways of thinking that are appropriate to this course? Students will write short analytical papers on specific questions related to military interventions. In each paper, student analysis will be expected to use evidence-based arguments that will also draw on theory to assess the empirical record. In general, students will draw on statistical data and historical evidence gleaned from credible sources, both primary and secondary.
3. How will students practice analyzing and justifying their claims in this course? The class will be conducted in an interactive way with discussion and debate on Cold War and post-Cold War US military interventions. This pedagogy will allow the instructor to raise questions and seek responses that will be amenable to getting students to think about ontological and epistemological questions. For instance: Which are the main actors in international politics? How can we make verifiable claims about the nature of their interactions? How do we analyze and justify claims about the outcomes of these interactions? Students will be writing several short analytical papers during which they will be guided through the process of critical thinking and analysis, the importance of empirical evidence, and the logical development of an argument. Feedback on the paper will provide students with a critique of their arguments and will put them in a position to improve their skills on subsequent essays and papers.
4. How will students practice stating a conclusion that is a logical extrapolation from the inquiry process? As noted in the response to #3, the instructor will provide ample guidance during discussion of cases and readings from the reading materials and during the process of writing the policy memorandum—from articulating a researchable question, to formulating a hypothesis, offering an argument based on evidentiary sources, and drawing conclusions based on the analysis. Students will get feedback at all stages of this process.
5. Describe the types of assignments in which students might be asked to apply the discipline specific inquiry processes or theories to a new set of events or fact patterns representing real world problems. Students will write short analytical papers on various aspects of Cold War and post-Cold War US military interventions and write essay exams in response to questions that ask them to apply theoretical approaches to contemporary issues in international relations/foreign policy. They will also write a full-length policy memorandum described in detail on page 9 of the attached syllabus.
6. Briefly describe the assignment that will be used to demonstrate achievement of these learning outcomes. Students will be given at least one question prompt (detailed in the syllabus) on an issue relating to US military interventions and asked to identify the implicit or explicit theoretical approach and to assess/evaluate the argument and conclusions contained therein.
7. By what mechanisms will the department ensure that all courses satisfying this goal will

meet all of these learning outcomes? The Chair will ensure that all courses approved for S&BI will meet all of the requisite learning outcomes.

Date Submitted: 04/18/18 5:40 pm

Viewing: **HNRS 353 : China and India: From Colonies to Global Powers**

Last approved: 02/06/18 2:48 am

Last edit: 04/18/18 5:40 pm

Changes proposed by: nadkarni

Other Courses
referencing this
courseAs A Banner Equivalent:[HNRS 348 : Life and Moving Fluids](#)

In Workflow

1. **HONR Chair**
2. **AS Associate Dean**
3. **Core Curricula Chair**
4. Provost
5. Registrar
6. Banner

Approval Path

1. 04/18/18 7:18 pm
gump: Approved for HONR Chair
2. 04/18/18 11:25 pm
Ronald Kaufmann (kaufmann):
Approved for AS Associate Dean

History

1. Feb 6, 2018 by eforrelli

Contact Person(s)

Name:	E-mail:	Campus Phone:
Vidya Nadkarni Erin Fornelli	nadkarni efornelli@sandiego.edu	4010 x7847

Effective Term	Spring 2019		
Subject Code	HNRS	Course Number	353
Department	Honors (HONR)		
College	College of Arts & Sciences		
Title of Course	China and India		
Catalog Title	China and India: From Colonies to Global Powers		

Credit Hours 4

Weekly Contact Hours
Lecture: 3 Lab: 0 Other: 0

Catalog Course Description Using an interdisciplinary approach, this course examines the national experiences of China and India, two emerging global powers, from the perspectives of History and Political Sciences. With a focus on the intertwined themes of colonialism and nationalism, the course analyzes the two countries' policies during the Cold War, their current economic development and their positions on regional and international security. Concurrently, the course dissects the bilateral relations between China and India as well as their complex relations with the United States and the rest of the world. This section satisfies 4 units of POLS.

Primary Grading Mode Standard Grading System- Final

Method(s) of delivery Lecture
Seminar

Exam/Paper

Faculty Course Workload Same as weekly contact hours

Is this course cross-listed?

No

Prerequisites?

Does this course
have concurrent
Prerequisites?

No

Are there 1 or more Co-Requisites?

No

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Advanced Integration

Social/Behavioral Inquiry area

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Department
Restrictions:

Major
Restrictions:

Class
Restrictions:

Include

Class Codes: JR, S2, SR

Level
Restrictions:

Include

Level Codes: UG

Degree
Restrictions:

Program
Restrictions:

Campus
Restrictions:

College
Restrictions:

Student Attribute
Restrictions:

Enter the vote of the Department on this course:

Yes: 11 ~~and~~ No: 0 Abstain: 0
9

Rationale: Supporting data (syllabus and responses to supplemental SBI questions) attached.

This course will help our majors complete the Advanced Integration requirement and allow honors students to complete the SBI core requirement.

Supporting documents

[China and India CIM.pdf](#)
[NadkarniSun_HNRS_Spring2019.docx](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

There are no anticipated negative effects on either our curriculum or the curricula of other departments/units.

Will this change have any staffing/budgetary impact?

No

Will this change impact student enrollment numbers?

No

Course Reviewer
Comments

Key: 1204

HONORS TEAM-TAUGHT COURSE PROPOSAL

Title: China and India: From Colonies to Global Powers

Instructors: Drs. Vidya Nadkarni and Yi Sun

Disciplines: Political Sciences and History

Semester to be offered: Spring 2019 or Fall 2019

(Please note: We can't guarantee that you will teach the course during a particular semester. Please try to give us more than one option!)

Requested class time: TR 10:45-12:05

(Please note: if you wish to have a 3 hour block once a week you will need to provide rationale as to why this is best suited for the class)

Location preferred: IPJ

(Please note: if you have a required location that is essential for this course, please note that on the space above)

Prerequisites required: _____

Please attach the following items, with this form as your cover page:

- ✓ Rationale and Description
- ✓ Readings, Outlines and Evaluation Procedures
- ✓ Interdisciplinary learning goals and outcomes for the course and mode of assessment
- ✓ Summary/Abstract of proposed course for Honors Newsletter

Departmental Approval: _____
(Signature of Department Chair)

9 yes, 3 absent (1 on sabbatical)
(Department Vote)

Departmental Approval: _____
(Signature of Department Chair)

11 yes
(Department Vote)

Departmental Approval: _____
(Signature of Department Chair)

(Department Vote)

Note: Proposals must have departmental approval, on this form, from all department chairs before being submitted. Proposals will not be considered if all department chairs have not signed and there is not indication of the departmental vote supporting the class.

This course will fulfill:

x _____ The Core Curriculum Requirement for: Integration, Writing Competency, CTIL, Historical Inquiry

(You must be specific, i.e., Political Science 100 & History 171; THRS 112 & Art History 134)

_____ Requirements for the major or minor in: _____

Honors x05
China and India: From Colonies to Global Powers

Instructors:

Dr. Vidya Nadkarni (Political Science and International Relations)
Dr. Yi Sun (History and Asian Studies)

Course Description

This class will introduce students to the rich histories of China and India, evidenced in the cosmopolitan culture of the Ming/Qing Dynasty and the Mughal Empire; their experiences with colonialism and imperialism in the 19th century, which have in turn shaped the contours of their respective nationalisms; and the complex triangular Cold War dynamics among India, China, and the U.S., with nationalism informing their domestic and foreign policies. Simultaneously, the course will focus on the pressing contemporary issues such as economic growth, territorial conflicts, and geopolitical/strategic relations concerning both India and China.

The course will be conducted in a hybrid fashion, combining lectures by the two faculty members and seminar-style discussions and debates among the students. It will be supplemented with visual aids, such as movies and documentaries, as well as co-curricular events, including lectures and forums within the university community.

The course is designed to meet the Core requirements of Integration, Writing Competency, Historical Inquiry, Critical Thinking and Information Literacy.

Rationale

As China and India assume growing importance in a globalized world economically, culturally and geopolitically, there is increasing interest among our students in acquiring an in-depth understanding of the two countries. A team-taught Honors course that connects the historical experiences and current developments in China and India will meet such academic, intellectual and cultural needs of the students. This course will deal with several important aspects of the national experiences of the two countries – the historical roots and developments of nationalism, their intricate bilateral relations, the impact of their respective domestic and foreign policies on international security, as well as their relations with the United States and the rest of the world.

Summary of Course for Honors Newsletter

Using an interdisciplinary approach, this course examines the national experiences of China and India, two emerging global powers, from the perspectives of History and Political Science. With a focus on the intertwined themes of colonialism and nationalism, the course analyzes the two countries' policies during the Cold War, their current economic development and their positions on regional and international security. Concurrently, it dissects their relations with the United States and the rest of the world. The course is designed to fulfill the Core requirements of Integration, Writing Competency, Critical Thinking, Information Literacy and Historical Inquiry.

Learning Outcomes

Integration:

The class aims to fulfill all four LOs of Integration.

LO1 &2: Students will learn not only to **recognize** but also **articulate** the intrinsic connections between the two academic disciplines – History and Political Science – through class lectures, interdisciplinary discussions, and various assignments.

LO 3&4: Students will be asked to **synthesize** and **apply** the theories, perspectives and scholarly interpretations from both History and Political Sciences in their response papers and research paper. The oral presentation team project will also require students to examine a particular topic by integrating the analytical approaches of both disciplines and weave their informative into a cohesive narrative.

Writing Competency:

The class aims to fulfill the learning outcomes of Advanced Writing Competency. Dr. Sun plans to attend the training workshops as stipulated in the Writing Competency ATF before teaching this class. Dr. Nadkarni has already completed the training workshop in writing. Each student is required to write four response papers (2-3 pages each) on the required readings and relevant co-curricular events. In addition, the research paper will be a rigorous writing exercise that requires students to submit at least one draft in order to receive the instructors' feedback and peer critique before completing their final paper. With the instructors' guidance, students are expected to demonstrate their ability to synthesize and analyze an important topic with the use of different types of relevant sources. The paper should be thesis-driven and based on an in-depth examination of both primary sources and secondary literature in the fields of history and political sciences that support its main ideas and arguments. The paper should be well organized, thoroughly researched and carefully proofread.

Critical Thinking and Information Literacy:

Students will develop their critical thinking skills through the various assignments that require them to advance logical arguments and analytically sound papers that are grounded in the literatures of both history and political science. They will be asked to seek the expertise of our librarian colleagues, Christopher Marcum and Steve Staninger, liaisons for History and Political Science, in learning to gather credible information with effective research strategies. The instructors will work with these reference librarians to ensure that students meet with them regularly as they work on their written assignments for the class. Students will be expected to use information ethically and legally. Our syllabus will specifically incorporate lectures on library and computer literacy by Christopher Marcum and Steve Staninger at the start of the semester and mid-semester.

Specifically, students will “articulate and compare” the theories and perspectives of History and Political Science. They will identify and formulate questions on the historical and contemporary experiences of China and India, critique the various reading materials used for the course and point out the strength and weaknesses of the authors’ assertions; and explain and demonstrate the importance of articulating personal opinions vs. drawing conclusions from historical evidence. They will also apply theories of international relations in analyzing past and contemporary political developments in China and India.

Historical Inquiry:

LO1: Students will identify and formulate significant historical questions on important issues such as the impact of colonialism/imperialism on the development of Chinese and Indian nationalisms; the respective Cold War platforms and practices of both countries, evidenced in the rhetoric and policies of Mao Zedong and Jawaharlal Nehru; as well as the similarities and differences between the Chinese and Indian economic developments in recent decades. Meanwhile, they will learn to understand the importance of India and China in regional and international security with a particular focus on the ability to analyze U.S. relations with the two countries.

LO2: Students will conduct effective socio-economic research on India and China.

LO3: Students will analyze a range of primary sources, including texts, visual arts, official documents, diplomatic correspondence, articulate historical context, and use these sources as evidence to support an argument.

LO4: Students will weigh competing scholarly interpretations and employ various interpretive strategies, leading to the development of a sophisticated understanding of the historical roots, political developments and varieties of nationalism in India and China, as well as the major events and developments

that have underscored the historical experiences and contemporary developments of both countries.

LO5: Students will effectively communicate their findings in written and oral form and use their research information ethically and legally.

Assessment

Class Participation (mandatory; unapproved absence and lack of effective participation will result in deduction of points from one's final course grade). Active participation also includes reporting and discussing current affairs concerning India and China and making meaningful connections between the new developments and significant events/trends in their histories and politics whenever possible.

Class Discussions: 10%

Response Papers: 20% (4 total, 5% each)

Midterm Exam: 20%

Final Exam: 20%

Research Paper: 20% (first draft 5%, final draft 15%)

Team Project Oral Presentation: 10%

Students will be organized into different groups based on the themes of their individual research interests. Each group will give a concise presentation about one significant topic on India or China. The presentation should evince a solid grasp of factual information, be clear in its focus and well organized in its delivery.

Required Readings

Primary Sources:

Excerpts from *The Sources of Indian Tradition*, Vols, 1 and 2
(<http://indiantraditions.columbia.edu>)

Excerpts from *The Sources of Chinese Tradition*, Vols 1 and 2

Samuel Mervin, *Drugging a Nation: The Story of China and the Opium Curse* (1908; this book is an witness account of the opium issue in China, and can serve as a primary account)

Secondary Sources:

Anja Manuel, *This Brave New World: India, China and the United States* (2016)

Excerpts from Jeff Kingston, Ed. *Asian Nationalisms Reconsidered* (2016)

Excerpts from Zareer Masani, *Indian Tales of the Raj* (1987)

Excerpts from Dirk Collier, *The Great Mughals and Their India*

He Li and Michael Knight, *Power and Glory: Courts Arts of the Ming Dynasty* (2016)

Manjari Chatterjee Miller, *Wronged by Empire: Post-Imperial Ideology and Foreign Policy in India and China* (2013)

Thant Myint-U, *Where China Meets India* (2011)

Readings on Historical and Political Science/International Relations Methodologies

Jack S. Levy, "Too Important to Leave to the Other: History and Political Science in the Study of International Relations," *International Security*, 22: 1 (1997), pp. 22-33.

Stephen H. Haber, David M. Kennedy, and Stephen D. Krasner, "Brothers under the Skin: Diplomatic History and International Relations," *International Security*, 22: 1 (1997), pp. 34-43.

Alex Young, "Western Theory, Global World: Western Bias in International Theory," *Harvard International Review*, Summer 2014: 29-31.

Daniel L. Byman and Kenneth M. Pollack, "Let us Now Praise Great Men: Bringing the Statesman Back In," *International Security*, Vol. 25, No. 4 (Spring 2001): 107-146.

Amitav Acharya, "Dialogue and Discovery: In Search of International Relations Theories Beyond the West," *Millennium: Journal of International Studies*, 39: 3 (2011), pp. 619-637.

Course packet containing primary sources and secondary readings

Preliminary Schedule

Week 1 Introduction (Lecture on use of library data bases and how to conduct bibliographic searches—geared to class assignments) Discussion of historical and political science/international relations methodologies

Week 2 Confucian Civilization during Ming/Qing Dynasties

Week 3 Muslim Culture during the Mughal Empire

Week 4 "From Opium Dens to the Gunboats" -- the Opium Wars and 19th Century China

Week 5 India and Imperial Legacies

Deadline for students to have met individually with either Steve Staninger or Christopher Marcum to develop their bibliographies

Week 6 China during WWII: The Struggle between Nationalism and Communism

Week 7 India during WWII: The China-India-Burma Theater

Week 8 Midterm

Week 9 "The East Wind Will Prevail over the West Wind" --Mao Zedong's Cold War Rhetoric and Strategy

Week 10 The Politics of Independent India—Gandhi, Nehru, and Patel

Week 11 Contested Nationalisms: China-India Border Conflicts

Deadline for second library appointment with Staninger and Marcum

Week 12 Sino-American Relations: Cooperation and Confrontation?

Week 13 The Beijing-New Delhi-Washington Triangle

Week 14 China: Political Geography: "One Belt and One Road"

Week 15 India: Global Strategic Engagement

Week 16 Student Presentations

Examples of Assignments:

Response Papers:

1. In what ways did imperial/pre-colonial and colonial legacies affect the development of Chinese and Indian nationalism in the twentieth century?
2. Drawing on historical legacies and contemporary bilateral engagement, how would you characterize the Sino-Indian relationship? Is it a rivalry or a partnership? Use historical narrative and theories of international relations in developing your argument.

Research Paper:

Pick a theme, such as nationalism, aspirations to great power status and global influence, domestic insurgencies, terrorism; **formulate a hypothesis** (establishing a connection between the outcome being explained and the reasons/variables adduced to explain the outcome); and **draw on historical concepts and theoretical approaches in political science/international relations** to develop a logical argument and conclusions.

Honors x05
China and India: From Colonies to Global Powers

Instructors:

Dr. Vidya Nadkarni (Political Science and International Relations)
Dr. Yi Sun (History and Asian Studies)

Course Description

This class will introduce students to the rich histories of China and India, evidenced in the cosmopolitan culture of the Ming/Qing Dynasty and the Mughal Empire; their experiences with colonialism and imperialism in the 19th century, which have in turn shaped the contours of their respective nationalisms; and the complex triangular Cold War dynamics among India, China, and the U.S., with nationalism informing their domestic and foreign policies. Simultaneously, the course will focus on the pressing contemporary issues such as economic growth, territorial conflicts, and geopolitical/strategic relations concerning both India and China.

The course will be conducted in a hybrid fashion, combining lectures by the two faculty members and seminar-style discussions and debates among the students. It will be supplemented with visual aids, such as movies and documentaries, as well as co-curricular events, including lectures and forums within the university community.

The course is designed to meet the Core requirements of Integration, Writing Competency, Historical Inquiry, Critical Thinking and Information Literacy.

Rationale

As China and India assume growing importance in a globalized world economically, culturally and geopolitically, there is increasing interest among our students in acquiring an in-depth understanding of the two countries. A team-taught Honors course that connects the historical experiences and current developments in China and India will meet such academic, intellectual and cultural needs of the students. This course will deal with several important aspects of the national experiences of the two countries – the historical roots and developments of nationalism, their intricate bilateral relations, the impact of their respective domestic and foreign policies on international security, as well as their relations with the United States and the rest of the world.

Learning Outcomes

Integration:

The class aims to fulfill all four LOs of Integration.

LO1 &2: Students will learn not only to **recognize** but also **articulate** the intrinsic connections between the two academic disciplines – History and Political Science – through class lectures, interdisciplinary discussions, and various assignments.

LO 3&4: Students will be asked to **synthesize** and **apply** the theories, perspectives and scholarly interpretations from both History and Political Sciences in their response papers and research paper. The oral presentation team project will also require students to examine a particular topic by integrating the analytical approaches of both disciplines and weave their informative into a cohesive narrative.

Writing Competency:

The class aims to fulfill the learning outcomes of Advanced Writing Competency. Dr. Sun plans to attend the training workshops as stipulated in the Writing Competency ATF before teaching this class. Dr. Nadkarni has already completed the training workshop in writing. Each student is required to write four response papers (2-3 pages each) on the required readings and relevant co-curricular events. In addition, the research paper will be a rigorous writing exercise that requires students to submit at least one draft in order to receive the instructors' feedback and peer critique before completing their final paper. With the instructors' guidance, students are expected to demonstrate their ability to synthesize and analyze an important topic with the use of different types of relevant sources. The paper should be thesis-driven and based on an in-depth examination of both primary sources and secondary literature in the fields of history and political sciences that support its main ideas and arguments. The paper should be well organized, thoroughly researched and carefully proofread.

Critical Thinking and Information Literacy:

Students will develop their critical thinking skills through the various assignments that require them to advance logical arguments and analytically sound papers that are grounded in the literatures of both history and political science. They will be asked to seek the expertise of our librarian colleagues, Christopher Marcum and Steve Staninger, liaisons for History and Political Science, in learning to gather credible information with effective research strategies. The instructors will work with these reference librarians to ensure that students meet with them regularly as they work on their written assignments for the class. Students will be expected to use information ethically and legally. Our syllabus will specifically

incorporate lectures on library and computer literacy by Christopher Marcum and Steve Staninger at the start of the semester and mid-semester.

Specifically, students will “articulate and compare” the theories and perspectives of History and Political Science. They will identify and formulate questions on the historical and contemporary experiences of China and India, critique the various reading materials used for the course and point out the strength and weaknesses of the authors’ assertions; and explain and demonstrate the importance of articulating personal opinions vs. drawing conclusions from historical evidence. They will also apply theories of international relations in analyzing past and contemporary political developments in China and India.

Historical Inquiry:

LO1: Students will identify and formulate significant historical questions on important issues such as the impact of colonialism/imperialism on the development of Chinese and Indian nationalisms; the respective Cold War platforms and practices of both countries, evidenced in the rhetoric and policies of Mao Zedong and Jawaharlal Nehru; as well as the similarities and differences between the Chinese and Indian economic developments in recent decades. Meanwhile, they will learn to understand the importance of India and China in regional and international security with a particular focus on the ability to analyze U.S. relations with the two countries.

LO2: Students will conduct effective socio-economic research on India and China.

LO3: Students will analyze a range of primary sources, including texts, visual arts, official documents, diplomatic correspondence, articulate historical context, and use these sources as evidence to support an argument.

LO4: Students will weigh competing scholarly interpretations and employ various interpretive strategies, leading to the development of a sophisticated understanding of the historical roots, political developments and varieties of nationalism in India and China, as well as the major events and developments that have underscored the historical experiences and contemporary developments of both countries.

LO5: Students will effectively communicate their findings in written and oral form and use their research information ethically and legally.

Social and Behavioral Inquiry Outcomes:

LO1: Articulate and compare theories of international relations and foreign policy as they apply to the global rise of China and India.

LO2: Evaluate the quality, objectivity, and credibility of evidence using theories, methods, or ways of thinking that define inquiry in political science/international relations.

LO3: State a conclusion that is a logical extrapolation from the inquiry process.

LO4: Apply international relations approaches to analyze a new set of events/fact patterns relating to the comparative global rise of China and India.

Assessment

Class Participation (mandatory; unapproved absence and lack of effective participation will result in deduction of points from one's final course grade). Active participation also includes reporting and discussing current affairs concerning India and China and making meaningful connections between the new developments and significant events/trends in their histories and politics whenever possible.

Class Discussions: 10%

Response Papers: 20% (4 total, 5% each)

Midterm Exam: 20%

Final Exam: 20%

Research Paper: 20% (first draft 5%, final draft 15%)

Team Project Oral Presentation: 10%

Students will be organized into different groups based on the themes of their individual research interests. Each group will give a concise presentation about one significant topic on India or China. The presentation should evince a solid grasp of factual information, be clear in its focus and well organized in its delivery.

Required Readings

Primary Sources:

Excerpts from *The Sources of Indian Tradition*, Vols, 1 and 2
(<http://indiantraditions.columbia.edu>)

Excerpts from *The Sources of Chinese Tradition*, Vols 1 and 2

Samuel Mervin, *Drugging a Nation: The Story of China and the Opium Curse* (1908; this book is an witness account of the opium issue in China, and can serve as a primary account)

Secondary Sources:

Anja Manuel, *This Brave New World: India, China and the United States* (2016)

Excerpts from Jeff Kingston, Ed. *Asian Nationalisms Reconsidered* (2016)

Excerpts from Zareer Masani, *Indian Tales of the Raj* (1987)

Excerpts from Dirk Collier, *The Great Mughals and Their India*

He Li and Michael Knight, *Power and Glory: Courts Arts of the Ming Dynasty* (2016)

Manjari Chatterjee Miller, *Wronged by Empire: Post-Imperial Ideology and Foreign Policy in India and China* (2013)

Thant Myint-U, *Where China Meets India* (2011)

Readings on Historical and Political Science/International Relations Methodologies

Jack S. Levy, "Too Important to Leave to the Other: History and Political Science in the Study of International Relations," *International Security*, 22: 1 (1997), pp. 22-33.

Stephen H. Haber, David M. Kennedy, and Stephen D. Krasner, "Brothers under the Skin: Diplomatic History and International Relations," *International Security*, 22: 1 (1997), pp. 34-43.

Alex Young, "Western Theory, Global World: Western Bias in International Theory," *Harvard International Review*, Summer 2014: 29-31.

Daniel L. Byman and Kenneth M. Pollack, "Let us Now Praise Great Men: Bringing the Statesman Back In," *International Security*, Vol. 25, No. 4 (Spring 2001): 107-146.

Amitav Acharya, "Dialogue and Discovery: In Search of International Relations Theories Beyond the West," *Millennium: Journal of International Studies*, 39: 3 (2011), pp. 619-637.

Course packet containing primary sources and secondary readings

Preliminary Schedule

Week 1 Introduction (Lecture on use of library data bases and how to conduct bibliographic searches—geared to class assignments) Discussion of historical and political science/international relations methodologies

Week 2 Confucian Civilization during Ming/Qing Dynasties

Week 3 Muslim Culture during the Mughal Empire

Week 4 "From Opium Dens to the Gunboats" -- the Opium Wars and 19th Century China

Week 5 India and Imperial Legacies
Deadline for students to have met individually with either Steve Staninger or Christopher Marcum to develop their bibliographies

Week 6 China during WWII: The Struggle between Nationalism and Communism

Week 7 India during WWII: The China-India-Burma Theater

Week 8 Midterm

Week 9 "The East Wind Will Prevail over the West Wind" --Mao Zedong's Cold War Rhetoric and Strategy

Week 10 The Politics of Independent India—Gandhi, Nehru, and Patel

Week 11 Contested Nationalisms: China-India Border Conflicts
Deadline for second library appointment with Staninger and Marcum

Week 12 Sino-American Relations: Cooperation and Confrontation?

Week 13 The Beijing-New Delhi-Washington Triangle

Week 14 China: Political Geography: "One Belt and One Road"

Week 15 India: Global Strategic Engagement

Week 16 Student Presentations

Examples of Integration Assignments:

Response Papers:

1. In what ways did imperial/pre-colonial and colonial legacies affect the development of Chinese and Indian nationalism in the twentieth century? Use historical evidence and draw upon theories of international relations and foreign policy in your analysis.

2. Drawing on historical legacies and contemporary bilateral engagement, how would you characterize the Sino-Indian relationship? Is it a rivalry or a partnership? Use historical narrative and theories of international relations in developing your argument.

Research Paper:

Pick a theme, such as nationalism, aspirations to great power status and global influence, domestic insurgencies, terrorism; **formulate a hypothesis** (establishing a connection between the outcome being explained and the reasons/variables adduced to explain the outcome); and **draw on and integrate historical evidence with conceptual and theoretical approaches in political science/international relations** to develop a logical argument and conclusions.

Responses to Supplemental Questions related to assessing Social and Behavioral Inquiry Outcomes

1. What theories or analytical frameworks will students be able to articulate at the end of this course? Students will be able to articulate the core assumptions of major theories of comparative politics, international relations, and foreign policy. They will also be able to articulate ways in which domestic politics and the domestic political process affects a country's foreign/security policy.
2. How will students learn to analyze claims using the theories, methods, or ways of thinking that are appropriate to this course? Students will write response papers on specific questions related to the global rise of China and India. In each paper, student analysis will be expected to use evidence-based arguments that will also draw on theory to assess the empirical record. In general, students will draw on statistical data and historical evidence gleaned from credible sources, both primary and secondary.
3. How will students practice analyzing and justifying their claims in this course? The class will be conducted in an interactive way with discussion and debate on the road traversed by China and India from semi-colonial/colonial states to global powers. This pedagogy will allow the instructor to raise questions and seek responses that will be amenable to getting students to think about ontological and epistemological questions. For instance: Which are the main actors in international politics? How can we make verifiable claims about the nature of their interactions? How do we analyze and justify claims about the outcomes of these interactions? Students will be writing several response papers during which they will be guided through the process of critical thinking and analysis, the importance of empirical evidence, and the logical development of an argument. Feedback on the paper will provide students with a critique of their arguments and will put them in a position to improve their skills on

subsequent essays and papers.

4. How will students practice stating a conclusion that is a logical extrapolation from the inquiry process? As noted in the response to #3, the instructor will provide ample guidance during discussion of cases and readings from the reading materials and during the process of writing the policy memorandum—from articulating a researchable question, to formulating a hypothesis, offering an argument based on evidentiary sources, and drawing conclusions based on the analysis. Students will get feedback at all stages of this process.
5. Describe the types of assignments in which students might be asked to apply the discipline specific inquiry processes or theories to a new set of events or fact patterns representing real world problems. Students will write response papers (see syllabus for examples of question prompts), write essay exams in response to questions that ask them to apply theoretical approaches to contemporary issues in international relations/foreign policy. They will also write a research paper (see attached syllabus).
6. Briefly describe the assignment that will be used to demonstrate achievement of these learning outcomes. Students will be given at least one question prompt (detailed in the syllabus) on an issue relating to China and India's global rise and asked to identify the implicit or explicit theoretical approach and to assess/evaluate the argument and conclusions contained therein.
7. By what mechanisms will the department ensure that all courses satisfying this goal will meet all of these learning outcomes? The Chair will ensure that all courses approved for S&BI will meet all of the requisite learning outcomes.

Date Submitted: 09/17/18 12:05 pm

Viewing: **EOSC 110 : Introduction to Geosciences**

Last approved: 08/05/16 3:13 am

Last edit: 09/17/18 12:05 pm

Changes proposed by: bethoshea

Catalog Pages referencing this course
[Environmental & Ocean Sciences \(EOSC\).](#)
[Environmental and Ocean Sciences](#)

Programs referencing this
[BA-BIOC: Biochemistry Major](#)
[BA-PHYS: Physics Major](#)

In Workflow

1. EOS Chair
2. AS Associate Dean
3. Core Curricula Chair
4. Provost
5. Registrar
6. Banner

History

1. Aug 5, 2016 by Ronald Kaufmann (kaufmann)

Contact Person(s)

Name:	E-mail:	Campus Phone:
Beth O'Shea Ron Kaufmann	bethoshea kaufmann	4243 5904

Effective Term Fall 2019

Subject Code EOSC Course Number 110

Department Environmental & Ocean Sciences (EOS)

College College of Arts & Sciences

Title of Course Introduction to Geosciences

Catalog Title Introduction to Geosciences

Credit Hours 4

Weekly Contact Hours
 Lecture: 3 Lab: 3 Other: 0

Catalog Course Description
~~Lecture and field investigations of geographic and geological processes.~~ The objective of this course is to give students **an introduction to planet Earth and a comprehensive overview of the physical processes that operate inside solid Earth and on the surface. earth and its component systems.** Topics include plate tectonics, earthquakes, volcanoes, Earth history, and mass extinction events. The geosphere (solid Earth) will be the focus, however, the atmosphere and hydrosphere are a critical connection. The study of planet Earth requires an interdisciplinary approach, and the geosciences have never been more critical to society than they are today. ~~The emphasis of this course is the interactions among the atmosphere, lithosphere, and hydrosphere.~~ **Making observations in the field is an integral component** ~~Three hours of~~ **geoscience so field trips are always a part of this course,** ~~lecture and one laboratory per week and some field experience,~~ which may include **an** ~~an~~ overnight trip. ~~Every semester.~~

Primary Grading Mode Standard Grading System- Final

Other Grading Mode(s)

Pass/Fail Grading System

Method(s) of
delivery

Lecture/Lab

Faculty Course
Workload

Other

Please specify: 5 units

Is this course cross-listed?

No

Prerequisites?

Does this course
have concurrent
Prerequisites?

No

Are there 1 or more Co-Requisites?

No

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

~~Physical Science~~**First Year Integration****Quantitative reasoning comp****Science/Tech Inquiry area**Course attributes **Lab**

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:

Environmental & Ocean Sciences - EOSC

Department
Restrictions:Major
Restrictions:Class
Restrictions:Level
Restrictions: Include

Level Codes: UG

Degree
Restrictions:Program
Restrictions:

Campus
Restrictions:

College
Restrictions:

Student Attribute
Restrictions:

Enter the vote of the Department on this course:

Yes: **8** No: **0** Abstain: **0**

Rationale: Adding first year integration for inclusion in the LC community. Proposal attached.

Supporting documents [**EOSC 110 CINL proposal Sept 2018 BOS.doc**](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

No expected impacts. EOSC 110 has historically been taught in the LC / preceptorial program.
We are updating it to meet the new core CINL requirements.

Will this change have any staffing/budgetary impact?

No

Will this change impact student enrollment numbers?

No

Course Reviewer
Comments

Key: 2476

EOSC 110: Introduction to Geosciences First Year Integration (CINL) Proposal

The EOS department proposes teaching LC sections of EOSC 110 with the CINL core attribute. This proposal outlines how we plan to teach to the CINL learning outcomes, allow students to practice meeting those learning outcomes (through various class activities), and then allow students to demonstrate their ability to meet those learning outcomes via a Showcase group assignment and a personal reflection.

This proposal contains:

- Sample syllabus explaining the role of first year integration in the Core and the LC experience and listing the learning outcomes.
- Examples of class activities allowing students to practice meeting the learning outcomes.
- Example Showcase assignment prompt.
- Example individual student reflection paper.

A rubric is not provided because we understand the Core Assessment Team, Faculty Integration Coordinators, and Integration Fellows are developing and trialing a rubric based on the ATF report and the AAC&U Value rubric for Integration, however, these assignments align with the learning outcomes and can be modified to fit the rubric once it is available.

EOSC 110: INTRODUCTION TO GEOSCIENCES SAMPLE LECTURE SYLLABUS

COURSE OVERVIEW AND LECTURE INFORMATION

When and where?

Lectures are held every xxx in xxx.

What is this course about?

EOSC 110, Introduction to Geosciences, is a comprehensive overview of the physical Earth and the interaction of its component systems; the geosphere, atmosphere, hydrosphere, and biosphere. The interdisciplinary approach to this course will include topics from the academic disciplines of geology, geography, hydrology, oceanography, and climatology.

Who should take this course?

EOSC 110 is an introductory course in earth and environmental sciences. This course is designed as preparation for all three pathways in the Environmental and Ocean Sciences major: Marine Ecology, Environmental Science, and Environmental Studies. This course is also required for the two minors offered by the EOS department; a minor in Environmental and Ocean Sciences and a minor in Environmental Studies and Policy. This course is also intended for students who want to fulfill the Scientific and Technological Inquiry (ESTI) and Quantitative Reasoning (CQUR) components of the Core Curriculum.

What should I bring to lecture?

Notepad, pen/pencil, calculator (not a phone), eraser, ruler. Laptops or iPads will only be allowed at certain times. Expect that most classes will not use any electronic device, but always have one with you.

Is there a text book?

Any introductory geologic or geoscientific text book will provide valuable background information on the topics covered in lecture. I do not require that you purchase a text book. There are copies of appropriate text books in Copley Library and a wealth of information available online. If you are looking for a suitable book this one is recommended:

Tarbuck, Lutgens and Tasa, *Earth Science*, 14th ed. Pearson-Prentice Hall. [older editions OK]

Supplementary readings for lecture will be provided as required. These will be posted on Blackboard.

Required activities outside of lecture time (mandatory for all students)

- 1) Integration Showcase: April 30, JCP, during dead hours. The Showcase provides an opportunity for all first year students to demonstrate their ability to meet the learning outcomes for first year integration.
- 2) Overnight Desert Field Trip: Saturday Nov 17 ~ 7 AM to Sunday Nov 18 ~ 5 PM. You will need to bring camping equipment (Outdoor Adventures rents equipment). Food, water, and transportation will be provided. Students are not permitted to drive their own vehicle on this field trip. You must attend this field trip in order to pass this course.
- 3) Liz may require other activities relevant to the lab. See the lab syllabus.

COURSE LEARNING OUTCOMES

What will I learn in this course?

The course learning outcomes are divided into two key components; KNOWLEDGE and SKILLS. Knowledge refers to the earth system content base that you will develop as you learn about the fundamental concepts of geoscience. These knowledge or content learning outcomes include:

Geoscience Learning Outcomes

You will achieve an understanding of the fundamental principles of physical and historical Geology, and a conceptual understanding of the process of scientific inquiry.

- Identify Earth materials (mineral and rocks) and connect them to the processes that play a role in their formation.
- Describe the internal structure of Earth, and the processes that modify Earth's surface.
- Discuss the geological processes and features related to plate tectonic activity.
- List and discuss some significant historical geologic events that affected life on planet Earth.
- Understand the interconnectedness of Earth's spheres by describing the rock, plate tectonic, and hydrologic cycles.
- Acquire basic skills of observation, measurements, and problem solving in lab and field settings.

Skills refer to the scientific 'habits of mind', or skill set, frequently used by earth scientists. Some of these scientific skills are numeracy and math skills (i.e., quantitative reasoning), analysis of spatial and temporal scales, estimation of uncertainty, and data analysis and interpretation. The learning outcomes for Quantitative Reasoning in USD's Core Curriculum will thus be met by taking this course:

Quantitative Reasoning (CQR) Learning Outcomes

- Identification: Recognize and select quantitative information that is relevant to the argument (e.g., extract necessary data from larger datasets that may also contain non-relevant information).
- Calculation and Organization: Perform any necessary calculations (e.g., converting units, standardizing rates, applying formulas, solving equations), and put data into comparable forms (e.g. graphs, diagrams, tables, words).
- Interpretation: Interpret and explain data in mathematical forms, such as analyzing trends in graphs and making reasonable predictions about what the data suggest about future events.
- Evaluate Assumptions and Recognize Limitations: Make and evaluate important assumptions in estimating, modeling, and analysis of quantitative data as well as recognizing their limitations.
- Justification: Communicate carefully qualified conclusions and express quantitative evidence to support arguments.

We will also use these skills in the process of scientific inquiry. Hence, the learning outcomes for ESTI in the Core are:

Scientific and Technological Inquiry (ESTI) Learning Outcomes

- Design and conduct an experimental and/or observational investigation to generate scientific knowledge or a technological solution to a problem.
- Analyze data using methods appropriate to the natural sciences and/or engineering in order to make valid and reliable interpretations.
- Explain the basic scientific concepts and theories relevant to the area of study.
- Identify and use appropriate and sufficient scientific evidence to evaluate claims and explanations about the natural and designed world.

We will practice these skills in class, you will be tested on them in class assignments and exams, and you should expect to improve your confidence in the application of these scientific skills by the end of the course. The beauty of incorporating such 'scientific habits' into the course learning outcomes is that **the habits you will practice in this course are used across many disciplines, not just science.**

First Year Integration

USD's Core Curriculum has four curricular goals: Competencies (eg. Writing), Foundations (eg., Religion), Explorations (eg., Science), and Integration. This course will further your introduction to the concept of Integration. Integration refers to the ability to make connections between disciplines in order to enhance one's own perspective of complex problems and solutions. The learning outcomes are:

First Year Integration (CINL) Learning Outcomes

- Recognize broad connections between multiple disciplines, perspectives, and/or approaches to learning.
- Articulate how the integration of different disciplines, perspectives, and approaches to learning can enhance one's understanding of practical issues and problems.

In the Fall semester your LC course allowed you to practice making connections between that course and the LC theme. You also attended an open classroom to see how another discipline makes connections with that same LC theme.

This semester you will have the opportunity to demonstrate your ability to meet the above two learning outcomes and to personally reflect on your own understanding of integrative thinking. This course will continue to give you examples of how geoscience connects to our LC theme of Advocate (in the context of social justice). By the end of the semester you will be ready to Showcase your abilities at the annual Integration Showcase by presenting a group assignment and completing an individual reflection.

ASSESSMENT AND GRADING

You will receive one course grade for the lecture and lab combined. The lecture will count for approximately 2/3rds of your final grade and the lab will count for approximately 1/3rd of your final grade.

You must receive a passing grade in **both** the lecture and the lab in order to pass the course.

Your final lecture grade will be based on the following (subject to change):

- 3 exams:
 - Mid-term I – Thursday xxx, 7:45am-9:05am in SCST 129 (during lecture)
 - Mid-term II – Thursday xxx, 7:45am-9:05am in SCST 129 (during lecture)
 - Final – Tuesday xxx, 8:00am-10:00am in SCST 129 (our lecture room)
- Showcase presentation – April 30
- Integrative Learning Reflection Assignment – due May 10 to me
- Lab Grade
- Attendance and participation in lecture, lab, and field

Task	Final Grade %
Mid-term exam I	10
Mid-term exam II	15

Final exam	20
Showcase Assignment	7
Integrative Learning Reflection Assignment	10
Lab grade	33
Attendance and participation	5

Exams and final grade will be determined using the following scale:

100-90% **A to A-**; 89-80% **B+ to B-**; 79-70% **C+ to C-**; 69-55% **D+ to D-**; < 55% **F**

EXAMS

The mid-term exams will cover the material presented in lecture, class activities and assigned readings. The final exam is cumulative and will require you to synthesize material learned in the lecture, lab, and field trips throughout the semester. In both exams, you will be tested on your knowledge and skills.

SHOWCASE ASSIGNMENT

This group assignment will allow you to demonstrate your ability to connect the discipline you studies in your Fall LC class with our own discipline of geoscience, and how both disciplines connect to issues of social justice in our Advocate LC.

INTEGRATIVE LEARNING REFLECTION ASSIGNMENT

This reflection assignment allows you to reflect on how thinking from multiple disciplines can enhance your perspective on a complex issue or problem. This will be an individual assignment/paper.

LAB GRADE

Please see the lab syllabus for a break down of the lab portion of your final grade.

ATTENDANCE AND PARTICIPATION

You are expected to attend all classes. Any unexcused absence will result in points being deducted from your grade. You are also expected to arrive to class promptly. If you are more than 10 minutes late, points will be deducted from your grade. Participation also includes preparing for class by completing the assigned readings, asking questions during and/or outside of class time, visiting my office hours, and exhibiting a positive and courteous attitude to your instructors and your peers. A vibrant and enthusiastic attitude on the overnight field trip is a great way to improve your participation grade. During lecture I will occasionally provide class activities to help prepare you for the types of questions you will be asked on the exams. I may take these up for grading; these grades will contribute to your attendance and participation grade. If you are absent when an activity is provided in class, you may not be able to earn the points associated with that activity.

EXAMPLES OF CLASS ACTIVITIES ALLOWING STUDENTS TO PRACTICE INTEGRATION

Students will routinely be provided examples during lecture showing how geoscience as a discipline can connect to issues of social justice in the Advocate LC. Some examples will be brief (a slide), others might be assigned as a short homework assignment (find a connection between...), and some may include a class discussion. An example:

Advocate

Social Justice in a global or local context.

EOSC 110 Intro to Geosciences

The study of Earth Materials and Processes

Connecting the two: an example

Extraction of Earth materials can lead to civil unrest (e.g., conflict diamonds).

EXAMPLE ASSIGNMENT PROMPT FOR SHOWCASE*

Who is an advocate? What do we advocate for? How do the various disciplines in the Advocate LC define, contribute to, and/or influence issues of social justice?

In groups you will first list and briefly explain topics from your Fall LC class that have clear connections to issues of advocacy and social justice.

Then you will make a list (with explanations) of how topics in this geoscience course connects with issues of social justice.

Now, make connections between the two disciplines and how they contribute to social justice. Do both disciplines approach advocacy in the same way? Or are they different?

At the Integration Showcase we will have a spinning wheel. Participants will spin the wheel to land on two disciplines within our LC theme. It will be your responsibility to use your knowledge gathered from the above preparatory exercises to demonstrate your ability to compare and contrast how those two disciplines connect to Advocate. [You may also challenge others to spin the wheel and make on-the-spot connections! You will have the ability to help them make these connections if they get stuck.]

EXAMPLE INDIVIDUAL REFLECTION ASSIGNMENT PROMPT*

During your Fall Open Classroom experience and the recent Showcase you demonstrated your ability to make connections between different disciplines and describe similarities/differences in how these two disciplines approach a common theme (Advocate). Write a 2 page personal reflection explaining how making such connections has enhanced your understanding of integrative learning. Use examples of complex issues and problems in society through the lens of Advocacy/issues of social justice and multiple disciplinary perspectives.

**The Showcase assignment is designed to have students recognize and articulate connections between disciplines. The individual reflection assignment is designed to have students articulate how the ability to see connections between disciplines has enhanced their own understanding of integrative learning.*

New Course Proposal

Date Submitted: 04/02/18 4:46 pm

Viewing: **EOSC 440 : Mathematical Modeling in Ecology**

Last edit: 04/05/18 11:16 pm

Changes proposed by: jcprairie

Other Courses
referencing this
course

In The Catalog

Description:

[MATH 440 : Mathematical Modeling in Ecology](#)

In Workflow

1. **EOS Chair**
2. **AS Associate Dean**
3. Core Curricula Chair
4. Provost
5. Registrar
6. Banner

Approval Path

1. 04/05/18 9:17 pm
Sarah Gray (sgray): Approved for EOS Chair

Contact Person(s)

Name:	E-mail:	Campus Phone:
Jennifer Prairie	jcprairie@sandiego.edu	619-260-8820

Effective Term

Fall 2019

Subject Code

EOSC

Course Level

Undergraduate

Course Number

440

Department

Environmental & Ocean Sciences (EOS)

College

College of Arts & Sciences

Title of Course

Math Modeling in Ecology

Catalog Title

Mathematical Modeling in Ecology

Credit Hours

4

Weekly Contact Hours

Lecture: 3 Lab: 3 Other: 0

Catalog Course Description

An introduction to mathematical applications to ecology. In this integrative course, students will learn to describe ecological processes in mathematical terms and formulate different types of mathematical models relevant to ecology. In a weekly lab, students from EOSC 440 and MATH 440 will work together on integrative projects and computer programming applications to mathematical ecology. Students may not receive credit for taking both EOSC 440 and MATH 440.

Primary Grading Mode

Standard Grading System- Final

Method(s) of delivery

Lab
Lecture

Faculty Course Workload

Other

Please specify: 5 units (3 for lecture, 2 for lab)

Is this course cross-listed?

No

Prerequisites? Math 150 and (EOSC 301 or EOSC 301W OR BIOL 305)

Does this course
have concurrent
Prerequisites?

No

Are there 1 or more Co-Requisites?

No

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Advanced Integration

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:

Environmental & Ocean Sciences - EOSC

Department
Restrictions:

Major
Restrictions:

Class
Restrictions:

Level
Restrictions:

Degree
Restrictions:

Program
Restrictions:

Campus
Restrictions:

College
Restrictions:

Student Attribute
Restrictions:

Enter the vote of the Department on this course:

Yes: 8

No: 0

Abstain: 1
(sabbatical)

Rationale:

This course will serve as an additional upper-division elective for EOSC majors and minors. This course will always be team-taught with MATH 440 (weekly lab and some lectures), and is being submitted as an Advanced Integration course for the core curriculum.

[Supporting documents](#)

[EOSC 440 Syllabus.pdf](#)

[EOSC MATH440 AdvancedIntegration information.pdf](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

As a team-taught Advanced Integration course for the core curriculum, the faculty members submitting EOSC 440/MATH 440 will be applying for a core course development grant to provide compensation in the form of faculty workload units to each department. Given this, there is no expected impact to the departments beyond that of a normal upper-division elective.

Will this change have any staffing/budgetary impact?

No

Will this change impact student enrollment numbers?

No

Course Reviewer
Comments

Key: 3222

EOSC 440: Mathematical Modeling in Ecology

Spring 2020

T R xx - xx, Serra Hall xx

Lab: R xx - xx pm, Maher Hall xx

Instructors:

Dr. Jennifer Prairie
Office: SCST 269
Email: jcprairie@sandiego.edu
Phone: 619-260-**8820**
Office Hours:
xx - xx
xx - xx
xx - xx

Dr. Amanda Ruiz
Office: Serra Hall 159F
Email: alruiz@sandiego.edu
Phone: 619-260-**7931**
Office Hours:
xx - xx
xx - xx
xx - xx

Texts for the course:

The primary (and required) textbook for this course will be:

- *Quantifying Life: A Symbiosis of Computation, Mathematics, and Biology* by Dmitry Kondrashov (e-book or paper-back available)

Other supplementary texts will be assigned and posted on the course website on Blackboard: <http://ole.sandiego.edu>

Course Description: An introduction to mathematical applications to ecology. In this integrative course, students will learn to describe ecological processes in mathematical terms and formulate different types of mathematical models relevant to ecology. In a weekly lab, students from EOSC 440 and MATH 440 will work together on integrative projects and computer programming applications to mathematical ecology. Students may not receive credit for taking both EOSC 440 and MATH 440.

Structure of the Course: In this course, students from both environmental/ecological and mathematics backgrounds will investigate how mathematical models can be applied to a range of ecological problems. EOSC 440 and MATH 440 will be taught as separate lecture sections (for EOSC and Math students respectively); however, students in the two courses will meet together each week in a combined laboratory section which will focus on integrative group assignments. Additional joint lectures and discussions will also be held between the two courses. Environmental and Ocean Sciences students will learn how a fundamental understanding of ecology can be enhanced through mathematics. Ecological topics that will be covered include population dynamics, epidemiology, predator-prey models, population genetics, random walks and biological movement, and connectivity and metapopulations. Mathematical models of different types will be used including ordinary differential equations, systems of differential equations, discrete probabilistic models, and applications of graph theory.

Learning Outcomes:

By the end of the course, students will be able to:

1. Synthesize concepts from mathematical modeling and ecology and articulate their connections. (aligns with CINL LO #3)
2. Describe ecological interactions in mathematical terms and formulate mathematical models. (aligns with CINL LO#4)
3. Clearly describe and communicate assumptions of mathematical models in terms of the ecological systems they describe. (aligns with CINL LO#4)
4. Solve mathematical models and investigate their behavior analytically, numerically, and graphically.
5. Interpret model solutions and results and compare with real-world ecological data to determine the effectiveness of different models (aligns with CINL LO#4)

Expectations: This course is interdisciplinary in nature and thus to excel you are expected to think critically about the connection between mathematical and ecological concepts. You are expected to work collaboratively with students from different backgrounds than yourself to complete integrative projects.

This course will be interactive, and students are expected to regularly attend class, be on time and ready to learn, and complete the reading assignments prior to each class (See participation rubric for full details).

Grading: Your final course grade will be out of 700 points, and will be determined by a midterm exam, a final exam, working group projects, a final presentation, homework assignments, quizzes, reading assignment reflections, and participation. The breakdown of points for your course grade is shown below.

Midterm Exam*	100 points
Integrative Group Assignments (4 @ 50 points each)	200 points
Final Exam*	150 points
HW Assignments*	50 points
Quizzes* (6 @ 20 points each)	100 points
Final Presentation	50 points
Reading Assignment Reflections* (5 @ 3 points each)	15 points
Article Discussions (2 @ 5 points each)	10 points
Participation	25 points
Course Total	700 points

*Starred items will be different for students in EOSC 440 and MATH 440

Tentative Course Schedule:

Below are tentative dates for the midterm exam, final presentation, and final exam. A tentative detailed schedule is also provided on Blackboard and subject to change.

Midterm Exam	Tuesday, March xx
Final Presentations	Thursday, May xx (in lab)
Final Exam	Tuesday, May xx (xx - xx)

Exams: The midterm exam will be given in class and will cover all material up until that point. Rescheduling the midterm is only possible with advance notice and special circumstances (which does not include travel plans). If there is an emergency situation, please contact your instructor right away so we can make arrangements. The final exam will cover material from the entire course and will be given on xx from xx - xx. Under no circumstances will the final be given at another time unless you have obtained prior permission for special circumstances only. Exams will be given separately for EOSC 440/MATH 440 and will emphasize the background area of that group of students. Exams are taken individually and are closed book.

Homework Assignments: There will be 6 homework problem sets throughout the course worth 10 points each. Your lowest homework grade will be dropped for a total of 50 points for homework towards your course grade. Assigned problems and homework due dates will be posted on Blackboard, and students are responsible for checking it. No late homework will be accepted. Students may and are encouraged to work together on homework sets, but the homework must be written up and turned in individually. Homework assignments for EOSC 440/MATH 440 will include some shared questions and some separate questions that will emphasize the background area of that group of students. Completing the homework throughout the course will be essential to understanding the material and doing well on the exams. Homework problem sets must be written clearly, labeled, stapled, and with the student's name at the top.

Integrative Group Assignments: For each major topic we cover, there will be one integrative group assignment in which students will work in teams of 3-4 students (with some students from both EOSC 440 and MATH 440). The integrative group assignments will vary, but in general will challenge students to formulate and analyze models that relate to specific ecological problem, often using the programming language R to investigate model solutions and behavior. Integrative group assignments will also include writing components, in which students will discuss different aspects of the models that they are studying. Each integrative group assignment will be started during lab. Group members will then be expected to continue and finish the assignment together outside of class and turn it in at the start of lab on the posted due date. Groups should not work with students in other groups, but are welcome to see the instructors for help during office hours. Students *must be present* in lab on the days dedicated to integrative group assignments to be able to participate. If a student is not present on a day we are working on an assignment, his/her grade will be substantially reduced for

that integrative group assignment. Integrative group assignment dates (both when they will be started in class and when they will be due) will be posted on the detailed schedule on Blackboard. Each integrative group assignment will be worth 50 points for a total of 200 points towards the final course grade. It is expected each student download R which will be used throughout the course (and is available for free). Instructions on downloading the software can be found on Blackboard. The final exam grade can optionally replace the lowest working group assignment grade (as a percentage).

Quizzes: There will be 6 in-class quizzes throughout the course (worth 20 points each). The quizzes will focus on concepts in ecology and/or concepts in mathematics that were introduced in lecture since the last quiz. The dates of the quizzes will be provided on the detailed schedule on Blackboard. You must be in class to complete the quiz. There will be no make-up quizzes. The lowest quiz grade will be dropped (for quizzes worth a total of 100 points towards your course grade).

Reading Assignments and Article Discussions: In addition to written homework sets, there will be five reading assignments throughout the semester to be completed before class. Students are expected to complete each reading assignment and submit a short reflection on Blackboard by 11:59 pm the night before class (either on Monday or on Wednesday). Assigned readings and their due dates will be posted on Blackboard along with prompts to complete the reflections. Each reading assignment reflection is worth 3 points (for a total of 15 points towards the course grade).

There will also be two article discussions which will take place during lab. For these article discussions, a scientific article will be posted on Blackboard at least a week prior to the discussion. Students are responsible for reading the scientific article by the start of class on Tuesday before the article discussion, and submit two discussion questions on Blackboard. Students will earn up to 2 points for submitting discussion questions (graded based on their thoughtfulness and potential for stimulating discussion) and up to 3 points for active participation throughout the discussion, for a total of 10 points combined for the two article discussions throughout the semester.

Final Presentation: Mathematical modeling in ecology is a very broad discipline that has applications beyond the topics we will cover in this course. In a final presentation that will be conducted in groups of 3-4 (which must include at least one student from EOSC 440 and MATH 440), students will choose a topic of interest to them in ecology/environmental science and research how mathematical modeling can be applied to study that topic. Groups will present to the class, teaching the other students about the mathematical modeling applications and ecology/environmental concepts they researched. The final presentations will be worth 50 points towards the final class grade and will take place in lab during the last week. Full instructions and a rubric for how the final presentation will be graded will be accessible to students later in the semester on Blackboard.

Academic Integrity: It is expected that each student in this class conduct him or herself within the guidelines of the USD Honor Code (<http://www.sandiego.edu/documents/conduct/HonorCode.pdf>). All academic work should be done with the high level of honesty and integrity that this university demands. Guidelines for working with other students on specific assignments are described above, but if there is ever any confusion, please ask me.

Electronics: Electronic devices (e.g., cell phones, iPods, etc.) should be turned off and put away when class begins with the exceptions of laptops/tablets being used specifically for class activities.

Office Hours: Please do not hesitate to come to office hours if you are having any difficulty with the course material. You are welcome to attend either my office hours or those of Dr. Ruiz. If your schedule does not allow you to come to the set office hours, please email me to set up alternate times to meet.

Accommodations: Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential. A student attempting to access Disability Services for the first time should begin by contacting the Director of Disability Services and/or the Learning Disabilities Specialist in Serra Hall, Room 300 (619/260-4655). It is the student's responsibility to schedule an "intake" meeting with the Director as soon as possible.

Course policies are designed to allow for some flexibility with student athletes who must miss class for games. Scheduled practices or meetings with coaches are not valid excuses for missing class. Student athletes are responsible for providing me with a schedule for classes which will be missed. Missed quizzes cannot be made up, rather they will count towards the dropped quiz. If class must be missed when an assignment is due, the student must make arrangements with me before traveling, or turn the assignment in on time. Otherwise the assignment will be considered late.

Title IX information: The University of San Diego is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Sexual misconduct and relationship violence in any form are antithetical to the university's mission and core values, violate university policies, and may also violate federal and state law. Faculty members are considered "Responsible Employees" and are required to report incidents of sexual misconduct and relationship violence. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking or sexual exploitation, please visit www.sandiego.edu/care to access information about university support and resources.

EOSC 440 / MATH 440: Mathematical Modeling in Ecology
Explanation of Alignment with Advanced Integration Guidelines

EOSC 440 and MATH 440 (Mathematical Modeling in Ecology) is being proposed for Advanced Integration using a combined team-taught/linked format. The courses are being submitted separately in each department to allow for separate enrollments and different prerequisites for the two students groups (EOSC and Math students respectively); however, students in the two courses will meet together each week in a combined laboratory section which will focus on integrative group assignments. Additional joint lectures and discussions will also be held between the two courses.

Integrative Assignments: The combined weekly 3-hour lab for EOSC 440 and MATH 440 will focus on integrative assignments that will be completed in groups of 3-4 members (at least one from each class). There will be four of these integrative assignments throughout the semester that will allow students to practice addressing the Advanced Integration learning outcomes for each of the mathematical modeling in ecology topics we cover in this course (see syllabus). At the end of the semester, students will work in groups on a final integrative presentation (the core project) on a topic of their choice in mathematical modeling in ecology, in which they are prompted to synthesize and apply concepts and skills from mathematics and ecology. An example integrative assignment and the instructions for the final presentation are included in this submission.

Integrative Group Assignment #1
EOSC 440 / MATH 440, Spring 20xx

Due: xx (by the start of lab)

**Submit by email to both Dr. Prairie (jcprairie@sandiego.edu)
and Dr. Ruiz (alruiz@sandiego.edu)**

General Instructions: For this assignment, you will work in your assigned group to formulate, analyze, and interpret two mathematical models of population dynamics for two different scenarios. Your group will complete each of the parts of the assignment described below and submit a single assignment for the entire group by email on the due date. Instructions are given separately for each part of the assignment, and the overall objective is described below. The total assignment is worth 50 points towards your course grade (with the point breakdown for each part listed below). All group members are expected to work together and actively contribute both in class and outside of class. Each group member will receive the same grade on the assignment, but we reserve the right to lower a student's grade if that student did not contribute a reasonable amount to the assignment. You are welcome to come to me for help or use outside resources as long as you cite them properly and include a list of references. (For formatting references, you can use The Chicago Manual of Style – see the following link: http://www.chicagomanualofstyle.org/tools_citationguide.html). The final assignment should be compiled into a single file, in which all text, figures, and R scripts are embedded (preferably as a pdf). If you prefer to write out some parts by hand, that is fine as long as you then scan any handwritten elements to include in the digital version of the assignment. All figures should have all axes labeled and should have a short caption beneath it describing what is being depicted.

Overall Objective: As new mathematical modelers, you have been tasked to help the U.S. Fish and Wildlife Service model the populations of two animal species living in a California wildlife refuge:

1. Squirrels, which only breed at specific times at the beginning of each month
2. Quail, which breed at any time throughout the year.

Field observations of both the squirrel and quail populations in nature indicate that the population sizes are limited by food resources and/or viable breeding grounds.

Part 1A: Squirrel Population – Formulate the model

(5 points)

Based off just the description above, formulate an appropriate model describing how the squirrel population changes over time. Explain and justify why you chose to model the squirrel population like you did. Define (1) all variables in the model and (2) all the parameters in your model, and for each make sure to provide units. Given the way you formulated your model, write a short paragraph describing the assumptions of your model in terms of the squirrel population and ecological system.

Part 1B: Squirrel Population – Investigate Model Behavior

(4 points)

After formulating your model, you learn from field scientists that the squirrel population has been experiencing oscillations in recent years – that is, the population size has been alternating between periods of increasing and periods of decreasing population sizes. Previous field measurements have provided an estimate of the maximum population growth rate to be somewhere between 0.5 and 0.7 (per month), and a maximum squirrel population size of somewhere between 800 and 1000 squirrels. Run a simulation to show that your originally formulated model cannot explain the recently observed oscillations in squirrel population size given these constraints on the parameter values. Run your simulation using R for a period of at least two years. Provide a graph of the squirrel population size vs. time produced from your model, and provide a brief description of what you did and what the behavior of the model shows. Also include your R script as part of your assignment.

Part 1C: Squirrel Population – Outline Hypotheses

(2 points)

Since your original model cannot explain the observed oscillations in the squirrel population, you decide to investigate how varying parameter values over time would affect the model behavior. For each parameter in your model, formulate a hypothesis to test whether varying that parameter over time can explain the observed trends in the squirrel population.

Part 1D: Squirrel Population – Testing Hypotheses and Results

(10 points)

To test each hypothesis you formulated in the previous section, you will run simulations of your model in R, but altered to allow for the parameters to vary with time. Test only one hypothesis at a time (holding the other parameter constant). For simplicity, assume that the parameters vary over 1 year cycles, such that they take on one constant value for 6 months, and then they take on another constant value for the next 6 months, and then return to the original value for the next 6 months, etc. Run your simulations for a period of at least two years. For each simulation, provide a graph of the squirrel population size vs. time, and provide a brief description of what you did in your simulation and what the resulting behavior of the model shows. Also include your R script(s) as part of your assignment.

Part 2A: Quail Population – Explain the model

(5 points)

A mathematical modeler at the U.S. Fish and Wildlife Service previously formulated a model that effectively describes the changes in quail population size over time observed by field scientists. The model is given by:

$$\frac{dN}{dt} = rN \left(\frac{N}{A} - 1 \right) \left(1 - \frac{N}{K} \right)$$

where r , A , and K are positive parameters such that $A < K$

Explain and justify why the general form of this model for the quail population is appropriate given the description of the quail population in the overall objective section above. Define (1) all variables and (2) all the parameters in the model, and for each make sure to provide units. Write a short paragraph describing the assumptions of your model in terms of the quail population and ecological system.

Part 2B: Quail Population – Investigating Behavior and Results

(9 points)

For the model provided above for the quail population, solve for steady-state solutions. Draw a phase portrait of the behavior of this differential equation (that is, a graph of $\frac{dN}{dt}$ vs. N with directional arrows along the x-axis). Based off your phase portrait, explain whether each steady-state solution is stable or unstable.

Next, consider the case where $r=0.5$, $A=100$ and $K=500$ (with t in units of years). Draw a slope field diagram for the model. You can use a vector in R to calculate the slope at many values at once. Overall you should calculate the slope for about 10-15 values of N . You can draw the slope field diagram by hand, and the slopes do not need to be quantitatively accurate, but they should show the relative patterns compared to the other slopes on your diagram. On top of your slope field diagram or on a separate plot, sketch solutions of N vs. time for several different initial values of N .

Lastly, based off your plot, describe and explain the overall behavior of quail population vs. time for all possible initial population sizes.

Part 3: Discussion and Interpretation

(15 points)

Based on the results of your mathematical models for both scenarios, discuss your findings in the context of the squirrel and quail populations and the potential biological and environmental factors affecting their population dynamics. Your discussion cannot exceed one single-spaced page (12 point font). In your discussion, address the following questions:

- For each simulation you conducted with the squirrel population model, what was the observed effect of varying the chosen parameter on the model behavior? Given the hypotheses you tested, what conclusions can you make about which varying parameter can explain the observed oscillations in squirrel population size? Explain why your results make sense both mathematically and ecologically. Provide some potential explanations for why it may be reasonable for these parameters to vary over a yearly cycle in the way that was incorporated into your model.
- How did the behavior of the quail population model differ from the standard logistic growth model? Explain mathematically. Then, provide some potential ecological explanations for why a population might display this type of behavior.
- How would you use the results of this modeling study to propose potential policies to the U.S. Fish and Wildlife Service on regulating hunting on these two populations to assure that these populations can sustain themselves? Also, based on the results of these models, propose some suggested next steps for how the field scientists at the U.S. Fish and Wildlife Service can collect additional data on the squirrel and quail populations to help better constrain the models or provide better information on factors affecting the dynamics of these populations that would help in refining the formulation of the models.

Final Presentation Instructions
EOSC 440 / MATH 440, Spring 20xx

Group Members: Due xx (in class)

Topic Proposal: Due by the start of lecture on xx (by email)

Presentation Slides: Due by xx by the start of lab (by email)

Presentations to be given in lab on xx

General Instructions: For this final presentation, you will work in groups of 3-4 students of your own choosing to research how mathematical modeling can be applied to an ecological or environmental topic of interest to you that has not been previously covered in class. Your group will research this topic in mathematical modeling using at least one peer-reviewed scientific article as a reference. You will then orally present your topic to the class on the last day of lab (xx xx). In your presentation, you must ***synthesize the ecological and mathematical concepts*** relevant to your topic, and then teach the class ***how the specific type of mathematical model you chose can be applied to address this ecological/environmental problem***. Descriptions of the specific expectations for different parts of the presentation and various due dates are described below. The presentation is worth 50 points towards your final grade.

Group Members: Each group must consist of 3-4 members, and must include at least one student from each class (EOSC 440 and MATH 440). Students can choose their own groups, and are encouraged to find classmates with shared topic interests within mathematical modeling in ecology. There will be an opportunity in class on xxx for you to discuss potential topics with your fellow students, and by the end of class you should confirm your group with Dr. Prairie and Dr. Ruiz.

Topic Proposal: (5 points)

Each group must choose a research topic involving some application of mathematical modeling to ecology/environmental science. This topic should be small enough in scope so that the basics of it can be covered in a 12-15 minute presentation. For your topic proposal, you should write a few short sentences describing your topic. In addition, you should include the full reference of at least one scientific article so that we know you have a concrete direction. This topic proposal (one for the group) should be submitted by email by the start of lecture on xx. Dr. Prairie and Dr. Ruiz will then have a meeting with each group during lab on xx. During our meeting, we will help you refine or alter your topic so that it is appropriate for the length of presentation and so that is different enough from every other group's topic.

Presentation

You will make a PowerPoint (or Keynote) presentation to present your research findings and teach your classmates about how mathematical modeling can be used in your chosen ecological/environmental application. Your presentation must be between 12-15 minutes in length, which will be followed by a few minutes for questions. You will need to make sure to practice the timing since you will be cut off after 15 minutes. The presentations will take place in lab on xx. A copy of your PowerPoint slides saved in pdf format must be **emailed to Dr. Ruiz and Dr.**

Prairie by the beginning of lab on Tuesday, May 11. Your in-class presentation will be judged on the criteria outlined below:

1. Background and Motivation of the Problem (8 points)
What background information do people need to know to model this phenomenon? Remember that you are presenting to classmates that may have no background on the specific ecological/environmental topic so prepare your presentation so that it is appropriate for this general audience. Why is this an interesting problem to mathematically model? Motivate the topic choice by presenting a clear understanding of the mathematical and ecological connections. You want to engage people in the class and convince them that this is an interesting topic!
2. Explanation of the Model (12 points)
How can this phenomenon be modeled mathematically? Explain the mathematical model carefully, defining all parameters and variables, and making sure to relate each back to the ecological/environmental application. Remember that you are “teaching” this to your classmates who have never seen this material before. So the best presentations will break down the material in a way that can be easily followed but it is not trivial. Be as clear as possible when explaining the mathematical concepts and how they are applied to the ecological/environmental problem. Remember to cite sources when you use them.
3. Real-World Application of the Model (10 points)
After explaining the general formulation of the mathematical model, each group must present an example of a real-world application of this model within the ecological/environmental context as presented by a study in a peer-reviewed scientific journal. Although you do not have time to go into extreme detail of the study, present the major findings which perhaps might be best illustrated with figures from the study. Again, make sure to cite properly.

4. Implications and Conclusions (5 points)
Include a short discussion of the implications of this type of mathematical model and this ecological/environmental application in terms of future types of research questions that can be addressed by applying it.
5. Questions (4 points)
After your presentation, you will need to address a few minutes of questions posed by the audience. Although you are not expected to be an expert on every aspect of your topic, by answering the questions you should demonstrate a comfort level with the material and an ability to clear up any confusing points with your classmates.
6. Presentation Style (5 points)
Make sure throughout the presentation to be engaging, speak clearly, and present in a professional manner. Make sure to prepare plenty beforehand so that your presentations runs smoothly and the length of your presentation is between 12-15 minutes.
7. References (1 point)
You should include a page of references as the last slide of your presentation that includes the full references of any source you cited during your presentation. You do not have to talk about this slide, but it is important it is included. Although only 1 source (in the form of a peer-reviewed scientific article) is required, you will likely need to use at least one or two more to make sure your explanation of the model formulation is thorough.

New Course Proposal

Date Submitted: 04/18/18 12:37 pm

Viewing: **MATH 440 : Mathematical Modeling in Ecology**

Last edit: 04/23/18 7:56 am

Changes proposed by: jcprairie

Other Courses
referencing this
course

In The Catalog

Description:

[EOSC 440 : Mathematical Modeling in Ecology](#)

In Workflow

1. **MATH Chair**
2. **AS Associate Dean**
3. Core Curricula Chair
4. Provost
5. Registrar
6. Banner

Approval Path

1. 04/17/18 6:21 pm
Lynn McGrath (lmcgrath): Rollback to Initiator
2. 04/23/18 7:56 am
Lynn McGrath (lmcgrath): Approved for MATH Chair

Contact Person(s)

Name:	E-mail:	Campus Phone:
Amanda Ruiz	alruiz@sandiego.edu	619-260-7931

Effective Term

Fall 2019

Subject Code

MATH

Course Level

Undergraduate

Course Number

440

Department

Mathematics (MATH)

College

College of Arts & Sciences

Title of Course

Math Modeling in Ecology

Catalog Title

Mathematical Modeling in Ecology

Credit Hours

4

Weekly Contact Hours

Lecture: 3

Lab: 3

Other: 0

Catalog Course Description

An introduction to mathematical applications to ecology. In this integrative course, students will learn to describe ecological processes in mathematical terms and formulate different types of mathematical models relevant to ecology. In a weekly lab, students from MATH 440 and EOSC 440 will work together on integrative projects and computer programming applications to mathematical ecology. Students may not receive credit for taking both MATH 440 and EOSC 440. Students may not receive credit for taking both MATH 440 and MATH 445.

Primary Grading Mode

Standard Grading System- Final

Method(s) of delivery

Lab
Lecture

Faculty Course Workload

Other

Please specify: 5 units (3 for lecture, 2 for lab)

Is this course cross-listed?

No

Prerequisites? (MATH 160 or MATH 222) and (MATH 310 or MATH 330)

Does this course have concurrent Prerequisites? No

Are there 1 or more Co-Requisites?

No

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Advanced Integration

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:

Mathematics - MATH

Department Restrictions:

Major Restrictions:

Class Restrictions:

Level Restrictions:

Degree Restrictions:

Program Restrictions:

Campus Restrictions:

College Restrictions:

Student Attribute Restrictions:

Enter the vote of the Department on this course:

Yes: 10 No: 0 Abstain: 1

Rationale: This course will serve as an additional upper-division elective for Mathematics majors and minors. This course will always be team-taught with EOSC 440 (weekly lab and some lectures), and is being submitted as an Advanced Integration course for the core curriculum.

Supporting documents [MATH 440 Syllabus.pdf](#)
[EOSC MATH440 AdvancedIntegration information.pdf](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

As a team-taught Advanced Integration course for the core curriculum, the faculty members submitting EOSC 440/MATH 440 will be applying for a core course development grant to provide compensation in the form of faculty workload units to each department. Given this, there is no expected impact to the departments beyond that of a normal upper-division elective.

Will this change have any staffing/budgetary impact?

No

Will this change impact student enrollment numbers?

No

Course Reviewer Comments

Lynn McGrath (lmcgrath) (04/17/18 6:21 pm): Rollback: I was informed in our department meeting that pre-requisites are going to be changed. Please update the pre-requisites that were expressed to the department via email by Amanda. I have a department vote that is based on the pre-requisites that were communicated via email.

Key: 3221

MATH 440: Mathematical Modeling in Ecology

Spring 2020

T R xx - xx, Serra Hall xx

Lab: R xx - xx pm, Maher Hall xx

Instructors:

Dr. Amanda Ruiz
Office: Serra Hall 159F
Email: alruiz@sandiego.edu
Phone: 619-260-**7931**
Office Hours:
xx - xx
xx - xx
xx - xx

Dr. Jennifer Prairie
Office: SCST 269
Email: jcpairie@sandiego.edu
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Texts for the course:

The primary (and required) textbook for this course will be:

- *Quantifying Life: A Symbiosis of Computation, Mathematics, and Biology* by Dmitry Kondrashov (e-book or paper-back available)

Other supplementary texts will be assigned and posted on the course website on Blackboard: <http://ole.sandiego.edu>

Course Description: An introduction to mathematical applications to ecology. In this integrative course, students will learn to describe ecological processes in mathematical terms and formulate different types of mathematical models relevant to ecology. In a weekly lab, students from MATH 440 and EOSC 440 will work together on integrative projects and computer programming applications to mathematical ecology. Students may not receive credit for taking both MATH 440 and EOSC 440.

Structure of the Course: In this course, students from both environmental/ecological and mathematics backgrounds will investigate how mathematical models can be applied to a range of ecological problems. MATH 440 and EOSC 440 will be taught as separate lecture sections (for Math and EOSC students respectively); however, students in the two courses will meet together each week in a combined laboratory section which will focus on integrative group assignments. Additional joint lectures and discussions will also be held between the two courses. Mathematics students will learn how high-level mathematical concepts can be applied to a broad range of ecological problems. Mathematical models of different types will be used including ordinary differential equations, systems of differential equations, discrete probabilistic models, and applications of graph theory. Ecological topics that will be covered include population dynamics, epidemiology, predator-prey models, population genetics, random walks and biological movement, and connectivity and metapopulations.

Learning Outcomes:

By the end of the course, students will be able to:

1. Synthesize concepts from mathematical modeling and ecology and articulate their connections. (aligns with CINL LO #3)
2. Describe ecological interactions in mathematical terms and formulate mathematical models. (aligns with CINL LO#4)
3. Clearly describe and communicate assumptions of mathematical models in terms of the ecological systems they describe. (aligns with CINL LO#4)
4. Solve mathematical models and investigate their behavior analytically, numerically, and graphically.
5. Interpret model solutions and results and compare with real-world ecological data to determine the effectiveness of different models. (aligns with CINL LO#4)

Expectations: This course is interdisciplinary in nature and thus to excel you are expected to think critically about the connection between mathematical and ecological concepts. You are expected to work collaboratively with students from different backgrounds than yourself to complete integrative projects.

This course will be interactive, and students are expected to regularly attend class, be on time and ready to learn, and complete the reading assignments prior to each class (See participation rubric for full details).

Grading: Your final course grade will be out of 700 points, and will be determined by a midterm exam, a final exam, working group projects, a final presentation, homework assignments, quizzes, reading assignment reflections, and participation. The breakdown of points for your course grade is shown below.

Midterm Exam*	100 points
Integrative Group Assignments (4 @ 50 points each)	200 points
Final Exam*	150 points
HW Assignments*	50 points
Quizzes* (6 @ 20 points each)	100 points
Final Presentation	50 points
Reading Assignment Reflections* (5 @ 3 points each)	15 points
Article Discussions (2 @ 5 points each)	10 points
Participation	25 points
Course Total	700 points

*Starred items will be different for students in MATH 440 and EOSC 440

Tentative Course Schedule:

Below are tentative dates for the midterm exam, final presentation, and final exam. A tentative detailed schedule is also provided on Blackboard and subject to change.

Midterm Exam	Tuesday, March xx
Final Presentations	Thursday, May xx (in lab)
Final Exam	Tuesday, May xx (xx - xx)

Exams: The midterm exam will be given in class and will cover all material up until that point. Rescheduling the midterm is only possible with advance notice and special circumstances (which does not include travel plans). If there is an emergency situation, please contact your instructor right away so we can make arrangements. The final exam will cover material from the entire course and will be given on xx from xx - xx. Under no circumstances will the final be given at another time unless you have obtained prior permission for special circumstances only. Exams will be given separately for MATH 440/EOSC 440 and will emphasize the background area of that group of students. Exams are taken individually and are closed book.

Homework Assignments: There will be 6 homework problem sets throughout the course worth 10 points each. Your lowest homework grade will be dropped for a total of 50 points for homework towards your course grade. Assigned problems and homework due dates will be posted on Blackboard, and students are responsible for checking it. No late homework will be accepted. Students may and are encouraged to work together on homework sets, but the homework must be written up and turned in individually. Homework assignments for MATH 440/EOSC 440 will include some shared questions and some separate questions that will emphasize the background area of that group of students. Completing the homework throughout the course will be essential to understanding the material and doing well on the exams. Homework problem sets must be written clearly, labeled, stapled, and with the student's name at the top.

Integrative Group Assignments: For each major topic we cover, there will be one integrative group assignment in which students will work in teams of 3-4 students (with some students from both MATH 440 and EOSC 440). The integrative group assignments will vary, but in general will challenge students to formulate and analyze models that relate to specific ecological problem, often using the programming language R to investigate model solutions and behavior. Integrative group assignments will also include writing components, in which students will discuss different aspects of the models that they are studying. Each integrative group assignment will be started during lab. Group members will then be expected to continue and finish the assignment together outside of class and turn it in at the start of lab on the posted due date. Groups should not work with students in other groups, but are welcome to see the instructors for help during office hours. Students *must be present* in lab on the days dedicated to integrative group assignments to be able to participate. If a student is not present on a day we are working on an assignment, his/her grade will be substantially reduced for

that integrative group assignment. Integrative group assignment dates (both when they will be started in class and when they will be due) will be posted on the detailed schedule on Blackboard. Each integrative group assignment will be worth 50 points for a total of 200 points towards the final course grade. It is expected each student download R which will be used throughout the course (and is available for free). Instructions on downloading the software can be found on Blackboard. The final exam grade can optionally replace the lowest working group assignment grade (as a percentage).

Quizzes: There will be 6 in-class quizzes throughout the course (worth 20 points each). The quizzes will focus on concepts in ecology and/or concepts in mathematics that were introduced in lecture since the last quiz. The dates of the quizzes will be provided on the detailed schedule on Blackboard. You must be in class to complete the quiz. There will be no make-up quizzes. The lowest quiz grade will be dropped (for quizzes worth a total of 100 points towards your course grade).

Reading Assignments and Article Discussions: In addition to written homework sets, there will be five reading assignments throughout the semester to be completed before class. Students are expected to complete each reading assignment and submit a short reflection on Blackboard by 11:59 pm the night before class (either on Monday or on Wednesday). Assigned readings and their due dates will be posted on Blackboard along with prompts to complete the reflections. Each reading assignment reflection is worth 3 points (for a total of 15 points towards the course grade).

There will also be two article discussions which will take place during lab. For these article discussions, a scientific article will be posted on Blackboard at least a week prior to the discussion. Students are responsible for reading the scientific article by the start of class on Tuesday before the article discussion, and submit two discussion questions on Blackboard. Students will earn up to 2 points for submitting discussion questions (graded based on their thoughtfulness and potential for stimulating discussion) and up to 3 points for active participation throughout the discussion, for a total of 10 points combined for the two article discussions throughout the semester.

Final Presentation: Mathematical modeling in ecology is a very broad discipline that has applications beyond the topics we will cover in this course. In a final presentation that will be conducted in groups of 3-4 (which must include at least one student from MATH 440 and EOSC 440), students will choose a topic of interest to them in ecology/environmental science and research how mathematical modeling can be applied to study that topic. Groups will present to the class, teaching the other students about the mathematical modeling applications and ecology/environmental concepts they researched. The final presentations will be worth 50 points towards the final class grade and will take place in lab during the last week. Full instructions and a rubric for how the final presentation will be graded will be accessible to students later in the semester on Blackboard.

Academic Integrity: It is expected that each student in this class conduct him or herself within the guidelines of the USD Honor Code (<http://www.sandiego.edu/documents/conduct/HonorCode.pdf>). All academic work should be done with the high level of honesty and integrity that this university demands. Guidelines for working with other students on specific assignments are described above, but if there is ever any confusion, please ask me.

Electronics: Electronic devices (e.g., cell phones, iPods, etc.) should be turned off and put away when class begins with the exceptions of laptops/tablets being used specifically for class activities.

Office Hours: Please do not hesitate to come to office hours if you are having any difficulty with the course material. You are welcome to attend either my office hours or those of Dr. Ruiz. If your schedule does not allow you to come to the set office hours, please email me to set up alternate times to meet.

Accommodations: Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential. A student attempting to access Disability Services for the first time should begin by contacting the Director of Disability Services and/or the Learning Disabilities Specialist in Serra Hall, Room 300 (619/260-4655). It is the student's responsibility to schedule an "intake" meeting with the Director as soon as possible.

Course policies are designed to allow for some flexibility with student athletes who must miss class for games. Scheduled practices or meetings with coaches are not valid excuses for missing class. Student athletes are responsible for providing me with a schedule for classes which will be missed. Missed quizzes cannot be made up, rather they will count towards the dropped quiz. If class must be missed when an assignment is due, the student must make arrangements with me before traveling, or turn the assignment in on time. Otherwise the assignment will be considered late.

Title IX information: The University of San Diego is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Sexual misconduct and relationship violence in any form are antithetical to the university's mission and core values, violate university policies, and may also violate federal and state law. Faculty members are considered "Responsible Employees" and are required to report incidents of sexual misconduct and relationship violence. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking or sexual exploitation, please visit www.sandiego.edu/care to access information about university support and resources.

Viewing: **ARTH 360 : Asia Modern**

referencing this
course

Programs
referencing this
course

[BA-ARCT: Architecture Major](#)

Contact Person(s)

Effective Term

Subject Code ARTH Course Number 360

Department Art, Architecture, Art History (ART)

College College of Arts & Sciences

Title of Course Asia Modern

Catalog Title Asia Modern

Credit Hours 3

Weekly Contact Hours Lecture: 0 Lab: 0 Other: 0

Catalog Course Description The study of modernism in art often dwells on developments in Europe and America. What was the Asian experience of modernism, and how did it affect the course of the visual arts? This course examines the contributions to modern art by Asians and Asian-Americans.

Primary Grading Mode Standard Grading System- Final

Other Grading Mode(s)

Pass/Fail Grading System

Method(s) of delivery Seminar

Faculty Course Workload

Is this course cross-listed?

No

Prerequisites?

Does this course
have concurrent
Prerequisites?

Are there 1 or more Co-Requisites?

Is this course a topics course?

Is this course repeatable for credit?

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Artistic Inquiry area

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Department
Restrictions:

Major
Restrictions:

Class
Restrictions: Include

Class Codes: JR, S2, SR

Level
Restrictions: Include

Level Codes: UG

Degree
Restrictions:

Program
Restrictions:

Campus
Restrictions:

College
Restrictions:

Student Attribute
Restrictions:

Enter the vote of the Department on this course:

Yes:

No:

Abstain:

Rationale:

Supporting
documents

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

Will this change have any staffing/budgetary impact?

Will this change impact student enrollment numbers?

Viewing: **CHIN 347 : Chinese Cinema: Postsocialism and Modernity**

Last approved: 12/16/16 2:57 am

Last edit: 12/15/16 8:30 am

History

1. Dec 16, 2016 by myang

Catalog Pages
referencing this
course

[Chinese](#)
[Chinese \(CHIN\)](#)

Contact Person(s)

Name:	E-mail:	Campus Phone:
Michele Magnin	mmagnin@sandiego.edu	4063

Effective Term

Subject Code CHIN Course Number 347

Department Languages & Literature (LANG)

College College of Arts & Sciences

Title of Course Chinese Cinema

Catalog Title Chinese Cinema: Postsocialism and Modernity

Credit Hours 3

Weekly Contact Hours
Lecture: 3 Lab: 0 Other: 0

Catalog Course Description This course helps students attain a sophisticated understanding of China's modern history through the study of cinema as critical texts that respond creatively, aesthetically, and constructively to issues such as nationalism, transnationalism, representation, realism, self-identity (gender, class, region, etc.) and history. Films analyzed in this course articulate the political and social transformations in the pan-China region over the past decades that are direct result of the impact of globalization and a century-long aspiration for modernity.

Primary Grading Mode Standard Grading System- Final

Method(s) of delivery Lecture

Faculty Course Workload Same as course credit

Is this course cross-listed?

No

Prerequisites?

Does this course have concurrent No

Prerequisites?

Are there 1 or more Co-Requisites?

No

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Literary Inquiry area

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Department
Restrictions:

Major
Restrictions:

Class
Restrictions:

Include

Class Codes: JR, S2, SR

Level
Restrictions:

Include

Level Codes: UG

Degree
Restrictions:

Program
Restrictions:

Campus
Restrictions:

College
Restrictions:

Student Attribute
Restrictions:

Enter the vote of the Department on this course:

Yes:

15

No: 0

Abstain:

1(sabbatical)

Rationale:

Supporting
documents

[CHIN 347 Chinese cinema package.pdf](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

Will this change have any staffing/budgetary impact?

Will this change impact student enrollment numbers?

Course Reviewer
Comments

Key: 2747



CHIN 347

Chinese Cinema: Postsocialism and Modernity

COURSE DESCRIPTION

Has China's integration into the global economic system, inaugurated in the late 1970s and accelerated in the early 2000s, made its socialist past obsolete? The answer is unequivocally "no", given the stringent political control in recent years, evidenced by the well-discussed ban in China on social media venues such as Facebook and YouTube. Explaining the reasons behind this seemingly easy answer, nonetheless, demands a sophisticated understanding of China's modern history, which is most effectively attainable through the study of contemporary Chinese cinema. The films analyzed in this course articulate the political and social transformations in the past several decades that are direct result of the impact of modernization and globalization. These films vividly capture how these changes are experienced on a personal level and how local life is contorted in ways unidentifiable by economic indexes. In a global era of postsocialism, these films exist as critical texts that respond creatively, aesthetically, and many times constructively to issues such as nationalism, transnationalism, representation, realism, self-identity (gender, class, region, etc.) and history.

STUDENT LEARNING OUTCOMES

Students will:

- Identify the formal and aesthetic attributes of a film and analyze how different forms, styles, and aesthetic claims create meanings for the audience. This component is mostly assessed in discussions and writing assignments (including clip analysis).
- Identify the historical events, cultural movements, and intellectual thoughts that contributed to the production of a film as a socially constructed text. This component is mostly assessed in discussions, assignments, exams and the final project.
- Demonstrate a basic knowledge and appreciation of film styles and the aesthetics of major Chinese auteurs of contemporary time. Assessed in papers, presentations and the final project.
- Demonstrate sufficient knowledge of existent interpretations and theories about the films in question and evaluate their relevance or validity based on one's own viewing experience. Assessed in discussions, assignments, and presentations.

- Develop cohesive arguments about the topics examined, incorporating primary and secondary sources as well as independent research. This component is assessed in papers and presentations.

*** Film Screenings: Class time is not to be used for film screening, so it is students' responsibility to watch the films in question on their own prior to class time. The films are on reserve at Copley Library. Students are encouraged to watch the films in groups so everyone has access to the films. Please note that repeated viewings of a film are necessary for writing assignments and for studying for the final exam. Film running times are given on the syllabus below.

TEXTBOOKS AND TEACHING MATERIALS

Required (available at the bookstore and on reserve at the library):

- Yingjin Zhang, *Chinese National Cinema*, NY: Routledge, 2004
 *This book will serve as your primary textbook and it is the first place to turn for answers to questions about the interactions between political, social, and film history. It provides a historical framework in which to consider the films under discussion in the course.
- Jerome Silbergeld, *Hitchcock with a Chinese Face: Cinematic Doubles, Oedipal Triangles, and China's Moral Voice*, Seattle: U of Washington, P 2004
 *While Zhang's book provides a comprehensive historical narrative of the cinema in the PRC, Taiwan, and Hong Kong, Silbergeld offers excellent close readings of 3 films, 2 of which will be shown for our course. This book comes with a DVD of film clips that will be extremely useful to you as you learn to analyze film closely; you will also need the DVD to complete the clip analysis assigned in week 5.
- All other readings will be available on Blackboard.

Suggested (background reading for use throughout the course):

- David Bordwell and Kristin Thompson, *Film Art: An Introduction*, Boston: McGraw Hill, 2008

***Blackboard: This site will allow students to access readings and class handouts (info sheets for the films, for example, as well as a historical timeline for your reference), participate in web-based discussion of the films and lectures, submit writing assignments and also receive feedback. We will be also using the site to send out announcements/comments about the readings through the Blackboard announcement board, as well as to provide specific information/instructions/suggestions about the readings and assignments. If you have questions about how to use Blackboard or have difficulty accessing materials there, the ITS media staff can help.

SUMMARY OF GRADE BREAKDOWN

Criteria		Scale	
Attendance, participation & discussion	(20%)	A	94-100
Film journal	(10%)	A-	90-93
Discussion board	(5%)	B+	87-89
In-class writing exercises	(5%)	B	84-86
Group presentation	(10%)	B-	80-83
Clip analysis	(5%)	C+	77-79
Shorter paper (6~7 pp)	(10%)	C	74-76
Longer paper (8~10 pp)	(15%)	C-	70-73
Course project	(10%)	D+	67-69
Final exam	(10%)	D	64-66
		D-	60-63
		F	0-59

Attendance, participation and discussion:

Three unexcused absences are permitted. For each additional absence, your final grade will be lowered one step on the grading scale (e.g. from a B to a B-, etc). Being more than fifteen minutes late or leaving early without the instructor's approval will count as half an absence. Being consistently late for classes, even within the fifteen-minute limit, will result in a low participation grade. An absence does not excuse missed homework. If you miss a class, please turn in all your assignments *within a week* after you return.

The instructor expects active participation from all the students. Participation means paying attention during class activities and engaging with the assigned tasks to your full ability. Texting and cell phone use, disruptive classroom behavior, and/or absence from class will result in no credit for participation on that particular day.

Film journal:

For every film, students are required to take notes of two to three scenes from the film and be ready to discuss their significance in class. They will also write down one to two discussion questions pertaining to the film and the reading materials to be used in class discussions and for papers. After each class (or on a weekly basis) students are encouraged to briefly evaluate their participation during that class and see if they have successfully incorporated their journal entries into class discussion.

Discussion Board:

Students will participate in the "Discussion Board" on Blackboard by posting their 3-5 paragraph comments about *five of the films* watched. Try to use the film journal as a reservoir of resources that helps with this activity. You are encouraged to incorporate related reading materials into your comments. Be sure to post your comments under the correct thread with the film title listed so your contributions will not be miscounted.

In-class writing exercises:

Provide short answers to one to two questions related to the film watched and/or the reading materials about the film. In-class writings are conducted at the beginning of the class and are designed to assess student preparation. Therefore, after viewing the designated film and finishing the readings, students should be able to answer the questions without much difficulty. Please note that even though most in-class writing exercises are indicated in the schedule, the instructor will sometimes use “pop” writing quizzes and exercises to check class progress.

Group presentation:

Form a group of 3-5 students. Each group will select one of the filmmakers and study his film trajectory. Be sure to include the filmmaker’s life experience, major works and a brief introduction for each work, individualistic styles and features, a focused analysis on one of his films, and comparison between this filmmaker and the others we have learned about in class (or a film director of your choice). Briefly explain why your group selected this filmmaker. Further instruction will be handed out separately.

Writing assignments:

Since one of the objectives for this course is that students learn how to write critically about film, a significant part of your grade will derive from the following writing assignments: a clip analysis exercise; a shorter paper (6~7 pp, double spaced); and a longer paper (8~10 pp, double spaced).

These assignments are designed to be progressive: the clip analysis is an exercise in *close reading*, or how to be a *critical* viewer of films; the shorter paper will allow you to construct an argument about one aspect of one film; and the longer paper will grant you more freedom to construct a slightly larger argument about 1 or (potentially) 2 films. Since writing is a skill we learn through practice and rewriting, you will be allowed to turn in rewrites of the first two assignments (the clip analysis and the shorter paper) to try to improve your writing and your grades. These rewrites must be turned in with the original paper within two weeks of getting comments on it; you must also receive permission to do a rewrite in consultation with the professor. Please turn in only substantive revisions; we will not consider those rewrites for which the student has only corrected sloppy errors that should not have been there in the first place. Deadlines for these assignments are to be found on the class schedule below.

Grading scale for papers

(This is a rough guide; we will discuss our expectations for writing in this class in greater detail later):

“A” papers include: a clearly expressed, original and interesting thesis based on a striking element of one or two films; well-chosen references to the text (examples from one or two scenes from the film); a well-written argument that responds to the thesis question and brings in extra information gleaned from lectures and/or other readings; infrequent grammar or spelling mistakes.

“B” papers include: a good thesis question that relates to the text; adequate references to

passages in the text; an argument that develops the thesis; some grammar or spelling mistakes.

“C” papers feature: an often vague, or sometimes absent, thesis statement, and fail to convince readers that you have something interesting to say; vague or general allusions to the text (at least we know you saw the film, or listened carefully to the lectures); a random argument—often argued from perspective of “I believe this, therefore it is true” (not very persuasive as a rhetorical strategy); sloppy grammar and spelling—please learn to proof-read.

“D” papers tend to have *no* thesis, feature random or illogical references to text (leaves the reader wondering if you bothered to see the film); and attempt simply to retell the plot of a film rather than interpret it or make an argument about it; in these papers, grammar and spelling are a real problem—invest in a spell check program and go to the writing center.

Course project:

The project will prepare students for conducting independent research on a topic related to the themes of the class. The project consists of three steps:

Step 1. *Presentation* of research question: Introduce the topic (theme, or hypothesis) and relevant films (as evidence) to the whole class, explain the significance of the topic, and solicit critical peer feedback through the Q&A section.

Step 2. Written report (2 pages): This report will include: a) a statement of the research question (1-2 paragraph); b) a summary of existent research related to the question, with references to external source (articles or book chapters); c) how your research contributes to the question; d) what films and specific aspects of those films are analyzed in this project; e) conclusion; f) a bibliography (at least 5 entries) that follows the MLA citation style (<http://owl.english.purdue.edu/owl/resource/747/01/>)

Step 3. *Presentation* of final project: Select the most interesting part of your research project and present it to the class. Include the change from your initial idea (the first presentation about this project) and the final report. If your classmates’ feedback helped with your final report, include this information in your presentation. Before the week of the final project, the instructor will demonstrate resources available at the Copley Library, its on-line databases (Article Search, Academic Search Premier, MLA, JSTOR, Project Muse, etc.) or the Circuit System.

Final exam:

The final exam (cumulative) consists of multiple choice and short answer questions, covering class lectures, discussions, and reading materials.

***N.B. Students who are concerned about the writing they are expected to do in this class should plan to make an appointment with the instructor *in advance* of writing assignment deadlines for extra help. We also encourage students to visit the Writing Center in Founders 198.

POLICY ON ACADEMIC INTEGRITY

According to USD academic regulations, “The University of San Diego is an academic institution, an instrument of learning. As such, the university is predicated on the principles of scholastic honesty. It is an academic community all of whose members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility toward other members of the community.”

ASSISTANCE FOR STUDENTS WITH SPECIAL NEEDS (ADA)

In order to ensure equity for each student’s educational experience, those with any documented disability and required accommodations should contact me early in the semester so that your learning needs may be appropriately met. If you have not yet contacted the Disability and Learning Difference Resource Center (DLDRC), please do so as soon as possible. The office is located in Serra Hall Room 300.

CLASS OUTLINE (subject to change)

N.B. A note on Chinese names: compared to English names, Chinese names usually appear “backward,” with surname (or family name) first and personal name last. When in doubt, simply cite the full name. All surnames are underlined on the syllabus below.

Week 1: “Fourth Generation,” and Postsocialist Melodrama

Film: “Hibiscus Town” (Furong zhen) 1986, dir. Xie Jin (164 mins)

Suggested: “New Woman” (Xin nüxing) 1935, dir. Cai Chusheng (106 mins)

Readings:

1. N. Ma, “Spatiality and Subjectivity in Xie Jin’s Film Melodrama of the New Period,” in Nick Browne, Paul Pickowicz, Vivian Sochack, and Esther Yau, eds., *New Chinese Cinemas: Forms, Identities, Politics*, New York: Cambridge University Press, 1994, pp. 15-39
2. Recommended website: <http://www.morningsun.org/>, images and clips from and about the Cultural Revolution in the PRC (also to be shown in class)

Week 2: “Fifth Generation,” Cinema and the Trans/national

Film: “Red Sorghum” (Hong gaoliang) 1987, dir. Zhang Yimou (91 mins)

Readings:

1. *Chinese National Cinema*, pp. 1-13
2. *Hitchcock with a Chinese Face*, pp. 1-8

***In-class writing exercise

Week 3: "Fifth Generation," National Allegories and Orientalism

Film: "Yellow Earth" (Huang tudi) 1984, dir. Chen Kaige (89 mins)

Readings:

1. *Chinese National Cinema*, pp. 189-240
2. M. Berry, "Chen Kaige: Historical Revolution and Cinematic Rebellion," in Berry, ed., *Speaking in Images: Interviews with Contemporary Chinese Filmmakers*. NY: Columbia UP, 2005, pp. 82-107

***In-class writing exercise

Week 4: The *Shuqing* (lyrical) Tradition of Chinese Cinema

Film: "Springtime in a Small Town" (Xiaocheng zhi chun) 2002, dir. Tian Zhuangzhuang (116 mins)

Suggested: "Spring in a Small Town" (Xiaocheng zhi chun) 1948, dir. Fei Mu (98 mins)

Readings

D. Wang, "A spring that Brought Eternal Regret: Fei Mu, Mei Lanfang, and the Poetics of Screening China," in *The Lyrical in Epic Time: Modern Chinese Intellectuals and Artists Through the 1949 Crisis*, NY: Columbia UP, 2015, pp. 271-309

Week 5: The 1990s Independent Film Urban Cinema and the Documentary Impulse

Film: "Suzhou River" (Suzhou he) 2000, dir. Lou Ye (83 mins)

Readings:

1. *Chinese National Cinema*, pp. 259-260; 281-291
2. *Hitchcock with a Chinese Face*, pp. 9-46

***1-2 page clip analysis of clip from "Suzhou River" (see DVD enclosed with *Hitchcock with a Chinese Face*), due at beginning of class on Wednesday

Week 6: Marginality, Taboo, and the Performance of Homosexuality

Film: "East Palace, West Palace" (Dong gong xi gong) 1996, dir. Zhang Yuan (94 mins)

Readings:

1. K. Gaskell, "[To Get Reality, Forget Reality: China's Bad-Boy Filmmaker Zhang Yuan](#)," *Beijing Scene* 7, 5 (Feb. 18-24, 2000)
2. S. Cui, "Working from the Margins: Urban Cinema and Independent Directors in Contemporary China," *Post Script* 20, 2/3 (Winter/Spring 2001): pp. 77-92

Week 7: Cinematic Realism and Subjectivity, part 1

Film: "Platform" (Zhantai) 2000, dir. Jia Zhangke (154 mins)

Suggested: "Mountains May Depart" (Shanghe guren) 2015, dir. Jia Zhangke (131 mins)

Readings:

1. M. Berry, "Platform," in *Xiao Wu, Platform, Unknown pleasures: Jia Zhangke's Hometown Trilogy*. London: British Film Institute & Palgrave Macmillan, 2009, pp. 50-92
2. J. McGrath, "'Independent' Cinema: From Postsocialist Realism to Transnational Aesthetic," in McGrath, *Postsocialist Modernity: Chinese Cinema, Literature, and Criticism in the Market Age*. Stanford: Stanford UP, 2008, pp. 129-64.

***In-class writing exercise

Week 8: Cinematic Realism and Subjectivity, part 2

Film: "Beijing Bicycle" (Shiqisui de danche) 2001, dir. Wang Xiaoshuai (113 mins)

Readings

1. M. Berry, "Wang Xiaoshuai: Banned in China," in Berry, ed., *Speaking in Images: Interviews with Contemporary Chinese Filmmakers*, NY: Columbia UP, 2005, pp. 162-81
2. G. Xu, "'My Camera Doesn't Lie': Cinematic Realism and Chinese Cityscape in *Beijing Bicycle* and *Suzhou River*," in Xu, *Sinascape: Contemporary Chinese Cinema*. Lanham, MD: Rowman and Littlefield, 2007, pp. 67-88

***In-class writing exercise

***Clip analysis rewrite due, beginning of class on Wednesday

Week 9: Reexamining National History

Film: "Devils on the Doorstep" (Guizi lai le) 2000, dir. Jiang Wen (139mins)

Suggested: "Let the Bullets Fly" (Rang zidan fei) 2010, dir. Jiang Wen (132 mins)

Suggested: "In the Heat of the Sun" (Yangguang canlan de rizi) 1994, dir. Jiang Wen (134 mins)

Readings:

1. G. Xu, "Violence, Sixth Generation Filmmaking, and Devils on the Doorstep," in Xu, *Sinascape: Contemporary Chinese Cinema*, Lanham, MD: Rowman and Littlefield, 2007, pp. 25-46
2. W. Larson, "Extracting the Revolutionary Spirit: Jiang Wen's *In the Heat of the Sun* and Anchee Min's *Red Azalea*," in Larson, *From Ah Q to Lei Feng: Freud and Revolutionary Spirit in 20th Century China*, Stanford: Stanford UP, 2009, pp. 155-96

Week 10: Taiwan New Wave
Alternative Histories

Film: "Good Men Good Women" (Haonan haonu) 1995, dir. Hou Hsiao-hsien (108 mins)
Suggested: "Center Stage" (Ruan Lingyu) 1991, dir. Stanley Kwan (126 mins)

Reading:

1. *Chinese National Cinema*, pp. 240-249
2. *Hitchcock with a Chinese Face*, pp. 73-116
3. Suggested: *Chinese National Cinema*, pp. 113-149

***Course project 1st report: Presentation of research question

*** Group Presentation (option 1)

Week 11: Taiwan New Wave
Urban Cinema and the Documentary Impulse

Film: "A One and a Two" (Yi Yi) 2000, dir. Edward Yang (Yang Dechang) (173 mins)
Suggested: "The Wedding Banquet" (Xi yan) 1993, dir. Ang Lee (106 mins)

Readings:

1. *Chinese National Cinema*, pp. 271-281
2. "Yi Yi" in John Anderson, *Edward Yang* (Urbana: U of Illinois P 2005), pp. 84-94 (E-reserve)

***Short paper (6~7 pp), due *at start* of class

***Check out the San Diego Asian Film Festival Spring Showcase ***

Week 12: Feng Xiaogang's New Year Comedy
Developing a (Chinese) Genre System

Film: "Big Shot's Funeral" (Da wan) 2001, dir. Feng Xiaogang (100 mins)
Suggested: "A Better Tomorrow" (Yingxiong bense) 1986, dir. John Woo (95 mins)
Suggested: "Once upon a time in China" (Wong Fei Hung) 1991, dir. Tsui Hark (134 mins)

Reading:

J. McGrath, "New Year's Films: Chinese Entertainment Cinema in a Globalized Cultural Market," in *Postsocialist Modernity: Chinese Cinema, Literature, and Criticism in the Market Age*, Stanford, Calif.: Stanford UP, 2008, pp. 165-202

*** Group Presentation (option 2)

**Week 13: Postsocialist Syndromes:
Craziness and Nostalgia**

Film: "Piano in a factory" (Gang de qin) 2010, dir. Zhang Meng (107 mins)
Suggested: "Crazy Stone" (Fengkuang de shitou) 2006, dir. Ning Hao (98 mins)

Readings:

1. M. Berry, "Chinese Cinema with Hollywood Characteristics, or How The Karate Kid Became a Chinese Film," in Rojas ed. *The Oxford Handbook of Chinese Cinemas* New York, Oxford UP, 2013, pp. 170-189
2. M. Yang, "Subjectivity Redefined: The Past and Present of Low Budget Chinese Films," *American Journal of Chinese Studies*, Vol. 22 No. 2, Oct.2015, pp. 329-341

*** Group Presentation (option 3)

***Start thinking about & planning for longer paper

Week 14: Independent Film and the New Documentary Movement

Film: "The Other Half" (Ling Yiban) 2006, dir. Ying Liang (111 mins)

Readings:

1. M. Yang, "Regional Filmmaking after Jia Zhangke: Relational Cinematic Space and Ying Liang's *The Other Half*," *SAGE Open* July-September 2015: 1-11
2. X. Lu, "Rethinking China's New Documentary Movement: Engagement with the Social," in C. Berry ed., *The New Chinese Documentary Film Movement: For the Public Record*, Hong Kong: Hong Kong UP, 2010, pp. 15-48

***Course project and presentation due

Week 15: The Film Industry and Chinese Genre Films in the 2010s

Film: "Deep in the Heart" (Xin migong) 2015, dir. Xin Yukun (110 mins)
Suggested: "Black Coal, Thin Ice" (Bairi yanhua) 2014, dir. Diao Yinan (106 mins)

No readings this week: finish paper and study for the final exam

***Longer paper (8~10 pp) due at the beginning of the final exam

Discussion Questions

(align with SLOs 1, 2, 3)

Study questions for *Wedding Banquet* (Xi yan, 1993) by Ang Lee

- To what extent does *Wedding Banquet* give us a “happy ending”?
 - Is it more complicated than that and, if so, in what respects?
- Pay attention to how characters (and other items, like meaningful props, etc) are positioned in the shots.
 - What does this convey, in terms of meanings, film themes, and information?
- Pay attention to the role of photography in the film. In calling attention to photographs, taking pictures, and photo albums, what might the film be saying about the relationships between photography, memory, human relations, and spectacles/events (like weddings) (etc)?
- Through what specific techniques and/or scenes does the film encourage us to identify with *each* – not just one or a few – of the characters and their perspectives or worldviews?

Study questions for *Suzhou River* (Shuzhou he, 2000) by Lou Ye

- What significant, recurrent elements (motifs) do you notice in the film?
 - What is their function? Why are they there?
- What is the significance of the doubling – of characters, of stories – in *Suzhou River*?
 - What does Sun Shaoyi say about this issue?
- How does *Suzhou River* compare stylistically and thematically with *Red Sorghum* and *Yellow Earth*?
- What cinematic techniques or elements do you find most striking and/or significant in this film?
 - Why, what makes them striking and/or significant?
- What do you think the film is about? Beyond or in addition to telling a story (or set of stories), what *else* might the director be trying to say in this film ... or what other issues might he be trying to explore?

Elements to note: cinematography in *Suzhou River*

- Photography:
 - Film stock ... what type of film is being used?
 - Color? Black and white? Tinting? Over- or underexposed?
 - Speed of motion:
 - Lens: Wide-angle? Normal? Telephoto (depth reduced)? Zoom?
 - Focus: shallow or deep?
 - Special effects?
 - How do photographic manipulations of the shot function within the overall film?
- Camera/framing
 - Angle &/or level?
 - high angle, low angle, straight-on, eye-level shot, canted
 - Distance btw camera & subject?
 - extreme long shot, long shot, medium shot, medium close-up, close-up, extreme close-up?
 - Movement?

- pan, tilt, tracking, crane?
- Type of shot: Establishing? POV? Reaction?

Elements to note: editing (the relationship of shot to shot) in *Suzhou River*

- Transition techniques:
 - Gradual changes: dissolve (one shot superimposed briefly over another); fade-in or -out (lighten or darken the image)
 - Cuts: instantaneous changes from one shot to another (very common)
 - Abrupt shifts or disjunctions
 - Does editing comment on relationship btw characters and spaces?
- Purpose of editing:
 - For continuity (making sure action appears continuous)?
 - “Invisible” (hard-to-notice) cutting? Cross-cutting (alternate shots of 2 or more lines of action going on in different places)?
- Rhythm and pace:
 - Flowing? Jerky? Disjointed? More pans than cuts?
 - Fast or slow-paced?
 - Changes in rhythm due to different editing?
 - Duration of shot?
 - Long take: a shot that extends over a long period of time

Discussion Questions for *A Better Tomorrow* by John Woo

1. Personal Opinion and Preferences
 - a. How do you like this film? Why?
 - b. Who do you think is the hero in the movie? Why?
2. Chinese Traditional Values

Zhong: loyalty
Xiao: filiality; being loyal to your parents
Ren: compassion, pity; being good to people in general, forgiving them when they are trying to harm you
Yi: brotherhood, righteousness, honor; means when you are a friend you are willing to give your life for your friend.
3. What makes Ho and Mark Heroes?
 - Characters:
 - Ho and Mark (gangsters) VS. Kit (Police)
 - Values: Chinese; Western
 - Filming techniques
 - mise-en-scene
4. Masculinity

Compare the relationships between men and those between men and women.
What defines the male protagonists' masculinity?

SHORT PAPER TOPICS

(align with SLOs 3, 4, 5)

Please respond to one of the following essay questions. Explore the topic as fully and concretely as you can by referring to specific passages in the films we have seen as well as to the readings, when they may be appropriate to your discussion. The sub-questions listed in each topic are meant to facilitate further thought on the subject; you do not need to cover every aspect suggested by the topic. Please limit your essay to 6-7 pages (double spaced, reasonably-font sized pages – do not exceed the page limit!). The nature of the assignment is a close, detailed analysis of an aspect of one film. Avoid plot summary and generalization – the more tightly defined the scope of your discussion, the better, since this is a short paper.

1. Choose one film and consider how the representation of women in that film is connected to the use of “woman” as allegory and/or spectacle. Is this problematic? In what ways? Be sure to ground your argument in a careful analysis of cinematic elements, and to avoid cultural generalization. While the films *New Woman*, *Centre Stage*, *Yellow Earth*, and *Red Sorghum* are evident candidates for this discussion, you might also consider the interesting portrayal of women in films like *In the Heat of the Sun* and *Suzhou River*.
2. If you were to write down the story of one of the films, how would your written text be different from its realization in the medium of film? Think about how cinematic elements – mise-en-scene, shots, editing, sound – contribute to the telling of the story, as well as how such elements might place constraints on the telling of the story.
3. Humor plays a prominent role in all of the films we have seen so far. Scenes like Aunt Yee sizzling the bird with her camera flash (*Once Upon a Time in China*), My Grandpa pissing in the wine barrels (*Red Sorghum*), Hanhan’s song about wetting the bed (*Yellow Earth*), and the many examples in *In the Heat of the Sun*, serve to punctuate the film and create a connection for the audience with the film, the characters, and the filmmaker. Think about the use of humor in one of the films we have seen. How are the humorous scenes of set up and filmed? What makes them so funny? What is their relationship to and place within the film as a whole? What is their effect on the audience?
4. A number of films we have seen so far (especially *New Woman*, *Centre Stage*, *Red Sorghum*, and *Yellow Earth*) provide various perspectives on the question of a woman’s place within Chinese society and the prospects for emancipation from women’s previously oppressed position. Discuss the portrayal of women’s situation in **one** or **two** of these films. You might want to pay attention to the following questions: How is the situation of women represented in the specific historical, political, and social contexts the movies set up? What role does cinematic technique play in this portrayal? Is woman used as a symbol for a more

general situation? Is female suffering used as a critique or in order to provide a spectacle for the audience?

5. Choose one film and contrast the “story” of that film with the way in which the story has been realized in film language. Some possible approaches to this question are: (a) how do the cinematic elements influence or change the way we view the story? (b) what does the film language add to the telling of the story? (b) how do the constraints of film (technological, economic, ideological etc.) emphasize certain elements of a story at the expense of others? or (c) how does the use of film language lead the audience to assume a specific perspective?
6. Modern Chinese history can be seen as a series of revolutions, moments of new ideas and hopes, struggles to strengthen China and bring about positive change in the lives of her citizens. The films we have seen so far have all been concerned in one way or another with this struggle and the prospects for a successful transformation of China and Chinese society. How do the films comment on the prospect of revolution? How are new ideas and hopes presented in the films? Choose **one** film and consider its stance toward the potential for positive revolutionary change. Be sure to consider both narrative and filmic elements, in other words, examine how the film text (through sound, editing, mise-en-scène, etc.) projects a certain attitude that reinforces, contests, or otherwise complicates whatever message you discern in the story or plotline. How does this relate to different historical contexts – both the time at which the film is set and the time of its production?
7. In class we have spoken of film’s relationship to history: films that are not only set in the past but also somehow evoke and address a past, even as they set about reinventing it. How might you think of films such as *Once Upon A Time in China*, *Centre Stage*, *Yellow Earth*, or *Red Sorghum* in terms of their representation of a real or imagined historical past, and to their particular historical moments of production? Note that this is not an exercise in mapping out historical inaccuracies (“The way it really happened...”) nor is this meant to be a historical research paper. Rather, how do these films mediate (i.e. how is the film medium used as an unique/alternative way of narrating the past) and meditate upon the past—keep the focus of your discussion on the films themselves.

Grading Rubric

Content

- Formulates and supports clearly the concepts expressed (logical argument)
- Combines global concepts with concrete or textual examples
- Incorporates criticism, theory or research
- Originality (in the title, thesis, examples, and/or conclusion)
- Length of paper (sufficient to defend and explain the topic or the view points with examples)

5 4 3 2 1

Organization

- Clear structure
- Each paragraph is coherent and well integrated into the overall line of reasoning
- Coherent, fluid transitions
- The conclusion summarizes adequately the text and the introduction also effectively anticipates the content.

5 4 3 2 1

Style

- Use of adequate linguistic register (adapted to the genre)
- Variety and appropriate selection of vocabulary and idioms
- Shows creativity, daring and flair in the use of sophisticated turns of phrases
- Avoids unnecessary repetitions (of ideas, words, expressions)

5 4 3 2 1

Correct use of syntax and spelling

- Correct use of verb modes and tenses, as well as uniformity in tense
- Variety and complexity of grammatical structures
- Spelling and diacritical marks, correct use of capitalization
- Avoids Anglicism

5 4 3 2 1

5 - Outstanding (excellent; well above minimum requirements)
4 - Very good (well executed; all aspects of the assignment are complete)
3 - Good (satisfactory; addresses adequately all minimum requirements)
2 - Insufficient (incomplete work or with a number of significant errors)
1 - Unacceptable (significantly below expectations)

Content

- 5 - Formulates and supports the concepts expressed in a superior way (logical argument). Always combines global concepts with concrete or textual examples, and incorporates criticism, theory and/or research. Originality in the title, thesis, examples, and/or conclusion. Length of paper is ideal to explain the topic and defend the thesis with examples.
- 4 - Formulates and supports the concepts expressed (logical argument). Often combines global concepts with concrete or textual examples, and incorporates criticism, theory and/or research. Title, thesis, examples, and/or conclusions may lack originality but are relevant to the topic. Length of paper is sufficient to explain the topic and defend the thesis with examples.
- 3 - Needs work on formulating and supporting the concepts expressed (logical argument). Combines global concepts with concrete or textual examples, but does not incorporate criticism, theory and/or research adequately. Title, thesis, examples, and/or conclusions are relevant to the topic but need more in-depth analysis. Length of paper is insufficient to explain the topic and defend the thesis with examples.
- 2 - The paper lacks a logical argument. Needs extensive work on formulating and supporting the concepts expressed. Combines global concepts with concrete or textual examples that are not always relevant. Does not incorporate criticism, theory and/or research adequately. Title, thesis, examples, and/or conclusions are not always relevant to the topic and need more in-depth analysis. Length of paper is insufficient to explain the topic and defend the thesis with examples.
- 1 - The paper needs major revisions in all content areas. Needs extensive work on formulating and supporting the concepts expressed. Does not adequately combine global concepts with concrete or textual examples. Needs to incorporate criticism, theory and/or research. Title, thesis, examples, and/or conclusions are lacking, not relevant, and/or not well presented. Length of paper is insufficient to explain the topic and defend the thesis with examples.

Organization

- 5 - Excellent structure. Each paragraph is coherent and very well integrated into the overall line of reasoning. Transitions are fluid. Sequence is logical and cohesive.
- 4 - Clear structure. Each paragraph is coherent and integrated into the overall line of reasoning. Minor problems with transitions and sequence.
- 3 - Structure is not clear overall. Each paragraph is coherent but not well integrated into the overall line of reasoning. Some problems with transitions and sequence. The reader may need to re-read to understand connections among ideas.
- 2 - Several problems with structure. Lack of coherence within and between paragraphs. Ideas are not well connected and/or integrated into the overall line of reasoning. Some problems with transitions and sequence. The reader may need to infer connections between ideas.
- 1 - Lack of structure. Lack of coherence within and between paragraphs. Major problems communicating and connecting ideas, as well as integrating them into the overall line of reasoning. Transitions are not appropriate and sequence is not logical. The reader cannot infer the connections between ideas.

Style

- 5 - Excellent use of appropriate language register: adapts the use of expressions, idioms and vocabulary to the needs (expository or descriptive style, dialogues). Always uses sophisticated or creative and original turns of phrases. Always avoids unnecessary repetitions of ideas, words or expressions thanks to a wide range of vocabulary.
- 4 - Uses appropriate language register, and often adapts the use of expressions, idioms and vocabulary to the needs (expository or descriptive style, dialogues). Often uses creative and original turns of phrases. Is usually able to avoid repetitions of ideas, words or expressions.
- 3 - Some awkwardness in the choice of language register. Is not always able to use the correct type of expression or idiom to match the register. This can include errors or inconsistency in the use of the formal vs. familiar address. May have trouble organizing ideas in a clear and concise way so as to avoid repetitions. May repeat words instead of finding synonyms.
- 2 - Sentences are awkward and show no attempt to adjust to the appropriate register for the paper. The range of expressions and turns of phrases is narrow and shows no effort of research or ability to use a dictionary properly. Creativity is ineffective due to poor use of vocabulary. Words are often repeated and sometimes misused. Formal and familiar addresses are mixed up consistently.
- 1 - Because of consistent errors in vocabulary, idioms, and turns of phrases, there is no style to speak of. It is obvious that a dictionary was never used or that no effort to be creative has been made.

Correct use of syntax and spelling

- 5 - The paper is syntactically correct, verbs are well conjugated and in a wide variety of moods and tenses. Grammatical structures used are complex and varied. Spelling is accurate, genders and agreements are always correct, and diacritical marks are properly used with consistency.
- 4 - The paper is syntactically correct; the verbs are conjugated correctly and display a good knowledge of the proper use of tenses and moods. Grammatical structures are somewhat varied and occasionally complex. Spelling is mostly accurate, genders and agreements are only occasionally incorrect, and diacritical marks are properly used most of the time.
- 3 - The paper contains a few serious syntactical errors. Verbs are not always conjugated correctly: verb endings, tenses and moods are sometimes incorrect. Spelling, genders and agreements are sometimes incorrect and diacritical marks are sometimes missing or incorrect.
- 2 - The paper contains many serious syntactical errors, making sentences difficult to understand. Verbs are rarely conjugated correctly: verb endings, tenses and moods are often incorrect. Spelling, genders and agreements are often incorrect and diacritical marks are often missing or incorrect.
- 1 - The paper contains many serious syntactical errors, making sentences difficult or impossible to understand. Verbs are always conjugated incorrectly: verb endings, tenses and moods are mostly incorrect. Spelling, genders and agreements are generally incorrect and diacritical marks are mostly missing or incorrect.

Course Project

(align with SLOs 4, 5)

The project will prepare students for conducting independent research on a topic related to the themes of the class. The project consists of three steps:

Step 1. *Presentation* of research question: Introduce the topic (theme, or hypothesis) and relevant films (as evidence) to the whole class, explain the significance of the topic, and solicit critical peer feedback through the Q&A section.

Step 2. Written report (2 pages): This report will include:

- a statement of the research question (1-2 paragraph);
- a summary of existent research related to the question, with references to external source (articles or book chapters);
- how your research contributes to the question;
- what films and specific aspects of those films are analyzed in this project;
- conclusion;
- a bibliography (at least 5 entries) that follows the MLA citation style (<http://owl.english.purdue.edu/owl/resource/747/01/>)
-

Step 3. *Presentation* of final project: Select the most interesting part of your research project and present it to the class. Include the change from your initial idea (the first presentation about this project) and the final report. If your classmates' feedback helped with your final report, include this information in your presentation. Before the week of the final project, the instructor will demonstrate resources available at the Copley Library, its on-line databases (Article Search, Academic Search Premier, MLA, JSTOR, Project Muse, etc.) or the Circuit System.

Advanced Integration Paired Course Proposal

Dr. Mei Yang (Dept. of Languages, Cultures and Literatures)
Dr. Jessica Patterson (Dept. of Art, Architecture + Art History)

Paired courses:

CHIN347: Chinese Cinema: Postsocialism and Modernity

ARTH360: Asia Modern

Class Time (Spring 2019): Tuesdays & Thursdays 5:30–6:50

Description for Paired/Linked Courses:

Among the various approaches to view and analyze a Chinese-language film, the artistic dimensions have remained marginal. While theories such as formalism and structuralism have enriched our understanding about Hollywood's stylistic traditions, cultural studies perspectives have dominated one's knowledge about Chinese cinema. For too long, art and film are considered two distinct academic fields that barely crisscross. Against this background, our linked courses will provide opportunities for students to examine a film in a multidisciplinary manner, as a type of visual art and also a cultural product. Such an interdisciplinary method will keep students up to date with most current scholarly research that increasingly unravels the innate relation between art and film.

Students will learn that the unofficial art movement in 1980s China shaped the aesthetics of some of the most acclaimed Chinese films such as *Yellow Earth* (1984). In the 1990s, contemporary art and independent filmmaking were conjointly undertaken by filmmakers and artists, reflected in films such as *Bumming in Beijing: The Last Dreamers* (Wu Wenguang, 1990) and *Jidu hanleng/Frozen* (1997) in which filmmakers portray artists living in Beijing soon after the 1989 Tiananmen Square massacre. The fateful coalition between avant-garde art and independent film in the 1990s, evidenced by these films, is confirmed by the growth of contemporary art museums in China and their multifaceted functions. Artists' effort at seeking a public space and exhibition channel for contemporary art predated the journey of Chinese independent film finding a way back to domestic screen venues in the new century.

Since the two paired courses are taught at the same time, the instructors can easily arrange joint classes for lectures, class discussions and assignments. We will hold at least three sessions of joint classes, two in Week 4 and one in Week 9 (please see the appendix). The linked sections of the two courses will answer three sets of broad questions: first, how to understand the relation between state and society in China and East Asia and especially the recent evolvement of this relation from the perspective of art. Second, what is the role of contemporary art museums in fostering the public sphere in contemporary China? If a privately-owned museum in the West allegedly functions as a "fun-house" of spectacle that claims no connections to the public sphere, then one wonders if the same premise can be applied to other regions. And third, our course will examine the position of art in society at a time of ever-increasing globalization.

In particular, the linkage between contemporary art and independent film as pertained to China helps to explicate critical issues studied in art history and culture studies. In comparison with art production in non-totalitarian societies, contemporary Chinese art, similar to other forms such as literature, is considered either voluntarily serving politics or inadvertently subject to

political manipulation. Our courses will examine these claims by looking at the negotiation between different social forces—a state that vacillates its policy to resist and accommodate, simultaneously, and the rising demand for more freedom in artistic expressions. We do not simply ask about the position of art in a postsocialist society such as China which is experiencing unprecedented transformation. We also inquire into the facets of the cultural industry in democratic societies (Horkheimer 2002: 95). Is it true that technical advancement in mass media has strengthened the coalition between art, capital and the state apparatus and thus consolidated its function of maintaining current social order? Or the alliance between politics and capital seems unable to completely eradicate the fortitude of the marginal (unofficial art)?

Shared Student Learning Outcomes

By the end of this course, students will be able to

- Recognize and articulate the connection between multiple disciplinary approaches and perspectives on study of cinema and contemporary art as artistic and socially constructed critical texts (corresponds to Integration SLO 1,2).
- Synthesize knowledge from multiple disciplines to draw meaningful connections between diverse perspectives in a way that enhances the overall body of knowledge presented (corresponds to Integration SLO 3).
- Apply an integrated body of knowledge (based on shared readings, works of art, films, and discussions, and informed by the methodologies of art history and film studies) to the analysis of diverse perspectives in a written essay that considers specific films and works of art in relation to larger themes such as globalization, socioeconomic challenges, and the avant-garde in late twentieth and early twenty-first century China (corresponds to Integration SLO 4).

Assignment

Integration Essay (* this assignment will be evaluated by both instructors)

Each student will choose *one theme* discussed in the linked classes and work with a small group of students that includes representatives from each class. (Examples of themes might include: the role of art and cinema in negotiating or challenging relations between state and society; the influence of contemporary art and film on the public sphere; or the impact of globalization on the production and reception of art and cinema.) Bringing their separate experiences in each class to bear on the three weeks of shared content (readings, films, and discussions), each group of students will discuss various frameworks or perspectives from which to examine their chosen theme.

Each student will write a reflection essay (4-6 pages double spaced) in which they compare the perspectives of two disciplines. Students will answer these questions in their reflection: 1). How did your course approach the selected theme compared to the other discipline (specific topics and texts examined, issues raised, methodologies used, etc.)? 2). What are the differences between these disciplinary approaches? What are their strengths and weaknesses and how do they complement each other? 3). In your view, what are the benefits of having a more integrated approach to a single theme? 4). How can you apply such a multi-disciplinary approach to other cultural products and social phenomena (you can talk about other courses taken at USD

or issues outside of academic coursework). In doing so, students will have the opportunity to reflect critically on how an integrative mode of thinking can cast new light on a specific filmic text or an issue. (**Integration SLO 2, 3, 4**)

Appendix: Schedule for Joint Classes

Week 3: Fifth Generation Cinema, National Allegories & Orientalism

Tuesday, February 12

Film: “Yellow Earth” (Huang tudi) 1984, dir. Chen Kaige (89 mins)
(Available at Copley Library: PN1997.C5 H83 1993)

Joint class: Film discussion

Thursday, February 14

*** Shared Readings:**

1. Jerome Silbergeld, “Cinema and the Visual Arts of China,” 400 – 416, in Yingjin Zhang, ed. *A Companion to Chinese Cinema* (Chichester: Blackwell Publishing, 2012)
2. M. Berry, “Chen Kaige: Historical Revolution and Cinematic Rebellion,” in Berry, ed., *Speaking in Images: Interviews with Contemporary Chinese Filmmakers*. NY: Columbia UP, 2005, pp. 82-107 (on Blackboard, under “Course Content/Readings/Wk 3”)

Week 4: Fifth Generation Film & Contemporary Chinese Art

Tuesday, February 19

*** Shared Readings:**

Eugene Wang, “Film and Contemporary Chinese Art: mediums and remediation,” in *The Oxford Handbook of Chinese Cinemas*, edited by Carlos Rojas and Eileen Cheng-Yin Chow (Oxford: Oxford University Press, 2013), 566–589.

*** Joint class:** Intro to Modern and Contemporary Chinese Art

Thursday, February 21

*** Shared Readings:**

Jerome Silbergeld, “Drowning on Dry Land: *Yellow Earth* and the Traditionalism of the ‘Avant-Garde,’” 15 – 52, in *China Into Film: Frames of Reference in Contemporary Chinese Cinema* (London: Reaktion Books, Ltd.), 1999.

*** Joint class:** Class discussion on *Yellow Earth* and 1980s “unofficial” art in China

Week 9: The 1990s Independent Film & Art

Tuesday, April 2

Film: “Suzhou River” (Suzhou he) 2000, dir. Lou Ye (83 mins)
(Available at Copley Library: PN1997 .S894 2000)

***Joint class:** film discussion

Thursday, April 4

*** Shared Readings:**

Dong Bingfeng, "Cinema of Exhibition: Film in Contemporary Chinese Art," 73 – 88, in Matthew D. Johnson, et al., eds. *China's iGeneration: Cinema and Moving Image Culture for the Twenty-First Century* (NY: Bloomsbury, 2014)

*** Joint class:** Discussion on 1990s Independent Film & Art

Date Submitted: 09/13/18 12:03 pm

Viewing: **PPE 495 : PPE Capstone**

Last approved: 04/17/18 2:50 am

Last edit: 09/13/18 12:53 pm

Changes proposed by: mzwolinski

Programs
referencing this
course[MIN-PPE: Philosophy, Politics and Economics](#)

In Workflow

1. **PPE Chair**
2. **AS Associate Dean**
3. **Core Curricula Chair**
4. Provost
5. Registrar
6. Banner

Approval Path

1. 09/13/18 12:04 pm
Matt Zwolinski (mzwolinski):
Approved for PPE Chair
2. 09/13/18 12:53 pm
Ronald Kaufmann (kaufmann):
Approved for AS Associate Dean

History

1. Apr 17, 2018 by
Matt Zwolinski (mzwolinski)

Contact Person(s)

Name:	E-mail:	Campus Phone:
Matt Zwolinski	mzwolinski@san Diego.edu	4094

Effective Term Fall 2019

Subject Code PPE Course Number 495

Department Philosophy Politics and Economics (PPE)

College College of Arts & Sciences

Title of Course PPE Capstone

Catalog Title

PPE Capstone

Credit Hours 3

Weekly Contact Hours

Lecture: 3 Lab: 0 Other: 0

Catalog Course Description This course, which may be team-taught, provides students with the opportunity to **synthesize** ~~integrate~~ the philosophical, political, and economic skills and knowledge they have developed over the course of their PPE minor, and to apply them to a sustained inquiry into a relatively focused set of problems in public policy (e.g. financial regulation; the moral limits of markets) or theory (e.g. game theory and distributive justice; rationality and decision making). The course will culminate with the production of a substantial, tiered piece of original research.

Primary Grading Mode Standard Grading System- Final

Method(s) of delivery Lecture
Seminar

Faculty Course Workload Same as course credit

Is this course cross-listed?

No

Prerequisites? PPE 101.

Does this course
have concurrent
Prerequisites? No

Are there 1 or more Co-Requisites?

No

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Advanced Integration

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:

Philosophy Politics and Economics - PPE

Department
Restrictions:Major
Restrictions:Class
Restrictions:

Include

Class Codes: JR, SR

Level
Restrictions:

Include

Level Codes: UG

Degree
Restrictions:Program
Restrictions:Campus
Restrictions:College
Restrictions:Student Attribute
Restrictions:

Enter the vote of the Department on this course:

Yes: 6

No: 0

Abstain: 0

Rationale:

The basic purpose of this course is to facilitate the synthesis and application of the disciplines of Philosophy, Economics, and Political Science. This synthesis occurs in the readings, the assignments, and (in the team-taught version of the course) through lecture. See the attached document for more details.

Supporting documents

[Syllabus -- PPE Capstone \(Health Care\).docx](#)

[**PPE Capstone - Advanced Integration Proposal.docx**](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

Provides a way for students minoring in Philosophy, Politics and Economics to satisfy the Advanced Integration requirement.

Will this change have any staffing/budgetary impact?

No

Will this change impact student enrollment numbers?

No

Course Reviewer
Comments

Key: 3046

Course Syllabus
Philosophy, Politics and Economics (PPE) Capstone
The American Health Care System

Required Books:

All readings on Electronic Reserve at Copley Library

Content:

This seminar is a capstone for senior majors in Politics, Philosophy, and Economics (PPE). One of its goals is to show how the three disciplinary components can all be brought to bear on a particular problem. This year, the problem is health care. The philosophical discussion of health care concerns questions about the nature of the good of health care and the proper role of the state in providing it. From economics, we will take up discussions of the nature of insurance, problems with markets in health care, and analyses of data about the US health system. Finally, we will discuss political explanations for the state of health care in the US and the prospects for changing it through legislation. Participants in the seminar should gain a thorough understanding of the fundamental issues behind the current push to reform the health care system in the US. In particular, they should have a broader understanding than they would get from a similar seminar restricted to a particular academic discipline.

The other goal for the seminar is to provide you with the opportunity to integrate the skills and knowledge you have learned over the course of this minor in the production a substantial piece of original research. Your project will be to produce a research paper dealing with some aspect of the moral, economic, or political dimensions of the American health care system. We will utilize a procedural approach to writing this paper, meaning that your instructors and peers will provide you with guidance and feedback during each step of the research and writing process. One of the challenging elements of this project will be to produce a work that is sufficiently *focused* to provide an in-depth treatment of your topic, but also genuinely *interdisciplinary* in its approach.

Learning Outcomes

By the end of the course, students should be able to:

1. Explain the main moral, economic, and political dimensions of a current public policy issue (in this particular instance of the class, the American Health care system).
2. Critically evaluate competing moral, economic, and political arguments pertaining to that public policy issue.
3. Produce an original research paper that synthesizes and applies moral, economic, and political analyses in order to defend a substantive normative or empirical claim relevant to the public policy issue.

Academic Integrity

You are expected to know and follow University Policies on cheating and plagiarism. See the Code of Academic Integrity. Outside research is *a good thing* in philosophy. Just cite it! If it is determined that you have cheated, you will fail the course and I may recommend that you be expelled from the University.

Course Requirements:

The readings in this course are sometimes dense and difficult. It will probably take longer than you expect to read them once, and it will probably be necessary to re-read most pieces at least once in order to come to an adequate understanding of the material. You should expect to spend at least **six hours per week** outside of class time reading and re-reading the material. If you do this, you will have a much easier time with the short writing assignments, which should probably take up an additional **five to six hours each** in preparation time. Use the study questions on Blackboard for help.

The requirements set out in this syllabus are subject to revision at the instructor's discretion.

- **Presentations** – Each class will begin with an introductory presentation by a student. The purpose of these presentations is not to provide a comprehensive overview of the material assigned for that class. Rather, it is to start a conversation. You should aim to provide a brief summary of the material – enough to remind your fellow students of the key points. In addition to summary, you should also do something to help students think critically about the material. Ask a question about it. Or, if you're up for it, make a short criticism. Aim for around 5-7 minutes. Each student will be required to make two presentations over the course of the semester.
- **Papers** – I will assign three writing assignments over the course of the semester.
 - **Short Papers:** The first two will be relatively short – **no less than two and no more than three pages** (typed, double-spaced, 1 inch margins and normal fonts) in length. I will assign a topic for these papers which will involve two tasks: 1) **reconstructing an argument** or arguments from one or more of the readings we have covered in class, and 2) providing an **original critical evaluation** of that/those argument(s). These papers are short not to make life easy for you but in order to force you to think carefully about what is essential to an argument and what is not. I will grade these papers with an eye to *detail* and *conceptual rigor*. Expect to be challenged.
 - **Research Paper:** The third writing assignment will be longer – between **12 and 15 pages** (typed, double-spaced, 1 inch margins and normal fonts) in length. For this paper, you will be free to choose from among a list of topics that I will provide to you. Your paper must be both *argumentative* and *interdisciplinary*. It will be argumentative in that the primary purpose of your paper is to defend some thesis regarding a controversy in the field (rather than merely to issue a "book report" about what so-and-so said about such-and-such). It will be *interdisciplinary* in that while the focus of your thesis may fall within one of the three "PPE" disciplines, your paper should demonstrate an awareness of and sensitivity to the interdisciplinary dimensions of your topic. The interdisciplinary component of your paper will be evaluated by an expert in the subject – either an instructor if this course is being offered as a team-taught course, or an external evaluator obtained by your professor. This paper will be due on the day of your scheduled final (**X**). As it will be submitted electronically via Turnitin.com (see below), you do not need to come in to campus for our final exam period.
 - **Topic Proposal:** You will be expected to clear your topic with me in advance, by submitting an approximately 1/2 page topic proposal no later than **X**. The point of the proposal is to describe a **researchable question** about ideas related to the material covered in this course. Your question should be one that is theoretically *interesting*,

one that has *not already been conclusively answered*, and one to which you think you can make a *reasonable contribution* toward answering in a 10-12 page paper.

- **Working Bibliography:** By **X**, you must submit a working bibliography of at least 7 sources related to your topic. This bibliography should include all relevant citation information, properly formatted. It should also include a 1-2 sentence summary of each article on the list. At least 5 of your sources must be *philosophical*. Philosophical sources are sources written by professional philosophers, and published in philosophical journals or books from academic presses.
- **Summary of Sources:** By **X**, you must submit 1/2—3/4 page summaries of 3 of your philosophical sources (1 ½ – 2 ¼ pages total), setting out their topic, their thesis, and the basic structure of their argument, as well as any potential strengths and weaknesses that might be relevant for your own project.
- **Letter to a Friend:** On **X**, you will be required to turn in a 3-4 page letter to a friend in which you engage that friend's interest with your research question, discuss the sources you have read, and partially explain your own answer to your question in reference to those sources. This letter will be given to another student in the class, and you in turn will receive a letter from one of your fellow students. We will read and discuss these letters during the last week of class, after which you will be expected to complete a **two-page peer evaluation form**. Your grade will be determined by your success in submitting a completed letter on time, and on the quality of the feedback you provide to your fellow student.
- **Late papers:** Papers are due on Turnitin.com (see below) at the beginning of the class period on the day indicated on the schedule below. **Late papers will be penalized 5 percentage points per day**, without exception.
- **Participation** – PPE is a discipline best learned through active conversation with others. It is therefore important that you be a regular participant in classroom discussions. Your participation grade will be based on the quality and regularity of your contributions to our conversation. In addition, each class will end with a brief opportunity for written reflection. These will also count toward your participation grade.

Your Grade

Each activity in this class is worth a certain number of points. Your grade will be determined based on a straight (un-curved) analysis of percentage of points earned vs. total points possible.

2 Presentations @ 10 points each:	20	
2 Short Papers @ 20 points each:	40	
Term Paper Topic Proposal:	5	
Working Bibliography:	5	
Summary of Sources:	5	
Letter to a Friend/Peer Review:		5
Term Paper:	40	
Participation:	20	
Total Points:	140	

A+	97 - 100%
A	93 - 96.9
A-	90 - 92.9
B+	87 - 89.9
B	83 - 86.9

B-	80 - 82.9
C+	77 - 79.9
C	73 - 76.9
C-	70 - 72.9
D+	67 - 67.9
D	63 - 66.9
D-	60 - 62.9
F	59.9 or below

Schedule of Readings

Week 1 (Jan 26-28) – Introduction: Medicine and Equality

Jan 26:

- Bernard Williams, “The Idea of Equality”

Jan 28:

- Robert Nozick, excerpt from *Anarchy, State, and Utopia* (pp. 232-8)
- Paul Menzel, excerpt from *Strong Medicine* (chapter 7)

Week 2 (Feb 2-4) – Markets and Healthcare

Feb 2:

- Kenneth Arrow, “Uncertainty and the Welfare Economics of Medical Care”

Feb 4:

- Uwe Reinhardt, “Can Efficiency in Health Care Be Left to the Market?”

Week 3 (Feb 9-11) – Dworkin on Health and Equality

Feb 9:

- Ronald Dworkin, “What is Equality, part 2: Equality of Resources”

Feb 11:

- Ronald Dworkin, “Justice in the Distribution of Health Care”

Week 4 (Feb 16-18) – Theories of Well-Being

Feb 16

- Paul Menzel, *Strong Medicine* (chapter 5)

Feb 18

- Derek Parfit, *Reasons and Persons*, pp. 493-502
- Martha Nussbaum, “Human Functioning and Social Justice: In Defense of Aristotelean Essentialism”

Week 5 (Feb 23-25) – Planning Your Project

Feb 23:

- Project Brainstorming

Feb 25:

- **Project Brainstorming**

Week 6 (Mar 1-3) – History of Health Care in the US

Mar 1

- David Blumenthal, “Employer-Sponsored Health Insurance in the United States – Origins and Implications”
- David Blumenthal, “Employer-Sponsored Insurance – Riding the Health Care Tiger”

Mar 3

- Ezekiel Emmanuel, *Healthcare Guaranteed: A Simple, Secure Solution for America*, pp. 41-80.
- Rosemary Stevens, “History and Health Policy in the United States: The Making of a Health Care Industry”

Week 7 (Mar 8-10) – The Uninsured and International Comparisons

Mar 8:

- Jonathan Gruber, “Covering the Uninsured in the United States”

Mar 10:

- Anderson et al., “It’s the Prices, Stupid: Why the United States is so Different from Other Countries”

Week 8 (Mar 15-17) – Politics and Health Care

Mar 15:

- Jacob Hacker, “The Case for Public Plan Choice in National Health Reform”

Mar 17:

- Theodore Marmor and Jonathan Oberlander, “Health Reform: The Fateful Moment”
- Dan Eggen, “Industry is Generous to Influential Bloc”
- Timothy Noah, “Obama’s Biggest Health Reform Blunder”
- Kim Geiger and Tom Hamburger, “Healthcare Reform Wins Over Doctors Lobby”
- Chad Terhue and Keith Epstein, “The Health Insurers Have Already Won”

Mar 21-28 – *No class, Spring Break*

Week 9 (Mar 29-31) – Proposals: Presentations and Discussion

Mar 29:

- Read and discuss three proposals

Mar 31:

- Read and discuss three proposals

Week 10 (Apr 5-7) – Prospectus: First Drafts

Apr 5:

- Read and discuss three proposals

Apr 7:

- Read and discuss three proposals

Week 11 (Apr 12-14) – Proposals: Single Payer and the Public Option

Apr 12:

- Atul Gawande, “Getting from Here to There”
- Paul Krugman and Robin Wells, “The Health Care Crisis and What to Do About It”

Apr 14:

- Jacob Hacker “Yes We Can? The new Push for American Health Security”
- John Calfee, “The Dangers of Fannie Mae Health Care”
- Paul Starr, “Perils of the Public Plan”

Week 12 (Apr 19-21) – Proposals: Cost Control and Market Solutions

Apr 19:

- Melinda Buntin et al., “The Two Trillion Dollar Solution: Saving Money by Modernizing the Health Care System”
- Atul Gawande, “The Cost Conundrum”
- Elliot Fisher et al., “Slowing the Growth of Health Care Costs: Lessons from Regional Variation”
- Theodore Marmor et al., “The Obama Administration’s Options for Health Care Cost Control: Hype vs. Reality”
- James Mongan et al., “Options for Slowing the Growth of Health Care Costs”

Apr 21:

- Jeffrey Flier and Eleftheria Maratos-Flier, “Health Care Reform: A Free-Market Perspective”
- Jason Furman, “Health Reform Through Tax Reform: A Primer”
- Daniel Goldhill, “How American Health Care Killed my Father”

Week 12 (Apr 26-28) – Proposals: Do Nothing

Apr 26:

- Marcia Angel, “The Truth About the Drug Companies”
- James Delong, “Maybe We Should Spend More on Healthcare”
- Robert Fogel, “Forecasting the Cost of US Health Care in 2040”

Apr 28:

- No class

Week 14 (May 3-5) – Peer Review Workshop

May 3:

- Read and evaluate a fellow student’s work

May 5:

- Read and evaluate a fellow student’s work

PPE 495 (Capstone)

Proposal for Advanced Integration

Overview

PPE 495 is the capstone course for the interdisciplinary PPE (Philosophy, Politics, and Economics) minor. All PPE students are required to take this course, after having completed the gateway course (PPE 101). Since the minor is new, it is difficult to estimate how many students this will be. However, we expect to offer the course once per academic year, in the Spring semester (starting in Spring 2020).

The purpose of the capstone course is to provide students with an opportunity to integrate the knowledge and methodologies they will have learned in the single-subject courses they have taken to satisfy the requirements of the minor. The PPE minor requires students to take several courses in philosophy, in political science, and in economics. But it is only in the gateway and capstone courses that the *integration* of these disciplines is an explicit and systematic goal.

The exact topic of the course will vary with each offering, depending on who is teaching it and what their current interests are. But, in general, the course will focus either on some specific issue of public policy (e.g. social welfare policy, environmental regulation, intellectual property), or on a theoretical issue relevant to PPE (e.g. theories of rational decision-making, constitutional interpretation, game theory). The goal of the course will be to explore this one issue in great depth, drawing on literature from all three of the constituent disciplines, and culminating in a substantial research project.

The course will be taught by faculty from one or more of the three constituent disciplines, and possibly from the School of Law. Currently, we have dedicated staffing in the Department of Philosophy to teach the course every year if necessary. We are currently working on hiring a second tenure-track faculty member in a different discipline to support the PPE program. If we are successful, or if sufficient staffing becomes available from the other departments, we would like to offer the capstone as a team-taught course as often as possible. In addition to funding support from the university, the Center for Ethics, Economics, and Public Policy has independent funding to support this endeavor.

While we believe that a team-taught course with faculty from two different disciplines is the ideal method for facilitating advanced integration, we recognize that staffing and logistical constraints mean that this will not always be possible. Therefore, this proposal contains two plans for satisfying the AI requirement in PPE 495 – one as a team-taught course, and the other as a single-instructor course.

Team-Taught Version

Integration will take place throughout the team-taught version of the capstone course in three main areas:

1. Faculty Lectures
2. Course Readings
3. Research Assignment

Faculty in the team-taught version of the capstone will not merely “take turns” teaching the class. Rather, both faculty members will show up for each class session. And both will be expected and prepared to contribute to discussion of the day’s topic. In this way, knowledge from their respective disciplines will be synthesized and applied through real-time conversation and debate amongst the faculty members themselves, and through the interaction of several faculty with students.

Both faculty members will contribute to the syllabus, and readings will be drawn from all three of the constituent PPE disciplines. There is also a growing body of research in PPE-specific journals, allowing faculty to select readings which themselves attempt to synthesize and apply knowledge and skills from different disciplines.

Finally, one of the main goals of the students’ research project – a 12-15 page paper – will be to synthesize and apply the knowledge and skills they have learned not only in the capstone, but in the previous PPE classes. This integration will go beyond merely including authors from different disciplines in the bibliography. Students will be expected to draw meaningful connections between diverse disciplinary perspectives in ways that demonstrate that the whole (an integrated body of knowledge) is greater than the sum of its parts. This research project will be evaluated by both faculty members.

Single Instructor Version

The reading assignments for the single instructor version of this class will be substantially similar in their interdisciplinary nature to those of the team-taught version. Faculty will be encouraged to consult colleagues in the PPE program outside of their own discipline to ensure adequate interdisciplinary coverage.

The main difference between the team-taught and single instructor versions of the course is the presence of only a single instructor (with a single disciplinary background) in the classroom on a daily basis. This detracts from the opportunities for dynamic integration, but this can be mitigated somewhat by the inclusion of guest-lecturers – and the network of PPE-affiliated faculty at USD provides an excellent pool through which arrangements for such guests can be made.

The nature of the research assignment will also be substantially similar between the team-taught and single instructor versions of the course. Here, the main difference is the lack of a second instructor to aid in the evaluation of students' work. Given the importance of having subject-matter experts evaluate interdisciplinary work, faculty will be not merely encouraged but required to draw on the network of PPE-affiliated faculty to aid in this process. A professor in philosophy who receives a paper that draws heavily on economics, for instance, will be required to pass that paper along to a faculty member in economics for evaluation. This is, of course, a burden for PPE faculty. But in our view the burden is manageable given that (a) the total number of papers requiring evaluation will almost certainly not amount to more than 20 or so per year, (b) there is an already existing network of PPE-affiliated faculty who have already agreed to devote extra time to the development of the program, and (c) the burdens are reciprocal and rotational – the faculty member for whom you serve as an external consultant this semester may serve as your external consultant next semester, and different faculty members will be called on to serve in the role as the disciplinary focus of the capstone course changes with each offering.

New Course Proposal

Date Submitted: 11/14/17 11:36 am

Viewing: **THRS 495 : Capstone in Theology and Religious Studies**

Last edit: 09/13/18 12:35 pm

Changes proposed by: tsono

In Workflow

1. **THRS Chair**
2. **AS Associate Dean**
3. Core Curricula Chair
4. Registrar
5. Banner

Approval Path

1. 11/14/17 11:30 am
Emily Reimer-Barry (erb): Rollback to Initiator
2. 08/20/18 2:14 pm
Emily Reimer-Barry (erb): Approved for THRS Chair

Contact Person(s)

Name:	E-mail:	Campus Phone:
Emily Reimer-Barry	erb@sandiego.edu	6827

Effective Term

Fall 2019

Subject Code

THRS

Course Level

Undergraduate

Course Number
495

Department

Theology & Religious Studies (THRS)

College

College of Arts & Sciences

Title of Course

Capstone in THRS

Catalog Title

Capstone in Theology and Religious Studies

Credit Hours

3

Weekly Contact Hours

Lecture: 0

Lab: 0

Other: 0

Catalog Course Description

A capstone seminar for THRS majors and minors in which students plan and execute senior projects (in most cases, 15-20 pg. term papers). Students will explicitly synthesize and apply knowledge and skills from two distinct disciplines, one of which must be represented within the scholarship and curriculum of the department. Classes will be conducted seminar-style, with required participation among all students. Prerequisites: THRS 301; declared major or minor in THRS.

Primary Grading Mode

Standard Grading System- Final

Method(s) of delivery

Research
Lecture

Seminar Paper

Faculty Course Workload

Same as course credit

Is this course cross-listed?

No

Prerequisites?

THRS 301: Religion Café: Majors' Seminar; declared major or minor in THRS.

Does this course have concurrent

No

Prerequisites?

Are there 1 or more Co-Requisites?

No

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Advanced writing competency

Advanced Integration

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:

Theology & Religious Studies - THRS

Department
Restrictions:

Major
Restrictions:

Include

Major Codes: Majors' Seminar; declared major or minor in THRS.

Class
Restrictions:

Level
Restrictions:

Degree
Restrictions:

Program
Restrictions:

Campus
Restrictions:

College
Restrictions:

Student Attribute
Restrictions:

Enter the vote of the Department on this course:

Yes: 13 No: 0 Abstain: 0

Rationale:

This course satisfies requirements in the core (CINT, CADW) as well as in our program (capstone experience for majors). Our previous capstone was approved for W in the old core, and we have modified this course to achieve the new CADW learning outcomes. The newest feature of this course is the advanced integration, which we think enhances our students' experience in our major and provides an excellent capstone for their core experience. The only problem we anticipate is the uncompensated labor required of second readers, but we included

this to align with the CINT expectations after we received feedback from an earlier version of this syllabus from the AY17-18 CAR for CINT. We hope this syllabus meets expectations now, having given it an overhaul in light of the feedback we previously received. Our faculty unanimously approved this way forward on 4/24/18 by vote of 13-0-0. The course will be taught every spring.

Supporting documents

[advanced-writing-supplement-form.pdf](#)
[THRS 495 CADW and CINT \(1\).doc](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

Many of our majors are double majors and already face difficult hurdles in completing all of their required courses. To require that they take a CINT course outside of both majors at the advanced level was not feasible. So we decided as a department to integrate advanced integration into our capstone and improve our majors' experiences. We think this course does what it needs to do. The only problem we foresee is the one mentioned above about faculty workload.

Will this change have any staffing/budgetary impact?

No

Will this change impact student enrollment numbers?

No

Course Reviewer Comments

Emily Reimer-Barry (erb) (11/14/17 11:30 am): Rollback: No action needed. This course has already been approved as a topics course.
Emily Reimer-Barry (erb) (08/20/18 2:13 pm): Course number is THRS 451
Course title is Capstone in Theology and Religious Studies

Key: 3020

COURSE (Dept/Number):

THRS
451

Advanced Writing Supplement for Course Proposals

Please address the following items and include this sheet along with proposed course syllabus and chief written assignments (if these are not detailed on the syllabus) with your submission to CIM.

- A. AW WORKSHOP REQUIREMENT: Please explain how the proposing department will ensure that all faculty scheduled to teach a Core Advanced Writing (CADW) course have completed an Advanced Writing Workshop with the Writing Program, as required by the Writing ATF report.

Emily Reimer-Barry participated in fall 2017 workshop and will be the spring 2019 instructor for THRS 451. Future 451 instructors will complete workshop

- B. PROCESS WRITING: Please explain how the proposed course teaches writing as a process. (It is strongly recommended that the submission include an assignment sequence, set of assignments, and/or calendar that show how the course incorporates the processes of pre-writing, revision of multiple drafts, workshopping, and feedback from instructor.)

Students submit capstone paper in stages and have opportunities for lots of feedback and workshopping (see syllabus).

- C. WRITING-TO-LEARN: Please explain how the proposed course uses writing to help students learn and/or makes writing integral to student learning experiences in the course.

Writing is a tool of self-discovery in the autobiography paper; of integrative learning in the integration paper, and of demonstrating technical mastery in the capstone paper.

- D. WRITING IN THE DISCIPLINE: Please explain how the proposed course teaches students to write in the styles, genres, and/or discourses that are valued in the discipline.

The capstone paper gives students the opportunity to demonstrate mastery of THRS PLO#3. Instruction in the course focuses on writing in the discipline(s) of TH/RS.

- E. OUTCOMES ALIGNMENT: Please EITHER explain how the course aligns with each of the Advanced Writing Learning Outcomes OR label the parts of the syllabus/supplementary materials that fulfill outcomes with the appropriate outcome number(s) (e.g., CADW LO 2.)

See syllabus.

Core Advanced Writing Learning Outcomes

1. write with the mastery of a student advanced in an area of study by distinguishing and responding to audiences, occasions, and discursive contexts
2. apply relevant and compelling content, based on mastery of assigned subjects, in order to write effectively within the area of study
3. use credible sources to develop ideas and arguments that are effective within the area of study
4. cite sources accurately according to the conventions of the area of study
5. write clearly and fluently in formats relevant to the area of study, with few errors in syntax and grammar

COURSE (Dept/Number):

THRS
451

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5. write clearly and fluently in formats relevant to the area of study, with few errors in syntax and grammar

First-Year Writing Rubric

	4	3	2	1
Audience Awareness (LO 1a)	Thorough understanding of audience: <ul style="list-style-type: none"> • employs a skillfully developed authorial voice and appropriate rhetorical stance¹ • provides appropriate context 	Adequate understanding of audience: <ul style="list-style-type: none"> • shows development of voice and rhetorical stance • provides some context for audiences 	Basic awareness of assigned audience: <ul style="list-style-type: none"> • starting to develop a rhetorical stance, but may not succeed • does not offer adequate context 	Minimal awareness of audience: <ul style="list-style-type: none"> • no attempt to position self in relationship to readers
Analysis of Multiple Discourses (LO 1b)	<ul style="list-style-type: none"> • Demonstrates skillful, insightful analysis of more than one discourse² • Significance of comparison of discourses is insightful 	<ul style="list-style-type: none"> • Demonstrates adequate analysis of more than one discourse² • Significance of comparison of discourses is clear 	<ul style="list-style-type: none"> • Analysis is inconsistent; • Essay may analyze two texts, but significance of comparison of the differing discourses is barely apparent 	<ul style="list-style-type: none"> • Analysis is underdeveloped; offers summary with little to no analysis • No attempt at comparing differing discourses
Content Development, Organization, and Use of Evidence (LO 2)	<ul style="list-style-type: none"> • Displays strong understanding of topics. • Uses appropriate, relevant, and compelling evidence to support claims • Organization is logical, transitions are seamless, and repetition is avoided 	<ul style="list-style-type: none"> • Displays adequate understanding of topics • Consistently uses evidence to support claims • Organization is logical, with some repetition or a few issues with transitions 	<ul style="list-style-type: none"> • Displays some understanding of topics • Uses some evidence to support claims • Organization has a few major flaws in logic or transitions 	<ul style="list-style-type: none"> • Displays little understanding of topics • Inconsistently uses evidence to support claims • Organization is haphazard
Sources and citation (LO 3a&b)	<ul style="list-style-type: none"> • Demonstrates skillful use of sources³ • Appropriately and accurately cites credible sources in ways that are appropriate to the discipline 	<ul style="list-style-type: none"> • Demonstrates adequate use of sources • Adequately and accurately cites credible sources in ways that are appropriate to the discipline 	<ul style="list-style-type: none"> • Demonstrates an attempt to use sources • Attempts to cite credible sources in ways that are appropriate to the discipline 	<ul style="list-style-type: none"> • Demonstrates little attempt to use or cite sources • Makes frequent errors with citation. Citation format may or may not be appropriate to the discipline.
Control of syntax and mechanics (LO 4)	<ul style="list-style-type: none"> • Uses fluent language and elegant prose with no distracting errors in syntax and grammar 	<ul style="list-style-type: none"> • Uses clear language with very few distracting errors 	<ul style="list-style-type: none"> • Uses language that is generally clear with some distracting errors 	<ul style="list-style-type: none"> • Uses language that impedes meaning

¹Rhetorical stance describes how writers use language to position themselves in relationship to their intended audiences.

²Attends to issues such as purpose, characteristics of the medium, audience, and rhetorical context.

³Examples of skillful use of sources include: distilling the reference document down to its essence, using a quotation that is reasonable in length, using a reasonable number of quotations, and using a quotation in an appropriate place (not just for the purposes of adding a quotation to the essay).

First-Year Writing Rubric

The rubric was written to map onto the CFYW Learning Outcomes:

- write in ways appropriate to the audiences and occasions of each assignment
- write effectively in or about multiple discourses by distinguishing among and responding to rhetorical contexts
- apply relevant and compelling content, based on strong understandings of assigned subjects, in order to write effectively across multiple types of discourse
- use credible sources to develop ideas and arguments that are effective within assigned disciplines and discourses
- cite sources accurately according to conventions of the topic and discipline
- student will write clearly and fluently, with few errors in syntax and grammar

Developed from Written Competency ATF Report outcomes & criteria and inspired by AAC&U VALUE Rubric for Written Communication. Developed by Writing Program Director and Core Assessment Team; reviewed by Core Area Representative for Writing, 9/20/18.

Last updated 9/20/18