

WSU Suggested Course Syllabus Template

Course Number & Section:

Course Title:

Term offered:

Instructor Name:

Instructor Contact Information:

Course Attribute(s) (check those that apply)

Core Integrated Writing Multicultural Competence Service Learning

List approved Learning Outcomes for attribute(s) above

If a *Core* course, list the learning outcomes for the specific element

Course Overview and/or General Learning Outcomes for this course

Textbook and/or Recommended Readings

Schedule of Meetings/Activities

Course Evaluation and Criteria for Determination of Grade

Disability Services

<http://www.wright.edu/disability-services>

Students registered with ODS who require special accommodations for lecture, lab or testing should contact the instructor as soon as possible so arrangements can be made.

Academic Integrity

<http://www.wright.edu/students/judicial/academic-integrity-student-guide.pdf>

HST 4220/6220 (01): Soviet Union (Integrated Writing)

Professor Sean Pollock
Spring 2014

Place: Oelman 232
Time: MWF 12:20 – 1: 15 pm

Office Hours: MW 10 - 11 am Millett 355
sean.pollock@wright.edu

Course Description

This course surveys the history of the Russian Empire and the Soviet Union in the 20th century, with an emphasis on the Soviet period. The course has a mixed lecture and discussion format. Class meetings will address some of the following topics: revolutionary class politics, the role of terror, nationalism and ethnic relations, everyday social practices, the experience of total war, the Cold War, the rise of political dissent, gender, and the causes and consequences of the collapse of the Soviet Union. The goal will be to give students an understanding of how the Soviet system worked (and failed to work) as a society, culture, and state.

Learning Outcomes

HST 4220 / 6220 is an Integrated Writing course within the Writing across the Curriculum (WAC) program at Wright State University. The WAC program has three goals:

- to help students grow as writers;
- to encourage students to use writing as a tool to discover and communicate ideas;
- and to introduce students to discipline-specific ways of writing.

Wright State students will be able to produce writing that

- Demonstrates their understanding of course content;
- Is appropriate for the audience and purpose of a particular writing task;
- Demonstrates the degree of mastery of disciplinary writing conventions appropriate to the course (including documentation conventions); and
- Shows competency in standard edited American English.

Required Readings

Ronald Suny, *The Soviet Experiment. Russia, the USSR and the Successor States*, 2nd ed.
Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed.

These books are available for purchase at the WSU bookstore. Online vendors such as amazon.com and half.com can be a good source for used books, but be sure to purchase the editions ordered by the bookstore.

Recommended Readings

Liudmila Alexeyeva and Paul Goldberg, *The Thaw Generation. Coming of Age in the Post-Stalin Era*

Andreev-Khomiakov, *Bitter Waters. Life and Work in Stalin's Russia*

Baranskaya, *A Week Like Any Other*

Miron Dolot, *Execution by Hunger. The Hidden Holocaust*
Orlando Figes, *A People's Tragedy. The Russian Revolution, 1891-1924*
Nancy Ries, *Russian Talk*
John Scott, *Behind the Urals. An American Worker in Russia's City of Steel*
Yevgeny Zamyatin, *We*

Course Requirements

1. Attendance and Participation. Attendance is MANDATORY, as much of the course content is discussed during class meetings. Students are allowed three unexcused absences, although missing the equivalent of 10% of class is strongly discouraged. For an absence to be excused, the student must provide WRITTEN DOCUMENTATION OF THE EMERGENCY (e.g., tow bill, physician's note, etc.). The participation grade, which accounts for 20% of the final grade, has two components: attendance and active participation in class. Remember: absence from class and participation in class are mutually exclusive. **Students who use electronic handheld devices in class will be considered inexcusably absent for the day in question.** See "Classroom Etiquette" below.

2. Lectures and Discussions. This course has a mixed lecture and discussion format, reflecting the growing pedagogical consensus that people learn best when they *do* something. In this course, that something is working with historical evidence and drawing reasoned conclusions about the past. The best way to prepare for the lectures and the discussions is to take careful notes on all readings and to answer all focus questions (see below) prior to the class meeting for which they are assigned. In-class writing exercises and discussions are an important part of the course and count toward the participation grade. The purpose of both the writing exercises and the discussions is to develop the analytical skills needed to interpret primary sources and secondary sources, that is, to think historically. Students can learn about what historical thinking involves by reading the following essays: "The Fundamentals of History" (<http://www.history.ac.uk/ihr/Focus/Whatishistory/marwick1.html>), "A Sense of History: Some Components" (<http://courseweb.stthomas.edu/gwschlabach/sense.htm>), and "Why Study History through Primary Sources" (<http://www.fordham.edu/halsall/source/robinson-sources.html>).

3. Focus Questions and Identifications. The purpose of the focus questions, which will be posted on Pilot (see below), is to help students make sense of the readings and prepare for lectures, in-class discussions, quizzes, and examinations. One of the most effective ways to prepare for the examinations is to answer all focus questions every week. As for the identifications, students are strongly encouraged to create study aides such as flash cards that answer the so-called "W" questions: what, who, when, where, and why (that is, why is this event, person, idea, etc. historically significant?). **USE ONLY THE ASSIGNED READINGS TO ANSWER THE QUESTIONS AND PREPARE THE IDENTIFICATIONS.** In the past, students who answer focus questions and create study aides for the identifications in a timely fashion have done exceedingly well in the course.

4. Quizzes. To foster reading comprehension, reading quizzes consisting of ten multiple choice questions will be administered via Pilot and must be completed by the dates indicated below.

The lowest quiz grade will be dropped. Quizzes count for 20% percent of the final grade. **Quizzes cannot be made up.**

5. Paper Proposal and Annotated Bibliography. Students will write a one-page research paper proposal and compile an annotated bibliography of the primary and secondary sources to be used in the research paper. Guidelines for composing both the proposal and the annotated bibliography will be posted on Pilot. Prior to submitting the proposal and bibliography to the instructor, students must schedule an appointment to discuss it with Humanities Librarian Piper Martin (piper.martin@wright.edu), who will give you a form to be submitted with the documents. Some students may need to meet with Ms. Piper more than once, so plan accordingly. The proposal and bibliography are due on February 24 and count for 5 % of the final grade.

6. Article and Book Reviews. Students are required to write and present one 750-word review of an article at least one 750-word review of a scholarly monograph related to the topics of their research. Review guidelines will be posted on Pilot. Students are strongly encouraged to discuss a draft of the reviews with the WSU University Writing Center (<http://www.wright.edu/academics/writingctr>) prior to submission. Late papers will be graded down full letter grade for each day late.

7. Students will write, revise and present a research paper of 8-10 pages (undergraduates) or 15-20 pages (graduate students) on an aspect of Soviet history to be determined in consultation with the instructor. In preparation for researching and writing the paper, students will attend a library instruction session given by Piper Martin, and will write and present a one-page proposal and annotated bibliography. The instructor will provide instructions for writing the proposal well in advance of its due date. **Students must present their research during finals week in order to receive a passing grade in the course.**

8. Students are expected to abide by the WSU's academic integrity policy. According to the Office of Student Judicial Services, "It is the policy of Wright State University to uphold and support standards of personal honesty and integrity for all students consistent with the goals of a community of scholars and students seeking knowledge and truth. Furthermore, it is the policy of the University to enforce these standards through fair and objective procedures governing instances of alleged dishonesty, cheating, and other academic misconduct" (<http://www.wright.edu/students/judicial/integrity.html>). The same office defines plagiarism as "Presenting words or ideas taken from another source in a manner that will cause a reader to believe that those words or ideas are your own" (ibid.). For a broader discussion this policy, see <http://www.wright.edu/academics/writingctr/resources/plagiarism.html>.

CHEATING AND PLAGIARISM ARE GROUNDS FOR FAILING THE COURSE.

9. Assignments & information concerning quizzes and assignments will be posted on Pilot.

10. Classroom Etiquette. In order to establish a classroom environment conducive to learning, students are prohibited from using electronic handheld devices; students who use such devices will be considered inexcusably absent for the day in question. Laptops may be used by students

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exclusively for the purpose of note-taking; laptop users are required to sit at the front of the class. No food in class; beverages in spill-proof containers are permitted.

| | | |
|----------------|-----|--|
| <u>Grading</u> | 20% | Participation |
| | 20% | Quizzes |
| | 5% | Research proposal |
| | 10% | Article Review |
| | 10% | Book Review |
| | 15% | Research Report |
| | 20% | Revised Research Report and Presentation |

Schedule of Meetings and Readings

Week 1: Introduction

- Jan 13 The Importance of Soviet History
In-class viewing: Kseniya Simonova, Ukraine's Got Talent Performance
- Jan 15 Discussion: Arthur Marwick, "The Fundamentals of History"
<http://www.history.ac.uk/ihr/Focus/Whatishistory/marwick1.html>
Turabian, *Manual for Writers*, pp. xi, xiii-xv, 3-11, 37-48
- Jan. 17 Land and People
Suny, xvi-xx, pp. 3-14

Week 2

- Jan. 20 University closed for MLK Jr. Holiday
- Jan. 22 The Imperial Legacy
Suny, 14-35
- Jan. 24 The Imperial Legacy (cont'd)
Suny, 35-45
- Reading Quiz**

Week 3

- Jan 27 The Double Revolution: Democratic Russia, 1917
Suny, 47-61
- Jan. 29 Visit by Dunbar Humanities Librarian Piper Martin
(bring a list of possible research paper topics and sources to class)
Turabian, chs. 2-3, 15-17
- Jan. 31 The Double Revolution: The Bolsheviks Come to Power
Suny, 61-84

Quiz

Week 4

- Feb. 3 Civil War
Suny, ch. 3

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- Feb. 5 Bolshevik Dictatorship in the 1920s: Paths to Socialism
Suny, chs. 5, 7
- Feb. 7 Stalin
Suny, 162-86
Quiz [Should make proposal and ann bib due on this date]
- Week 5**
- Feb. 10 The Stalin Revolution: Collectivization
Suny, ch. 9
- Feb. 12 The Stalin Revolution: Industrialization
Suny, ch. 10
- Feb 14 The Stalin Revolution: Terror
Suny, ch. 11
Quiz
- Week 6**
- Feb. 17 Society and Culture in the 1930s
Suny, ch. 12
- Feb. 19 Stalin, Hitler, and the Road to War
Suny, ch. 13
- Feb. 21 The “Great Patriotic War”
Suny, ch. 14
Quiz
- Week 7**
- Feb. 24 **Research proposal and annotated bibliography due in class**
- Feb. 26 Presentations of article review
- Feb. 28 Presentations of article review (**article review due in class and on Pilot**)
- Week 8** **Spring Break**
- Week 9**
- Mar. 10 The Cold War
Suny, ch. 15
In-class viewing: “The Cold War” (1998), select scenes
- Mar. 12 Stalin’s Last Years
Suny, ch. 16
- Mar. 14 De-Stalinization
Suny, ch. 17
Quiz

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Week 10

Mar. 17 Stagnation: Private and Public Dissidence
Suny, ch. 18

Mar. 19 Presentations of book review

Mar. 21 Presentations of book review (**book review due in class and on Pilot**)

Week 11

Mar. 24 Mikhail Gorbachev: *perestroika* and *glasnost*
Suny, 479-495

Mar. 26 Collapse of the Soviet Union
Suny, 495-514

Mar. 28 Whither Russia?
Suny, ch. 20

Quiz

Week 12

Mar. 31 Turabian, ch. 5-7

Apr. 2 Turabian, ch. 9-11

Apr. 4 **Peer Review of Draft Research Essay**

Week 13

Apr. 7 Writing Boot Camp

Apr. 9 Writing Boot Camp

Apr. 11 Discussion of Revision Materials in Pilot under Content and Additional Required Readings. Print out and bring to class.

Turabian, 12-14

Research Paper Papers Due to Instructor in class and in Pilot Dropbox

Week 14

Apr. 14 Individual Consultations with Instructor

Apr. 16 Individual Consultations with Instructor

Apr. 18 Individual Consultations with Instructor

Week 15

Apr. 21 Research Report Presentations

Apr. 23 Research Report Presentations

Apr. 25 Research Report Presentations

Week 16

Apr. 30 12:30-2:30: Research Report Presentations
Revised research papers due in Pilot Dropbox and in class by 12:30 pm

BIO 3700: Bioethics
Tuesday & Thursday, 12:30-1:50 pm, 103 Bio Sci Building
Fall Semester, 2013

Instructor: Bev Schieltz, MS
Email: Beverly.Schieltz@wright.edu

Office/Phone: 118 Bio Sci I; 775-2712
Office hours: Tues & Thur, 10-11 am or by appointment

COURSE GOAL

Provides the undergraduate science major interested in health careers an opportunity to learn about and discuss several contemporary issues in the biomedical sciences. Critical writing, thinking and reflection, both individually and in groups, will be a part of most class sessions. This course is designated integrated writing.

General Student Learning Outcomes for this course

1. Study ethical theories and principles and relate them to biomedical issues.
2. Understand opposing viewpoints on contemporary biomedical issues.
3. Discuss biomedical case studies and determine the best course of action.
4. Research a new bioethical issue and summarize current public opinion.
5. Formulate and share your opinions on a variety of bioethical issues.
6. Demonstrate the ability to communicate effectively in scientific writing.

Goals of the WSU Writing Across the Curriculum (WAC) Program

1. To help students grow as writers,
2. To encourage students to use writing as a tool to discover and communicate ideas, and
3. To introduce students to discipline-specific ways of writing.

Integrated Writing Outcomes - Students will be expected to produce writing that

1. Demonstrates their understanding of course content
2. Is appropriate for the audience and purpose of a particular writing assignment
3. Demonstrates the degree of mastery of disciplinary writing conventions appropriate to the course (including documentation conventions)
4. Show competency in standard edited American English

COURSE MATERIALS

There is no required textbook. Journal articles, websites, student-researched presentations and case studies will be linked through Pilot for registered students.

METHODS OF INSTRUCTION & COURSE ACTIVITIES

Lecture, Movies, Discussion (in-class and online), Guest Speakers, Student Presentations, Clicker polls

Class Participation and Discussion: During many of the class periods, you will have the opportunity to discuss/debate a variety of bioethical issues. These will be issues on which PRO and CON points/arguments can be made. You will be graded on your participation throughout the course. If you are absent you cannot participate, and your grade will reflect this. Your personal experiences and opinions are welcome in team and class discussions. Feel free to comment on or question anything. Please be respectful of the opinions of others.

Bioethics in the News

Each week students should post on Pilot (discussion tab) at least one comment about a bioethics issue they've read about or heard mentioned in the media. You are welcome to respond to other students' postings, but that will not increase the points earned.

My Opinion Pages

You will complete and submit a short summary of your viewpoints on the bioethical issues presented by teams during the class. The generic form is available for downloading and printing on Pilot (Intro module). Work submitted PAST the due date will have one point deducted per day for lateness.

Movies

Three movies related to course topics will be shown during class. Written discussion questions will be handed out at the end of the film and are due the following class.

Group work

The class will be divided into 10 learning teams of 4 students each. Teams will work together on ethical questions, discuss cases, and give a 30-45 minute PowerPoint presentation on an assigned topic during the course. All members of the team will get the same score for the group presentation (which will be evaluated by classmates and instructor).

Each PowerPoint presentation will be evaluated by the class (with clickers) using the following rubric.

| | 1 point | 2 points | 3 points | 4 points | Score |
|----------------------------|---|---|---|---|-------|
| Organization | Cannot follow presentation; No coherent sequence of information | Difficulty following Presentation due to Inconsistent sequencing | Presented in logical Sequence which Audience can follow | Presented in logical, Interesting sequence Which audience can Easily follow | |
| Subject Knowledge | Grasp of information Is poor; cannot answer questions about subject | Uncomfortable with Information; able to answer Only rudimentary questions | At ease with information; Can answer questions, But fails to elaborate | Full knowledge (even More than required); Answers questions easily with good explanations | |
| Graphics And Text | Uses no graphics or those that are of poor quality or irrelevant | Occasionally uses graphics, But they don't support text and presentation | Graphics relate to text & presentation and are easily understood by audience | Graphics explain and Reinforce screen text & overall presentation | |
| Research Effort | Did not utilize resources effectively; did little fact gathering on the topic | Used materials provided, but didn't consult additional resources | Did a good job of research; utilized a variety of resources to add to the content | Went above & beyond to research topic; used personal ideas & information to enhance | |
| Overall Presentation Style | Mumbles, incorrectly Pronounces words, speaks too quietly; POOR | Difficulty hearing presentation; Some mispronunciation; FAIR | Voice is clear & audience Can hear everything; few mispronunciations; GOOD | Consistent clear voice & correct pronunciation; Keeps audience engaged; EXCELLENT | |

WRITING ASSIGNMENTS & FEEDBACK (For IW)

Student writing will be evaluated as follows:

| <u>Assignment</u> | <u>Number</u> | <u>Pages (each)</u> | <u>Total pages</u> |
|--|---------------|---------------------|--------------------|
| Reaction papers following guest speakers | 2 | 2 | 4 |
| In-class Case Study analyses | 4 | 2 | 8 |
| Discussion questions after movies | 3 | 1 | 3 |
| Draft of Intro section of term paper | 1 | ~3 | 3 |
| Term paper | 1 | 6-8 | <u>6-8</u> |
| Total written pages | | | 24-26 |

We will discuss scientific writing style and look at examples of good and bad technique and grammar. Students are welcome to visit the *WSU Writing Center* (located in 031 Dunbar Library; Hours: 9-5 and 6-8 Monday-Thursday; 9-4 Friday) at any time during the course for help with writing skills.

For the two reaction papers, comments and suggestions for improvement in organization and writing style will be provided to students. Students will be able to make corrections to the first draft and re-submit these papers for re-grading. The higher score will be recorded. Students receiving less than 80% of the possible points are encouraged to re-write. You will receive comments on the term paper draft prior to the final submission.

For the in-class case study analyses, a grading rubric will be provided that evaluates content, organization, grammar and mechanics. Graded case studies will be returned to students within one week of submission. Discussion questions for the movies will be graded for accuracy and depth of ethical analysis. There will be 5 short questions for each movie; each question is worth 2 points.

All graded work will be returned to students with comments. Development of critical thinking skills and application of ethical theories will be emphasized in these assignments.

In order to pass this intensive writing class with a grade of C or higher, students must earn at least 70% of the possible writing points.

Term Paper

You will submit a paper with 6-8 pages of text on a bioethical topic of your choice THAT HAS NOT ALREADY BEEN COVERED IN CLASS at the end of the term which includes the following sections:

1. Introduction & History of the Issue
2. Arguments for and against (pro vs con)
(Include governmental laws, pertinent case studies, research, noteworthy incidences)
3. Your opinion on the issue and why you feel this way
4. References cited (separate page at end)

Format

- Separate title page which includes the topic, your name, and the date submitted.
- Use section headings (as indicated above) to divide up the body of the paper
- 1 inch margins, 11 point font, double spaced text, indent paragraphs
- Include in-text citations using **APA format** – (author surname, date of publication).
(Information on citations can be found at <http://www.libraries.wright.edu/find/reference/citing.html>)
- Include a “References Cited” page. You should have a minimum of 6 references, 4 of which must be scientific journal articles. Reputable, scientific websites and books may be used. Wikipedia is NOT an acceptable source for scientific writing, but may direct you to other useful links.
- If appropriate, include pictures, diagrams, figures, and/or tables - cite appropriately
- Writing Style: formal, scientific

Grading Rubric for Paper

50 possible points will be distributed as follows:

| | |
|----------------------------|----|
| Content | 20 |
| Organization & Readability | 10 |
| Grammar & Mechanics | 10 |
| Proper Citation | 5 |
| References | 5 |

ACADEMIC INTEGRITY

Students are expected to uphold standards of personal honesty at all times. Wright State’s policy on academic integrity may be view at <http://www.wright.edu/students/judicial/integrity.html>.

Plagiarism is using another person’s words or ideas without giving appropriate credit. For all written assignments, you must cite the source of your information, if applicable. Final term papers will be submitted to Turnitin.com using the *dropbox* tab in Pilot. Turnitin will generate a “similarity” score that indicates the percentage of the student’s paper that matches content from Turnitin’s database. The lower the score the better – you should be below 25%. Turnitin uses a color scheme ranging from blue to red. Typically, blue or green is fine. Red indicates significant plagiarism and may result in a report of academic dishonesty being submitted to university officials

Academic integrity guidelines specify that you should NOT use the same paper in two different classes unless given permission by the course instructor. Please abide by this policy – don’t double dip.

COURSE EVALUATION

Grade is determined by points you earn from the following distribution:

| | | |
|---|-----------|-------------|
| My Opinion papers (10 @ 4 pts each) | 40 points | |
| Guest lecture reaction papers (2 @ 11 pts each) | 22 | |
| Movie Discussion Questions (3 @ 10 pts each) | 30 | |
| Case Study Analyses (4 @ 10 pts each) | 40 | |
| Term Paper | 50 | |
| Team PowerPoint presentation | 20 | A = 224-250 |
| | | B = 199-223 |
| Weekly BITN online postings (14 @ 2 pts each) | 28 | C = 174-198 |
| Participation (evaluated by team & instructor) | 20 | D = 149-173 |
| | | F < 149 |

TOTAL POINTS POSSIBLE **250**

BIOETHICS DAILY SCHEDULE – updated Aug 26, 2013

| <u>Date</u> | <u>General Topic</u> | <u>Activities & Assignments</u> | <u>Due in class</u> |
|-------------|----------------------------|---|------------------------------------|
| 8/27 | Course Intro | Review syllabus, form teams, demo clicker use | |
| 8/29 | Theory, Laws & Rights | PPT: Ethical Theory, Laws & Rights; worksheet | |
| 9/3 | Writing in the Sciences | Rules, exercises, examples; term paper specifics | |
| 9/5 | Intro to bioethical issues | Interesting cases | <i>In-class writing #1</i> |
| 9/10 | Research involving humans | Human Subjects in Biomedical Research Nuremberg Code, Belmont Report, Hippocratic Oath | |
| 9/12 | Tuskegee Syphilis Study | Tuskegee Movie ; WSU regulations | |
| 9/17 | Clinical Trials | Review WSU protocol (teams) | Movie Q, protocol form |
| 9/19 | Research involving animals | <i>Guest speaker from WSU LAR (Emily Dudley)</i> | |
| 9/24 | Neuroethics | <u>Team 1: Neuroethics</u> | Reaction paper 1 |
| 9/26 | Beginning of Life | Abortion cases; regulations | MO 1; <i>In-class writing #2</i> |
| 10/1 | ARTs | <u>Team 2: Assisted Reproductive Technologies</u> | |
| 10/3 | End of Life Issues | Coma, Advance Directives (forms) | MO 2; Term paper topic & 5 sources |
| 10/8 | End of Life options | Movie: Last Rights | DNR case study |
| 10/10 | Physician Assisted Death | <u>Team 3: Physician-Assisted Death</u> | Movie Questions |
| 10/15 | End of Life decisions | Care & Cost | MO 3 |
| 10/17 | Genetic issues | Genetic Testing & Medical Applications | <i>In-class writing #3</i> |
| 10/22 | Genetic manipulation | <u>Team 4: Genetic Enhancement & Manipulation</u> | |
| 10/24 | Cloning | <u>Team 5: Cloning</u> | MO 4 |
| 10/29 | Savior Siblings | Movie: My Sister's Keeper | MO 5 |
| 10/31 | Stem Cells | <u>Team 6: Stem Cell types and applications</u> | Movie Questions |
| 11/5 | Bioethics Potpourri | Students Choose Topics to Discuss | MO 6; <i>In-class writing #4</i> |
| 11/7 | New Technologies | <u>Team 7: Synthetic Biology & Nanotechnology</u> | Draft Intro of term paper |
| 11/12 | Medical Decision Making | <i>Guest Speaker: Ashley Fernandes, PhD, MD</i> | MO 7 |
| 11/14 | Organ Transplantation | <u>Team 8: Ways to Increase Organ Donation</u> | |
| 11/19 | Environmental Ethics | <u>Team 9: Sustainability & Resources</u> | MO 8 |
| 11/21 | Public Health | <i>Guest Speaker: John Corker</i> | MO 9 |
| 11/26 | Regulations, Costs | <u>Team 10: National Health Care Policies</u> | Reaction paper 2 |
| 11/28 | NO CLASS | THANKSGIVING | |
| 12/3 | Case Studies | Clicker Questions & Group Discussion | MO 10 |
| 12/5 | Wrap-up | Course Evaluation, Team Participation | Term Paper due |

NO meeting during final exam week