Master Syllabuses

Listed In Alphabetical Order by Course Designation
(Followed by Course Number)
1. **Course Information**
   - **College:** Liberal Arts
   - **Department:** African and African American Studies
   - **Course Title:** What Is the African and African American Experience?
   - **Course Designation and Number:** AFS 200
   - **GE Area:** VI College Component

   **Writing Intensive:** Yes
   - **All Sections**

   **Methods of Instruction:**
   - Lecture
   - Discussion
   - Small group activities
   - On-line chats
   - **No labs**

   **Prerequisites:** None

2. **Objectives**

   **GE Program Objectives:**
   - Develop skills that will form basis for lifelong living
   - Sharpen critical thinking and communicative skills

   **GE Area VI Objectives:**
   - Communicate with individuals who are in the student’s major, in allied fields, and non-specialists
   - Understand important relationships and interdependence between the student’s major and other academic disciplines, world events or life endeavors

   **Course Objectives and GE Learning Outcomes:**
   - An interdisciplinary course that provides students with an intellectual foundation for understanding and critically assessing the history and experiences of persons of African descent in America and across the African Diaspora. Topics include early African civilizations, art and religion; the Atlantic slave trade; and the varied social, political, intellectual, and cultural experiences of black people in the United States.

   **Area VI learning outcomes addressed:**
   - Sharpens critical thinking, problem solving, and communication skills
   - Communicate with individuals who are in the student’s major, in allied fields and non-specialists
Understand important relationships and interdependencies between the student’s major and other academic disciplines, word events or life endeavors.

**WAC Objectives**
To improve students’ writing proficiency—their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation, and spelling. AFS 200 accomplishes this by having students engage in several writing exercises including a major research paper and several short reaction papers.

3. **Course Materials**

4. **Methods of Evaluation**
   A. Chapter Questions and Exercises
   B. 5 critical response/reaction papers
   C. online chat with professor addressing an important issue currently impacting the African and African American experience
   D. Final exam

5. **Grading Policy**
   All GE courses are graded A-F
   WI component is graded pass/unsatisfactory

6. **Attendance Policy**
   Attendance and punctuality at every class session is required. Unexcused absence or tardiness may result in final grade being lowered one letter.

**Course Outline**


“English Methodologies and the African and African American Experience.” **Due! Questions and Exercises for chapters 3 and 4.**

Wk 3 “History and the African and African American Experience.”

Wk 4  “Art and the African American Experience.” **Due! Questions and Exercises for chapter 8.**


Wk 5  “Social Work Methodology and the African American Experience.” **Due! Questions and Exercises for chapter 6.**


Wk 6  “Political Science Methodologies and the African American Experience.”

“The Reconstruction and the African American Experience.”


“Art History and the African American Experience.”

Wk 8  “Urban Affairs and the African American Experience.”

“Sociology Methodologies and the African American Experience.”

Wk 9  “African Americans and the Media.”


Wk 10 “Sociology of African American Women.”

“Hip Hop and the African American Experience.”

7. **Other**

Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
Master Syllabus

1. Course Information

College: College of Liberal Arts
Department: Art and Art History
Course Title: Visual Art in Western Culture
Course Designation and Number: Art 214
GE Area: IV: Human Expression: Fine and Performing Arts
Writing Intensive: ___Yes _X_No
For WI Courses: ___All sections ___Selected Sections are WI
Method(s) of Instruction: _X_Lecture
_X_Discussion
___Web-enhanced
___Web-only
___Other
Includes Lab: ___Yes _X_No
Prerequisites: None

2. Objectives

GE Program Objectives:
The General Education Program is broadly based in order to promote intellectual growth, cultivate critical examination and informed understanding, encourage breadth and flexibility of perspective, and provide students an opportunity to develop skills and knowledge that will form the basis for their life-long learning. Accordingly, the General Education program at Wright State University is a planned and coherent program that is designed to help students:

- Sharpen critical thinking, problem solving, and communication skills
- Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community
- Increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future

GE Area Four Objectives:

a. recognize and critically discuss significant creative, philosophical and religious works
b. understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgment in such works
c. discuss the diverse means of communication in such works

Course Objectives and GE Learning Outcomes:
This course is meant to help students develop an educated and critical eye in looking at art. Students will also acquire a specialized vocabulary which allows them to clarify their own responses to art and communicate those responses to others. Students should come away from the course knowing many of the reasons why art has been created, appreciating the kinds of satisfactions that art can provide and understanding some of the elements that produce an effective work of art. The second part of the course, which will focus in depth on some of art's most celebrated monuments, is geared toward illustrating how works of art can mirror and help
shape human values as well as illustrate historical events, attitudes and ideas. Students will become familiar with the features of major international period styles and learn why certain pieces of art and architecture are considered good examples of those styles. The material of the course will focus primarily on the art of western Europe and America, although works of non-Western art will be used for comparative purposes.

**Area Four learning outcomes addressed:**

a. recognize and critically discuss significant creative, philosophical and religious works
b. understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgment in such works
c. discuss the diverse means of communication in such works

3. **Suggested Course Materials**

4. **Suggested Methods of Evaluation**
   There will be three exams and one assignment which involves study of original works of art in an area museum

5. **Grading Policy**
   All GE courses are graded A-F.

6. **Suggested Weekly Course Outline Including Typical Assignments**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understanding Art</td>
<td>Zelanski-Fisher, Ch 1</td>
</tr>
<tr>
<td></td>
<td>Visual Elements</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Visual Elements</td>
<td>Zelanski-Fisher, Ch 2</td>
</tr>
<tr>
<td>3</td>
<td><strong>Museum Assignment Due</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principles of Design</td>
<td>Zelanski-Fisher, Ch 3</td>
</tr>
<tr>
<td>4</td>
<td>Media &amp; Methods:</td>
<td>Zelanski-Fisher, Ch 4, 5, 6</td>
</tr>
<tr>
<td></td>
<td>Painting, Drawing, Printmaking</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Media &amp; Methods:</td>
<td>Zelanski-Fisher, Ch 8, 10, 13</td>
</tr>
<tr>
<td></td>
<td>Photography, Sculpture,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Architecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam I</strong></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Historical Styles, Themes &amp;</td>
<td>Zelanski-Fisher, Ch 15</td>
</tr>
<tr>
<td></td>
<td>Values Classical Art</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Historical Styles, Themes &amp;</td>
<td>Zelanski-Fisher, Ch 15</td>
</tr>
<tr>
<td></td>
<td>Values Medieval Art</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><strong>Exam II</strong></td>
<td>Zelanski-Fisher, Ch 15</td>
</tr>
<tr>
<td></td>
<td>Historical Styles, Themes &amp;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Values Renaissance Art</td>
<td></td>
</tr>
</tbody>
</table>
Syllabus distributed to students should employ the format approved by UCAP and must include:

- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
Master Syllabus – ATH241: Introduction to Physical Anthropology

1. Course Information
   College: Liberal Arts
   Department: Sociology & Anthropology
   Course Title: Introduction to Physical Anthropology
   Course Designation & Number: ATH241
   GE Area: VI. College Component

Writing Intensive: __X__ Yes     ____No

For WI Courses: __X__ All sections     ______Selected Sections are WI

Methods of instruction   __X__ Lecture
   __X__ Discussion
   ______Web-enhanced
   ______Web-only
   ______Other

Includes Lab:                __X__ Yes     ____No
(Please see page 3 for description of lab exercises)

Prerequisites: None

2. Objectives

GE Program Objectives:
- To sharpen critical thinking, problem solving, and communication skills
- To increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future

GE Area Six Objectives:
- To understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors
- Communication with individuals who are in the student’s major, in allied fields, and non-specialists

Course Objectives and GE Learning Outcomes:
This course surveys the discipline of Physical Anthropology, the scientific study of human biology and behavior. It provides some answers to the following questions:
1. What is evolutionary theory and how does it relate to human origins and behavior?
2. What are some biological and behavioral similarities and differences between human and nonhuman primates?
3. Where did the human species originate and how did we evolve?
4. How can we understand current human physical variation in light of evolutionary theory?
The course begins with an introduction to evolutionary theory and principles, the theoretical foundation for understanding human biology and behavior. Then it examines the biology, behavior and evolution of monkeys, apes and other nonhuman primates, with whom we share a common evolutionary ancestry; the fossil and genetic evidence for human evolution; current human biological variations and adaptations which are the outcome of thousands of years of evolutionary history. Finally the course considers the biological bases of race and sex and the rationales underlying racism and sexism. Successful completion of the course will enable students to understand principles and processes of human evolution, various lines of evidence for human evolution, and the consequences of evolution for biological diversity in modern human groups.

Area VI College Component learning outcomes addressed:
- Understanding important relationships and interdependencies between the major and other academic disciplines, world events or life endeavors
- Communication with individuals who are in the student’s major, in allied fields, and non-specialists

WAC Objectives:
- To improve students’ writing proficiency
- To encourage students to use writing as a learning tool
- To demonstrate for students the ways writing is integral to all disciplines

WAC will be integrated into the course in a variety of ways, including the writing of essay answers on tests, completing laboratory reports, summarizing articles discussed in class, and completing another specific writing assignment.

3. Suggested Course Materials:
Videos, slides and overhead transparencies for illustration

4. Suggested Methods of Evaluation:
Three tests shall be required. Laboratory reports and a written summary of one article from the reader are also recommended. A specific writing assignment shall also contribute to the final course grade.

5. Grading Policy
All GE courses are graded A-F. WI component is graded Pass/Unsatisfactory
6. Suggested Weekly Course Outline Including Typical Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>Evolutionary Principles &amp; Genetics</td>
<td>Chap 1-4</td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>Our Relatives, the Nonhuman Primates</td>
<td>Chap 5-6</td>
</tr>
<tr>
<td></td>
<td>*Lab 1 due</td>
<td></td>
</tr>
<tr>
<td>5 &amp; 6</td>
<td>Primate Anatomy &amp; Evolution</td>
<td>Chap 7</td>
</tr>
<tr>
<td></td>
<td>*Lab 2 due</td>
<td></td>
</tr>
<tr>
<td>7 &amp; 8</td>
<td>Our Fossil Ancestors</td>
<td>Chap 8-11</td>
</tr>
<tr>
<td></td>
<td>*Lab 3 due</td>
<td></td>
</tr>
<tr>
<td>9 &amp; 10</td>
<td>Human Diversity &amp; Adaptability</td>
<td>Chap 12-15</td>
</tr>
<tr>
<td></td>
<td>The Concept of Race</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Lab 4 due</td>
<td></td>
</tr>
</tbody>
</table>

*Two lab exercises on the CD that accompanies textbook are completed by students at their convenience on their own computers. The other two lab exercises involve handling materials set up in the Anthropology Lab (065 Millett) during the quarter and are also completed at the convenience of the students during open lab times (9-4:30 each week day). Lab report forms must be filled out and submitted on due dates.

7. Other
Syllabus distributed to student should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
1. **Course Information**
   College: Liberal Arts
   Department: Sociology/Anthropology
   Course Title: Introduction to Archaeology
   Course Designation and Number: ATH 242
   GE Area(s): (List all area(s) that apply.)

   VI. College Component

   Writing Intensive:  ___ Yes  ___ No

   For WI Courses:  ___ All sections  ___ Selected sections are WI

   Method(s) of Instruction:  ___ Lecture
   ___ Discussion
   ___ Web-enhanced
   ___ Web-only
   ___ Other (explain below)

   Includes Lab:  ___ Yes  ___ No
   (For lab courses specify how the weekly meeting times are structured.)

   Prerequisites: (Specify or state 'None.')  None

2. **Objectives**

   GE Program Objectives: (Refer to GE program document.)

   Sharpen critical thinking
   Increase knowledge and understanding of the past, of the world in which we live…
   Learn about the … cultural dimensions of human experience

   GE Area Objectives: (Refer to GE program document.)

   Communicate with individuals who are in the student’s major, in allied fields, and non-specialists

   Understand important relationships and interdependencies between the student’s major and other academic disciplines

   Course Objectives and GE Learning Outcomes:
   Introduction to Archaeology involves students in a dialogue concerning how past cultures are delineated based upon the material traces they leave behind. The recovery and interpretation of this evidence is the subject matter of scientific archaeology. Students learn that how we interpret past events and cultures is dependent not only upon the remnants of a
past culture that can be recovered, but also how we think about human beings, their artifacts and their cultures.

Area Six learning outcomes assessed:

Communication with individuals who are in the student’s major, in allied fields, and non-specialists

Describes and analyzes historical-social elements of nonwestern culture

Cross-cultural analysis of complex individual behavior

For WI Courses: WAC Objectives (Specify which WAC objectives are met and how WAC is integrated into course (refer to WAC program document).

Encourages students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they do and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

Ten percent of the course grade is based on the submission of a draft and final version of a report on an archaeological topic of the student’s choice. It addresses a current issue in archaeology, culled from the popular media or a popular archaeological journal. The student critiques the article, stating what additional information is needed to understand the topic better, or why the writer was deficient in his/her reporting.

3. **Suggested Course Materials**
   Text: *Discovering our Past*, 3rd edition by Wendy Ashmore and Robert Sharer; Reading packet, a set of readings from *Scientific American* and *Archaeology* has been duplicated and available from the bookstore.

4. **Suggested Methods of Evaluation**
   Two one hour exams and a final exam weighted at 30% each and a report (with preliminary and final drafts submitted) worth 10% of the final grade. Students may elect to count the final exam for the equivalent of both hour exams: the hourly exams would then be worth 45% of the grade and the final 45% of the grade. Students selecting this option must so inform the instructor in writing before the week of final exams (a form will be available).

5. **Grading Policy**
   (This section is to be reproduced on all master syllabi exactly as it appears here.)
   All GE courses are graded A-F.
   WI component is graded Pass/Unsatisfactory. (Include only for WI courses.)

6. **Suggested Weekly Course Outline Including Typical Assignments**
   Week 1   Archaeological concepts   Ch. 1, Ch. 4 pp. 55-70
   Week 2   A history of archaeology's development   Ch. 2
Week 3  Archaeological surveys and Ch. 4, pp. 70-78; Ch. 5 excavation (omit pp. 107-111)

First Hour Exam

Week 4  Stone tools pp. 114-119
Pottery pp. 119-124

Week 5-6  Dating techniques Ch. 7

Week 6  Human skeletal analysis pp. 109-110, 133-135 Larson - "Telltale Bones"

Second Hour Exam

Week 7  The earliest Americans "Clovis Counterrevolution"
Lepper

Hopewell and Hilltop
enclosures in the
Eastern United States
Lepper

Week 8  Communities in the Desert: Lekson; Wicklein
Southwest U.S.

Week 8-9  High cultures in Mesoamerica: Carlson; Sheets
cycles of rise and fall

Week 10  Historical archaeology: Harrington; Ch. 10
plantations & slavery in
the Caribbean

Final Exam

7. **Other** (This section is to be reproduced on all master syllabi exactly as it appears here.) Syllabus distributed to students should employ the format approved by UCAP and must include:

- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
Master Syllabus: BIO 105

1. **Course Information**
   - **College:** College of Science and Mathematics
   - **Department:** Biological Sciences
   - **Course Title:** Introductory Biology: Food
   - **Course Designation and Number:** BIO 105
   - **GE Area(s):** Area V – Natural Sciences

   **Writing Intensive:** _X_ Yes  __No

   **For WI Courses:** ___All sections  _X_ Selected Sections are WI.

   **Method(s) of Instruction:**  
   _X_ Lecture  
   _X_ Discussion  
   _X_ Web-enhanced  
   _ _ Web-only  
   _ _ Other

   **Includes Lab:**  _X_ Yes  __No
   Three hours lecture, two hours lab.

   **Prerequisites:** None

2. **Objectives**

   **GE Program Objectives:**
   - Sharpen critical thinking, problem solving and communication skills.
   - Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community.
   - Increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

   **GE Area Five Objectives:**
   - Area Five courses emphasize scientific inquiry as a way to discover the natural world, and to explore fundamental issues of science and technology in human society.

   **Course Objectives and GE Learning Outcomes:**
   - Biological principles applied to the nature of food, its production, and use in the human body. Topics include molecular biology, photosynthesis, respiration, digestion, nutrition, agricultural ecosystems, and issues of feeding a rapidly growing human population.

   Understand the experimental basis of scientific inquiry
   Understand the importance of model building for understanding the natural world
   Understand the theoretical, practical, creative and cultural dimensions of scientific inquiry
   Discuss some of the fundamental theories underlying modern science
   Understand the dynamic interaction between society and the scientific enterprise
   Recognize appropriate ethical uses of knowledge in the natural sciences

   **For WI Courses: WAC Objectives**
   - To improve students' writing proficiency – their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.
   - To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.
   - To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

   Two writing assignments totaling approximately 1500 words are submitted. The topics will be related to subjects covered in the course. Any paper receiving an 80% or below must be re-written and re-submitted.
3. **Suggested Course Materials**
   
   Text: *Biology of Food* (custom printed by Thomson Learning; taken from 2 different Biology texts)
   
   Lab: *Biology of Food laboratory Manual*

4. **Suggested Methods of Evaluation**

   Three tests and the collection of homework and/or quizzes are recommended.
   
   A cumulative final exam is required.

5. **Grading Policy**

   All GE courses are graded A-F.

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>&lt;60%</td>
<td>F</td>
</tr>
</tbody>
</table>

   WI component is graded Pass/Unsatisfactory.

6. **Suggested Weekly Course Outline Including Typical Assignments**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE TOPICS</th>
<th>READING ASSIGNMENT (UNIT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction, Overview of Nutrition</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>Scientific Method, Calories, Energy Balance, Diet</td>
<td>3, 8</td>
</tr>
<tr>
<td>3</td>
<td>Biology and Chemistry of Lipids and Carbohydrates</td>
<td>12, 18</td>
</tr>
<tr>
<td>4</td>
<td>Biology and Chemistry of Proteins, Food Labeling, Anatomy and Function of Digestion</td>
<td>15, 4, 7</td>
</tr>
<tr>
<td>5</td>
<td>Obesity &amp; Weight Loss Measures, Eating Disorders</td>
<td>9, 10, 11</td>
</tr>
<tr>
<td>6</td>
<td>Metabolism and Photosynthesis</td>
<td>Pages 1-16</td>
</tr>
<tr>
<td>7</td>
<td>Cellular Respiration and Genetically – Modified Foods</td>
<td>Pages 17-33</td>
</tr>
<tr>
<td>8</td>
<td>Nutrition &amp; Physical Performance, Supplements</td>
<td>27, 24</td>
</tr>
<tr>
<td>9</td>
<td>Population Growth, Population Control Methods</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Nutrition and Diseases</td>
<td>19, 22</td>
</tr>
<tr>
<td>11</td>
<td>Summary, course evaluations, preparing for the final exam.</td>
<td></td>
</tr>
</tbody>
</table>

7. **Other**

   Syllabus distributed to students should employ the format approved by UCAPC and must include:
   - Instructor name, office hours, and contact information
   - Office of Disability Services information
   - Information on how grades will be determined
   - Attendance policy
Master Syllabus: BIO 106

1. Course Information
   - College: College of Science and Mathematics
   - Department: Biological Sciences
   - Course Title: Introductory Biology: Biodiversity
   - Course Designation and Number: BIO 106
   - GE Area(s): Area V – Natural Sciences
   - Writing Intensive: X Yes __No
   - For WI Courses: ___All sections  X Selected Sections are WI.
   - Method(s) of Instruction:  X Lecture  X Discussion  X Web-enhanced  __Web-only  __Other
   - Includes Lab:  X Yes ___No
     Three hours lecture, two hours lab.
   - Prerequisites: None

2. Objectives

GE Program Objectives:
- Sharpen critical thinking, problem solving and communication skills.
- Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community.
- Increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

GE Area Five Objectives:
Area Five courses emphasize scientific inquiry as a way to discover the natural world, and to explore fundamental issues of science and technology in human society.

Course Objectives and GE Learning Outcomes:
Biological principles and processes applied to the origin, interaction, and extinction of species. Laboratory and lab topics include paleobiology, speciation, macroevolution, adaptive radiation, symbiosis, biogeography, and the scientific management of modern biological resources.

- Understand the experimental basis of scientific inquiry
- Understand the importance of model building for understanding the natural world
- Understand the theoretical, practical, creative and cultural dimensions of scientific inquiry
- Discuss some of the fundamental theories underlying modern science
- Understand the dynamic interaction between society and the scientific enterprise
- Recognize appropriate ethical uses of knowledge in the natural sciences

For WI Courses: WAC Objectives
- To improve students’ writing proficiency – their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.
- To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.
- To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

Two writing assignments totaling approximately 1500 words are submitted. The topics will be related to subjects covered in the course. Any paper receiving an 80% or below must be re-written and re-submitted.
3. **Suggested Course Materials**

   **Text:**  
   *Select Materials from Biology: Concepts & Applications 5e*

   **Lab:**  
   *Biodiversity laboratory Manual*

4. **Suggested Methods of Evaluation**

   Three tests and the collection of homework and/or quizzes are recommended. A cumulative final exam is required.

5. **Grading Policy**

   All GE courses are graded A-F.
   
   90-100%    A  
   80-89%      B  
   70-79%      C  
   60-69%      D  
   <60%        F  

   WI component is graded Pass/Unsatisfactory.

6. **Suggested Weekly Course Outline Including Typical Assignments**

<table>
<thead>
<tr>
<th>Week #</th>
<th>LECTURE TOPICS</th>
<th>READING ASSIGNMENT (Chapter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction &amp; Microevolution</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>Speciation</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>Macroevolution</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>Origin &amp; Evolution of Life</td>
<td>19</td>
</tr>
<tr>
<td>5</td>
<td>Biodiversity</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>Population Ecology</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>Social &amp; Community Interactions</td>
<td>41 &amp; 42</td>
</tr>
<tr>
<td>8</td>
<td>Ecosystems</td>
<td>43</td>
</tr>
<tr>
<td>9</td>
<td>Biosphere</td>
<td>44</td>
</tr>
<tr>
<td>10</td>
<td>Human Impact on the Biosphere</td>
<td>45</td>
</tr>
</tbody>
</table>

7. **Other**

   Syllabus distributed to students should employ the format approved by UCAP and must include:
   - Instructor name, office hours, and contact information
   - Office of Disability Services information
   - Information on how grades will be determined
   - Attendance policy
Master Syllabus: BIO 107

1. Course Information
   - College: College of Science and Mathematics
   - Department: Biological Sciences
   - Course Title: Introductory Biology: Disease
   - Course Designation and Number: BIO 107
   - GE Area(s): Area V – Natural Sciences

   Writing Intensive: _X_ Yes __No

   For WI Courses: ___All sections ___Selected Sections are WI.

   Method(s) of Instruction: _X_ Lecture
                            _X_ Discussion
                            _X_ Web-enhanced
                            __Web-only
                            __Other

   Includes Lab: _X_ Yes __No

   Three hours lecture, two hours lab.

   Prerequisites: None

2. Objectives

   GE Program Objectives:
   - Sharpen critical thinking, problem solving and communication skills.
   - Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community.
   - Increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

   GE Area Five Objectives:
   - Area Five courses emphasize scientific inquiry as a way to discover the natural world, and to explore fundamental issues of science and technology in human society.

   Course Objectives and GE Learning Outcomes:
   - Biological principles applied to the study of disease: causes, controls, and natural defense against infection. Topics include microscopy, pathology, antibiotics, immunology, and epidemiology with historical perspectives and an emphasis on investigative techniques.
     - Understand the experimental basis of scientific inquiry
     - Understand the importance of model building for understanding the natural world
     - Understand the theoretical, practical, creative and cultural dimensions of scientific inquiry
     - Discuss some of the fundamental theories underlying modern science
     - Understand the dynamic interaction between society and the scientific enterprise
     - Recognize appropriate ethical uses of knowledge in the natural sciences

   For WI Courses: WAC Objectives
   - To improve students’ writing proficiency – their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.
   - To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.
   - To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

   Two writing assignments totaling approximately 1500 words are submitted. The topics will be related to subjects covered in the course. Any paper receiving an 80% or below must be re-written and re-submitted.
3. **Suggested Course Materials**


Lab: *Biology of Diseases Laboratory Manual*

4. **Suggested Methods of Evaluation**

Three tests and the collection of homework and/or quizzes are recommended. A cumulative final exam is required.

5. **Grading Policy**

All GE courses are graded A-F.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>80-89%</td>
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<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>&lt;60%</td>
<td>F</td>
</tr>
</tbody>
</table>

WI component is graded Pass/Unsatisfactory.

6. **Suggested Weekly Course Outline Including Typical Assignments**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignment All reading in Mulvihill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wellness, Disease, Nutrition</td>
<td>Chapter 1, 6, 20</td>
</tr>
<tr>
<td>2</td>
<td>Nutrition, Stress</td>
<td>Chapter 6, 19</td>
</tr>
<tr>
<td>3</td>
<td>Infectious disease, Sexually transmitted diseases (STDs).</td>
<td>Chapter 3, 15</td>
</tr>
<tr>
<td>4</td>
<td>Food poisoning, the common cold</td>
<td>Chapter 11, 13</td>
</tr>
<tr>
<td>5</td>
<td>Life-threatening infectious diseases</td>
<td>Chapter 16</td>
</tr>
<tr>
<td>6</td>
<td>Emerging infectious agents: both foreign &amp; domestic Allergies &amp; asthma</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>7</td>
<td>Antibiotics &amp; vaccines, Bioterrorism</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Diet &amp; cancer, Lung cancer, Breast cancer, Genes and the environment</td>
<td>Review chapter 13, 15</td>
</tr>
<tr>
<td>9</td>
<td>Cancers of the reproductive tract, Skin cancer: Anemia</td>
<td>Chapter 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 7 pages 101 - 109</td>
</tr>
<tr>
<td>10</td>
<td>Hemophilia, heart disease &amp; stroke, Depression &amp; Suicide</td>
<td>Chapter 16, Chapter 7 pages 109 - 110, &amp; Chapter 8 pages 120 - 130</td>
</tr>
</tbody>
</table>

7. **Other**

Syllabus distributed to students should employ the format approved by UCAPC and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy

**Computer assignment** "Cardiology Lab." Select "Cardiology Lab" to begin the exercise.
Master Syllabus: CHM 105

1. Course Information
   College: College of Science and Mathematics
   Department: Chemistry
   Course Title: Chemistry of Our World: Living Things
   Course Designation and Number: CHM 105
   GE Area(s): Area V – Natural Sciences

   Writing Intensive: X Yes No

   For WI Courses: ___ All sections X Selected Sections are WI.

   Method(s) of Instruction:
   X Lecture
   X Discussion
   ___ Web-enhanced
   ___ Web-only
   X Other: Small group activities. Working together is encouraged, except on quizzes and the final.

   Includes Lab:
   ___ No X Yes
   Three hours lecture, two hours lab.

   Prerequisites: NONE

2. Objectives

   GE Program Objectives:
   Sharpen critical thinking, problem solving and communication skills.
   Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community.
   Increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

   GE Area Five Objectives:
   Area Five courses emphasize scientific inquiry as a way to discover the natural world, and they explore fundamental issues of science and technology in human society.

   Course Objectives and GE Learning Outcomes:
   Chemical principles applied to: examination of the principles of covalent bonding, structures, and reactions of molecules important to living things, with attention to the technological, regulatory, and social complexities of related problems. Topics include food, drugs, and poisons.

   Understand the experimental basis of scientific inquiry
   Understand the importance of model building for understanding the natural world
   Understand the theoretical, practical, creative and cultural dimensions of scientific inquiry
   Discuss some of the fundamental theories underlying modern science
   Understand the dynamic interaction between society and the scientific enterprise
   Recognize appropriate ethical uses of knowledge in the natural sciences
For WI Courses: WAC Objectives

To improve students’ writing proficiency – their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.

To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

Written laboratory discussion that answers the following questions should be included with each laboratory report.

1. What did you observe in this laboratory?
2. How do you interpret your observations? (What do they mean? Did you learn something new?)
3. Is there something you did not understand about what you did in the lab?
4. What else might you have done in the lab to clarify what you did not understand?

3. Suggested Course Materials

Text:

4. Suggested Methods of Evaluation

Lecture:
- 4 - 5 exams and 2 – 5 homework assignments
- Comprehensive final exam

Laboratory:
- 8 lab reports

5. Grading Policy

All GE courses are graded A-F
WI component is graded Pass/Unsatisfactory.

6. Suggested Weekly Course Outline Including Typical Assignments

| Week 1 - 2: | Organic Chemistry (Ch. 9) |
| Week 3 - 4: | Biochemistry (Ch.15) |
| Week 5 - 6: | Food (Ch. 16) |
| Week 7 - 8: | Drugs (Ch. 19) |
| Week 9 - 10: | Poisons (Ch. 20) |

LABORATORY SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Laboratory Safety, Molecular Models: Organic Compounds</td>
</tr>
<tr>
<td>3</td>
<td>Analysis of Monofunctional Organic Compounds</td>
</tr>
<tr>
<td>4</td>
<td>Nature’s Catalysis: Enzymes</td>
</tr>
<tr>
<td>5</td>
<td>Amino Acids &amp; Proteins</td>
</tr>
<tr>
<td>6</td>
<td>Chromatography of Kool-Aid</td>
</tr>
<tr>
<td>7</td>
<td>Vitamin C Determination</td>
</tr>
<tr>
<td>8</td>
<td>Synthesis of Aspirin</td>
</tr>
<tr>
<td>9</td>
<td>Extraction of Caffeine from Beverages</td>
</tr>
<tr>
<td>10</td>
<td>Extraction of Caffeine from Beverages (Continued)</td>
</tr>
</tbody>
</table>
7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
Master Syllabus : CHM 106

1. **Course Information**
   - **College:** College of Science and Mathematics
   - **Department:** Chemistry
   - **Course Title:** Chemistry of Our World: Materials
   - **Course Designation and Number:** CHM 106
   - **GE Area(s):** Area V – Natural Sciences

   Writing Intensive:  
   - X Yes  
   - No

   For WI Courses:  
   - ____ All sections  
   - X Selected Sections are WI.

   Method(s) of Instruction:  
   - Lecture
   - Discussion
   - Web-enhanced
   - Web-only
   - X Other: Small group activities. Working together is encouraged, except on quizzes and the final.

   Includes Lab:  
   - ____ No  
   - X Yes

   Three hours lecture, two hours lab

   Prerequisites: NONE

2. **Objectives**

   **GE Program Objectives:**
   - Sharpen critical thinking, problem solving and communication skills.
   - Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community.
   - Increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

   **GE Area Five Objectives:**
   - Area Five courses emphasize scientific inquiry as a way to discover the natural world, and they explore fundamental issues of science and technology in human society.

   **Course Objectives and GE Learning Outcomes:**
   - Chemical principles applied to: examination of familiar materials such as metals, nonmetals, household chemicals, and polymers. Attention is given to the risk/benefit implications of these materials, complexities of these materials as used by consumers, the impact of these materials on the environment, and methods of applying modern techniques to improvement of commonly used chemical materials.
     - Understand the experimental basis of scientific inquiry
     - Understand the importance of model building for understanding the natural world
     - Understand the theoretical, practical, creative and cultural dimensions of scientific inquiry
     - Discuss some of the fundamental theories underlying modern science
     - Understand the dynamic interaction between society and the scientific enterprise
     - Recognize appropriate ethical uses of knowledge in the natural sciences
For WI Courses: WAC Objectives

To improve students' writing proficiency – their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.

To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

Written laboratory discussion that answers the following questions should be included with each laboratory report.

1. What did you observe in this laboratory?
2. How do you interpret your observations? (What do they mean? Did you learn something new?)
3. Is there something you did not understand about what you did in the lab?
4. What else might you have done in the lab to clarify what you did not understand?

3. Suggested Course Materials

Text:
(2) Grossie, Burns and Fortman, Laboratory Guide for Chemistry, any edition OK

4. Suggested Methods of Evaluation

Lecture:
Four-five exams and 4 – 5 homework assignments
Comprehensive final exam

Laboratory:
8 lab reports

5. Grading Policy

All GE courses are graded A-F
WI component is graded Pass/Unsatisfactory.

6. Suggested Weekly Course Outline Including Typical Assignments

Week 1 - 2: Reliance of Chemistry, Acids and Bases (Ch. 7)
Homework 1 covering acids and bases
Week 3 - 4: Oxidation and Reduction (Ch. 8)
Homework 2 covering oxidation and reduction reactions
Week 5 - 6: Metals and Minerals (Ch. 11)
Homework 3 covering the properties and uses of metals and minerals
Week 7 - 8: Household Chemicals (Ch. 17)
Homework 4 covering household chemicals
Week 9 - 10: Polymers (Ch. 10)
Homework 5 covering polymers
LABORATORY SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Acid-Base Reactions</td>
</tr>
<tr>
<td>3</td>
<td>Titrimetric Determination of an Antacid Tablet</td>
</tr>
<tr>
<td>4</td>
<td>Batteries</td>
</tr>
<tr>
<td>5</td>
<td>Metals and Corrosion</td>
</tr>
<tr>
<td>6</td>
<td>Alum from Beer Cans</td>
</tr>
<tr>
<td>7</td>
<td>Building Materials</td>
</tr>
<tr>
<td>8</td>
<td>Dyes and Dyeing</td>
</tr>
<tr>
<td>9</td>
<td>Synthetic Polymers</td>
</tr>
</tbody>
</table>

7. **Other**

Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
Master Syllabus : CHM 107

1. Course Information
College:          College of Science and Mathematics
Department:      Chemistry
Course Title:    Chemistry of Our World: Energy and the
                Environment
Course Designation and Number: CHM 107
GE Area(s):      Area V – Natural Sciences
Writing Intensive: X Yes  No
For WI Courses:  ___ All sections  X Selected Sections are WI.
Method(s) of Instruction:
X Lecture
X Discussion
X Web-enhanced
___ Web-only
X Other: Small group activities: Working together is
        encouraged, except on quizzes and the final.
Includes Lab:     ___ No  X Yes
                  Three hours lecture, two hours lab
Prerequisites:   NONE

2. Objectives

GE Program Objectives:
  Sharpen critical thinking, problem solving and communication skills.
  Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience
  needed for participation in the human community.
  Increase knowledge and understanding of the past, of the world in which we live, and of how both
  past and present have an impact on the future.

GE Area Five Objectives:
  Area Five courses emphasize scientific inquiry as a way to discover the natural world, and they
  explore fundamental issues of science and technology in human society.

Course Objectives and GE Learning Outcomes:
Chemical principles applied to: examination of gaseous and liquid states and thermo-chemistry as a basis
for understanding air and water quality, and fossil and nuclear fuels, with attention to the technological,
regulatory, and social complexities of related problems. Topics will include: appropriate use of non-
renewable chemical resources, emerging technology in the area of alternative fuels, and the various related
impacts of expanding world population.

  Understand the experimental basis of scientific inquiry
  Understand the importance of model building for understanding the natural world
  Understand the theoretical, practical, creative and cultural dimensions of scientific inquiry
  Discuss some of the fundamental theories underlying modern science
  Understand the dynamic interaction between society and the scientific enterprise
  Recognize appropriate ethical uses of knowledge in the natural sciences
For WI Courses: WAC Objectives

To improve students' writing proficiency – their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.

To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

Written laboratory discussion that answers the following questions should be included with each laboratory report.

1. What did you observe in this laboratory?
2. How do you interpret your observations? (What do they mean? Did you learn something new?)
3. Is there something you did not understand about what you did in the lab?
4. What else might you have done in the lab to clarify what you did not understand?

3. Suggested Course Materials

Text:
(2) Laboratory Guide for Chemistry, any addition, Grossie and Burns, Eds., (optional)

4. Suggested Methods of Evaluation

Lecture:
Four-five exams and 4 – 5 homework assignments
Comprehensive final exam

Laboratory:
8 lab reports

5. Grading Policy

All GE courses are graded A-F
WI component is graded Pass/Unsatisfactory.

6. Suggested Weekly Course Outline Including Typical Assignments

Week 1 - 2: Atomic Structure (Ch. 2, 3)
Homework 1 covering atomic structure

Week 3 - 4: Nuclear Chemistry (Ch. 4)
Homework 2 covering nuclear chemistry

Week 5 - 6: Energy (Ch. 14)
Homework 3 covering energy

Week 7 - 8: Air (Ch. 12)
Homework 4 covering air

Week 9 - 10: Water and water-borne poisons (Ch. 13, 20)
Homework 5 covering water and water-borne poisons

LABORATORY SCHEDULE:

<table>
<thead>
<tr>
<th>Week</th>
<th>Experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Flames and Fireworks</td>
</tr>
<tr>
<td>3</td>
<td>Radioactivity</td>
</tr>
<tr>
<td>4</td>
<td>Heating Values of Fuels</td>
</tr>
<tr>
<td>5</td>
<td>O₂ Content of Air</td>
</tr>
<tr>
<td>6</td>
<td>Chromatography of Kool-Aid</td>
</tr>
<tr>
<td>7</td>
<td>Water Quality Testing</td>
</tr>
<tr>
<td>8</td>
<td>Chromatography of Natural Pigments, Part 1</td>
</tr>
<tr>
<td>9</td>
<td>Chromatography of Natural Pigments, Part 2</td>
</tr>
</tbody>
</table>
7. **Other**

Syllabus distributed to students should employ the format approved by UCAP and must include:

- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
1. **Course Information:**
   College: College of Liberal Arts
   Department: Department of Classics
   Course Title: Introduction to Greek and Roman Culture
   Course Designation and Number: CLS 150
   GE Area: II: Cultural-Social Foundations - History

   Writing Intensive: __Yes __X__ No

   For WI Courses __ All Sections __ Selected Sections  n/ a

   Methods of Instruction:
   ___X_ Lecture
   ___X_ Discussion
   ____ Web-enhanced
   ____ Web only
   ____ Other

   [some use of WebCT possible]

   Includes Lab: __ Yes _X__ No

   Prerequisites: None

2. **Objectives:**

   **GE Program Objectives:**
   . . . learn about the aesthetic, ethical, moral, social and cultural dimensions of human experience
   needed for participation in the human community.
   . . . increase knowledge and understanding of the past, of the world in which we live, and of how
   both past and present have an impact on the future.
   . . . sharpen critical thinking, problem solving, and communication skills.

   **GE Area Two Objectives:**
   . . .(a) describe and analyze historical-social elements of western culture.

   **Course Objectives and GE Learning Outcomes:**
   CLS 150 looks at the civilizations of ancient Greece and Rome, the foundation of all of
   European (and American) culture and history; these ancient civilizations are at the same time imbued
   with ancient Middle Eastern antecedents and thus are both foreign and familiar to western thought.
Students will gain a sense of familiarity useful in many other studies; they will learn where certain ideas came from and what subsequent turns and adaptations they have taken.

Area Two learning outcomes addressed:
Primarily (a) to describe and analyze historical-social elements of western culture. Secondarily, students will also gain some experience with describing and analyzing non-western culture (b), and describing and analyzing the global interdependence of groups and of individuals (c).

3. Suggested Course Materials


And “Prints to Accompany A Classics Compendium” from University Prints, Winchester, Mass.

4. Suggested Methods of Evaluation

Four in-class quizzes, emphasizing maps and chronology and short answers; two out-of-class short writing assignments [3-page biographical sketches] and cumulative Final Exam.

5. Grading Policy

All GE courses are graded A-F.
WI component is graded Pass/ Unsatisfactory [no WI component]

6. Suggested Weekly Course Outline Including Typical Assignments:

Wk 1: Introduction, the Bronze Age. The Trojan War. 
Read Chapters 1-3

Wk 2: Archaic Greece; the “Dark Ages”; Art and Literature. 
Read Chapters 4-6

Read Chapters 7-8

Wk 4: The Golden Age: Literature and Art. Greek Tragedy, Philosophy. Quiz #1 
Read Chapters 9-10
Wk 5: Philosophy continued. The Fourth Century Decline, The Rise of Macedonia. Read Chapters 10-12

Wk 6: Alexander the Great; the Hellenistic World. Quiz #2. Read Chapters 12-13


Wk 8: Roman Expansion and Imperialism, the late Republic. Literature. Quiz #3. Read Chapters 16-19

Wk 9: The Fall of the Republic; the Settlement of Augustus; Augustan Literature. Read Chapters 20-23


7. Other
Syllabus distributed to students should employ the format approved by UCAP and must include:
- instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
1. **Course Information:**
   College: College of Liberal Arts
   Department: Department of Classics
   Course Title: Great Books: Classical Beginnings
   Course Designation and Number: CLS 204
   GE Area: IV: Human Expression – Great Books
            VI: College Component

   Writing Intensive: _X_ Yes _ ___ No

   For WI Courses _X_ All Sections _ ___ Selected Sections

   Methods of Instruction: __X__ Lecture
                         ___X__ Discussion
                         _____ Web-enhanced
                         _____ Web only
                         _____ Other

   Includes Lab: _ ___ Yes _ ___X___ No

   Prerequisites: None

2. **Objectives:**

   **GE Program Objectives:**
   (all) ... sharpen critical thinking, problem solving, and communication skills
   ... learn about the aesthetic, ethical, moral, social and cultural dimensions of human
   experience needed for participation in the human community.
   ... increase knowledge and understanding of the past, of the world in which we live, and of
   how both past and present have an impact on the future.

   **GE Area Four Objectives:**
   (a) recognize and critically discuss significant creative and philosophical works.
   (b) Understand the complex blend of personal vision, social-cultural background,
       ethical values and aesthetic judgement in such works.
   (c) Discuss the diverse means of communication in such works.

   **GE Area Six Objectives:**
   (a) communicate with individuals who are in the student’s major, in allied fields,
       and non-specialists.
   (b) Understand important relationships and interdependencies between the
       student’s major and other academic disciplines, world events or life
       endeavors.
Course Objectives and GE Learning Outcomes:

In “Great Books: Classics,” students will read literature which has survived for a long time for a good reason: it addresses constant human questions, applicable to all times and places. In addition to the inherent value of such study, knowledge of these works initiates the student into that community of educated people who make regular use and allusion to these works.

Area Four learning outcomes addressed:

(all) (a) recognize and critically discuss significant creative and philosophical works, (b) understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgement in such works, and (c) discuss the diverse means of communication in such works.

Area Six learning outcomes addressed:

Students will be better able to communicate with individuals who are in the student’s major, in allied fields, and non-specialists, and to understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.

WAC Objectives: [for both Area IV and Area VI]

- to improve students' writing proficiency - their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.
  
  Students will have four distinct writing assignments with which to practice their writing proficiency, with feedback on all of them.

- to encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

  The first three assignments are similar, and students will learn from instructor feedback how to make each better than the previous one. Also, the student is required to make choices, and defend them, thus enhancing the learning process and imposing self-discipline.

- To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

  The course requires a lot of reading of good literature, and this is probably the first necessity for good writing. The subject matter is varied, and potentially germane to many disciplines.
3. **Suggested Course Materials**

4. **Suggested Methods of Evaluation**
   Three "quote collections" of about 3 pp. each, selecting and analyzing quotations in a prescribed format; a final paper of about 1500 words addressing one or more [prescribed] themes of several pieces of literature; three quizzes and a Final Exam.

5. **Grading Policy**
   All GE courses are graded A-F.
   WI component is graded Pass/ Unsatisfactory

6. **Suggested Weekly Course Outline Including Typical Assignments:**


   **Wk 2:** The isolated hero: Achilles as prototype. Read Sophocles’ *Ajax* [in Jebb] and *Antigone* [HM 154-173], Euripides’ *Medea* [HM 174-191].
   Quiz #1 Quote Collection #1 due

   **Wk 3:** Justice and Government. Solon’s Prayer to the Muses [handout]; Aeschylus’ *Agamemnon* [HM 131-154].

   **Wk 4:** Justice and Government. Excerpt from Aeschylus’ *Persians* [HM 129-130]; Excerpt from Herodotus, the Persian debate on government [HM 119-120]; Excerpt from Thucydides – Pericles’ “Funeral Oration” And The Plague [HM 239-245]

   Quiz #2 Quote Collection #2 due

   **Wk 6:** The Roman hero. Virgil, *Aeneid* [selections]
   [HM 219-263], the Homeric Hymn to Aphrodite [handout]
Wk 7: Philosophy. Plato, Myth of Er from *The Republic* [HM 346-350]; Cicero, Scipio’s Dream [HM 147-152]; Cicero, *Tusculans* [HM 171-176]; and *On Duty* [HM 193-201]


Wk 9: Philosophy. Epicurus [HM 394-398]; Lucretius [HM 60-84]
Quiz #3 Quote Collection #3 due

Wk 10: Lucan, “Ways of Life for Sale” [HM 419-426]
Final Paper due.

7. Other
Syllabus distributed to students should employ the format approved by UCAP and must include:
- instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
1. **Course Information:**
   College: College of Liberal Arts
   Department: Department of Classics
   Course Title: Introduction to Classical Mythology
   Course Designation and Number: CLS 260
   GE Area: VI: College Component

   Writing Intensive: _X_ Yes ___No

   For WI Courses _X_ All Sections ___ Selected Sections

   Methods of Instruction: 
   _X_ Lecture
   _X_ Discussion
   _X_ Web-enhanced
   _X_ Web only
   _X_ Other

   Course may include some web-based work on art relating to Classical Mythology, also audio works on some related opera and other musical types.

   Includes Lab: _X_ Yes ___ No

   Prerequisites: None

2. **Objectives:**

   **GE Program Objectives:**
   (all) . . . sharpen critical thinking, problem solving, and communication skills
   . . . learn about the aesthetic, ethical, moral, social and cultural dimensions of human experience needed for participation in the human community.
   . . . increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

   **GE Area Six Objectives:**
   (a) communicate with individuals who are in the student’s major, in allied fields, and non-specialists.
   (b) Understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.
Course Objectives and GE Learning Outcomes:

“Introduction to Classical Mythology” incorporates basic cultural knowledge common to all educated persons, and most especially those with a broad liberal arts education. Students will understand and appreciate allusions in art and literature, and also engage in thinking and discussion of many cultural and social values and reasons for individual human behavior.

Area Six learning outcomes addressed:

Students will be better able to communicate with individuals who are in the student’s major, in allied fields, and non-specialists, and to understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.

WAC Objectives:

- to improve students’ writing proficiency - their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.
  
  Students will have three distinct writing assignments with which to practice their writing proficiency, with feedback on all of them.

- to encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

  Each of the three assignments requires a different kind of analysis and writing, and students will learn from instructor feedback how to make each better than the previous one. Also, the student is required to make choices, and defend them, thus enhancing the learning process and imposing self-discipline.

- To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

  The course requires a lot of reading, of complex material which must be carefully organized in the mind - and on the page when writing. Reading carefully, required here, is probably the first necessity for good writing. The subject matter is varied, and potentially germane to many disciplines.

3. Suggested Course Materials


Map and art transparencies and slides, plus audio tapes, will also be used in class.

Out of class work on computer web sites should also be anticipated.
4. **Suggested Methods of Evaluation**
   Short quizzes after week 3 and 7, Final Exam (partly essay). Out of class essays (about 500 words) on Gods (week 3) and Heroes (week 9); major essay/research (1000-1500 words) on topic of choice, with instructor approval (week 10).

5. **Grading Policy**
   All GE courses are graded A-F.
   WI component is graded Pass/Unsatisfactory

6. **Suggested Weekly Course Outline Including Typical Assignments**

   **Wk 1:** The nature of myth and legend. Primordial gods; the birth of the Olympian gods.
   (Read: intro, ch. 1,2, pp 1-36)

   **Wk 2:** Morality tales; early heroes. Social position, rules of conduct, life after death. (ch. 3-5, pp 37-112)

   **Wk 3:** Early heroes: Perseus and Bellerophon; Medusa and Pegasus. (ch. 6, pp.113-138)
   **QUIZ #1** (Essay on Gods due)

   **Wk 4:** The Quest for the Golden Fleece: Jason and the Argonauts; Circe, Medea. Orpheus and Eurydice.
   (ch 7-10, pp 139-186)

   **Wk 5:** Athenian myths. The hero Theseus; Theseus and the Minotaur. Cretan connections. (ch. 11-12, pp 197-246)

   **Wk 6:** Theban myths. The House of Laius, the Oedipus saga. Adaptations for Greek tragedy.
   (ch 13, pp 247-274)

   **Wk 7:** Heracles (Hercules). The Hero as type, Heracles as demi-god; conflation of stories.
   (ch 14-16, pp. 275-327)
   **QUIZ #2**

   **Wk 8:** The Trojan War. The Homeric question.
   (ch 17-20, pp 329-397)
Wk 9: The Odyssey and other "Returns". Adventures of Odysseus (Ulysses) and typical "wanderings" and "trickster" myths. Roman adaptation: The story of Aeneas; myth in the service of history. (ch 21-25, pp 399-485) (Essay on Heroes due)

Wk 10: Later stories; 'fairy tales.' (ch 26, pp 489-510)

Review (Major Essay paper due)

Final Exam

7. Other
   Syllabus distributed to students should employ the format approved by UCAP and must include:
   - instructor name, office hours, and contact information
   - Office of Disability Services information
   - Information on how grades will be determined
   - Attendance policy
Master Syllabus

1. Course Information

College: College of Education and Human Services
Department: Human Services
Course Title: Emotional Intelligence
Course Designation and Number: CNL 210
GE Area(s):
   VI: College Component

Writing Intensive: _X_ Yes ___ No

For WI Courses: _X_ All Sections ___ Selected Sections are WI

Method(s) of Instruction: _X_ Lecture
   _X_ Discussion
   _X_ Web-enhanced
   ___ Web-only
   _X_ Other
   Small group activities, in-class participation

Includes Lab: ___ Yes _X_ No

Prerequisites: None

2. Objectives

GE Program Objectives

...to sharpen critical thinking, problem solving, and communication skills
...to learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experiences needed for participation in the human community
...to increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future

GE Area VI Objectives:
   a. communicate with individuals who are in the student's major, in allied fields, and non-specialists
   b. understand important relationships and interdependence between the student's major and other academic disciplines, world events or life endeavors
Course Objectives & GE Learning Outcomes

This course explores basic concepts of emotional intelligence and the application of emotional intelligence to education, the work place, and personal psychological adjustment.

Area VI learning objectives addressed:

Communicate with individuals who are in the student's major, in allied fields, and non specialists
Understand important relationships and interdependence between the student's major and other academic disciplines, world events or life endeavors

WAC Objectives

• To improve students' writing proficiency-their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.

• To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

• To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

Students will read journals, develop lesson plans, and write reaction papers.

3. Suggested Course Materials


4. Suggested Methods of Evaluation

Students will be evaluated in a variety of formats including: midterm and final examinations, lesson plans (2), reaction papers, quizzes (2) and in-class activities and participation.

5. Grading Policy

All GE courses are graded A-F
WI component is graded Pass/Unsatisfactory

6. **Suggested Weekly Course Outline Including Typical Assignments**

Wk 1: Introduction to emotional intelligence. Distribute and review course syllabus.

Wk 2: View video on emotional intelligence. Discuss relevance of emotional intelligence to the education professor.

Wk 3: View video on emotional intelligence and education. Do self-assessment of emotional intelligence.

Wk 4: Discussion of emotional intelligence and psychological adjustment and work adjustment. Quiz 1


Wk 6: Midterm examination

Wk 7: Discussion of component 2 of emotional intelligence: self regulation.

Wk 8: Discussion of component 3 of emotional intelligence: motivation. Quiz 2

Wk 9: Lesson plans due. Discussion of component 4 of emotional intelligence: empathy. Reaction paper

Wk 10: Discussion of component 5 of emotional intelligence: social skills. Reaction paper

Wk 11: Final examination.

7. **Other**

Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
1. **COURSE INFORMATION**

**College:**  Raj Soin College of Business  
**Department:**  Economics  
**Course Title:**  Comparative Non-Western Economic Systems  
**Course Designation and Number:**  CSE 250  
**GE Area(s):**  II. Cultural-Social Foundations – The Non-Western World  
                      VI: College Component

Writing Intensive:  \( \checkmark \) Yes  \( \text{ } \) No

For WI Courses:  \( \checkmark \) All sections  \( \text{ } \) Selected Sections are WI

Method(s) of Instruction:  \( \checkmark \) Lecture  
                        \( \checkmark \) Discussion  
                        \( \checkmark \) Web-enhanced  
                        \( \text{ } \) Web-only  
                        \( \text{ } \) Other (Explain below)

Includes Lab:  \( \text{ } \) Yes  \( \checkmark \) No

Prerequisite:  None

2. **OBJECTIVES**

**GE Program Objectives:**

- “to develop skills and knowledge that will form the basis for...lifelong learning”
- “…sharpen critical thinking, problem solving and communication skills while learning about the aesthetic, ethical, moral, social and cultural dimensions of human experience”

**GE Area Objectives:**

**Area II: The Non-Western World**

- describe and analyze historical-social elements of nonwestern cultures.  
- describe and analyze the global interdependence of groups and of individuals.

**Area VI: College Component: Liberal Arts**

- communicate with individuals who are in the student’s major, in allied fields, and non-specialists  
- understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.

**Course Objectives and GE Learning Outcomes:**

Comparative Non-Western Economic Systems will expose students to cultures and economies that are different from those in the United States and Western Europe. Technology is making our world smaller. Globalization will continue to impact our lives. An understanding of the world beyond what is familiar to us prepares us for participation in the world community. Furthermore, understanding other economies gives us insight into our own economy.

CSE 250 is part of the general education program at Wright State. The general education program provides a foundation for learning and seeks to:
• “to develop skills and knowledge that will form the basis for…lifelong learning”
• “…sharpen critical thinking, problem solving and communication skills while learning about the aesthetic, ethical, moral, social and cultural dimensions of human experience”

Specifically, CSE 250 uses class discussion, and a book review to sharpen students’ critical thinking and communication skills and to prepare students for life long learning. We will investigate the moral and ethical implications of economic systems.

Area II Objectives
• describe and analyze historical-social elements of nonwestern cultures.
• describe and analyze the global interdependence of groups and of individuals.

Specifically, CSE 250 includes both present day and historical economic systems that will continue to impact the world economy well into the next century. As the economy becomes more global the economic systems of other countries will impact our daily lives more and more.

Area VI Objectives
• communicate with individuals who are in the student’s major, in allied fields, and non-specialists
• understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.

CSE250 is one of only two economics courses offered for the college component of the college where most social science majors are located.

WAC Requirements at WSU

Writing in General Education serves the following purposes:

• To improve students’ writing proficiency – their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.
• To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

• To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

WI objectives are met with essay questions on exams totaling 200 words and a book review.

Students will write a book review of one of a list of books chosen for the course. The books were chosen because they are written for an educated but not specialized audience. Students who wish to read another book instead must get approval from the instructor first. Book reviews must be at least 1300 words and will require revision in response to comments.

3. SUGGESTED COURSE MATERIALS


*Kevin Bales, Disposable People: New Slavery in the Global Economy*

*Tropical Gangsters: One Man's Experience With Development and Decadence in Deepest Africa*

*Kilian Klitgaard*

*Jihad vs. McWorld: How Globalism and Tribalism are Reshaping the World*

*Benjamin R. Barber*


*Ahmad, Eqbal, 2000. Stories my country told me [videorecording].*


*Eichert, Benjamin, et. al. (dir.), 1998. Zapatista [videorecording]. Santa Barbara, CA: Big Noise Films*

4. SUGGESTED METHODS OF EVALUATION

Midterm
Book review or Paper
Cumulative Final
Video Responses

5. GRADING POLICY

All GE courses are graded A-F.
WI component is graded Pass/Unsatisfactory.

6. SCHEDULE

This schedule is subject to change.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Economic Systems and</td>
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Hunter Gather to Agricultural Economies

2     Trading
3     Colonization
4     Slavery (including modern day slavery)
5     Asian Capitalism
6     Midterm and Developmental State vs. Crony Capitalism
7     Post-Colonial Feudalism
     **Rough Draft of Book Review is due**
8     Third World Socialism
9     Islamic Economies
10    Neoliberalism vs. Post-Development
     **Final Draft of Book Review is due**

Date

**Final Exam**

7. **OTHER**

Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services Information
- Information on how grades will be determined
- Attendance policy
1. **Course Information**
   - **College:** College of Liberal Arts
   - **Department:** Urban Affairs and Geography
   - **Course Title:** Comparative Non-Western Environments
   - **Course Designation and Number:** CST 221
   - **GE Areas:** II: Cultural-Social Foundations - The Non-Western World
     VI: College Component
   - **Writing Intensive:** Yes ___ No
   - **For WI Courses:** ____ All sections ___ Selected Sections are WI.
   - **Method(s) of Instruction:** __ Lecture
     ___ Discussion
     ___ Web-enhanced
     ___ Web-only
     ___ Other
   - **Includes Lab:** ___ Yes ___ No
   - **Prerequisites:** None

2. **Objectives**

   **GE Program Objectives:**
   - Sharpen critical thinking, problem solving, and communication skills;
   - Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed to participate in the human community;
   - Increase knowledge and understanding of the past, of the world in which we live, and how both past and present have an impact on the future.

   **GE Area Objectives:**

   **Area II. Objectives**
   - a. Describe and analyze historical-social elements of western culture
   - b. Describe and analyze historical-social elements of non-western culture
   - c. Describe and analyze the global interdependence of groups and of individuals

   **Area VI. Objectives**
   - b. Understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors
Course Objectives and GE Learning Outcomes:

Area II. Outcomes

Comparative Non-Western Environments introduces diversity of world regions, countries, and cultures concentrating on comparing the countries of the Western World with countries in Asia and Africa. The course introduces and discusses ethnocentrism and egocentrism to enhance awareness and respect for non-western cultures. The course also considers moral and ethical aspects of issues and problems when proposing solutions by considering the interaction of cultures around the world.

a. Describe and analyze historical-social elements of western culture
b. Describe and analyze historical-social elements of non-western culture
c. Describe and analyze the global interdependence of groups and of individuals

Area VI. Outcomes

The course emphasizes the importance of relationships and interdependence between and among academic disciplines. The course illustrates many of these relationships and interdependencies with examples from past and current events.

b. Understand important relationships and interdependencies between the student's major and other academic disciplines, world events or life endeavors

For WI Courses:

To improve students' writing proficiency-their ability to develop and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation, and spelling.

To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

How WAC is integrated into the course:

WAC is integrated into the course by selecting class handout materials that include newspaper, magazine, or journal articles about topics and situations that occur in Africa or Asia and that are also concerned with the Area II. and Area VI. learning objectives. The student is asked to write about comparisons of the cultures, global interdependences, and relationships among or between the disciplines that are presented in the handout.

3. Suggested Course Materials

World Regional Geography: A Developmental Approach, 7th Ed. David Clawson. 2001
Hammond’s New World Atlas, or similar.

4. Suggested Methods of Evaluation

Three exams, and four map quizzes will be required. For the writing intensive element, students will be required to read and respond to selected class handouts.

5. Grading Policy

All GE courses are graded A-F. WI component is graded Pass/Unsatisfactory.
6. Suggested Weekly Course Outline Including Typical Assignments

Week One: Introduction and Comparative Tools
Week Two: Monsoon Asia, First Class Handout, First Map Quiz
Week Three: East Asia, First Exam
Week Four: Southeast Asia, Second Map Quiz
Week Five: Russian Asia and the former Soviet Union, Second Class Handout
Week Six: Russia, continued, Second Exam
Week Seven: North Africa and Southwest Asia, Third Map Quiz
Week Eight: Sub-Saharan Africa, Third Class Handout
Week Nine: Central and Southern Africa, Fourth Map Quiz
Week Ten: Central and Southern Africa, Class Summary and Conclusions
Exam Week: Third Exam

7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:

- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
Master Syllabus

1. Course Information

   College: College of Liberal Arts
   Department: English Language and Literatures
   Course Title: Comparative Nonwestern Literature
   Course Designation and Number: CST 231
   GE Areas: II: Cultural-Social Foundations – The Non-Western World
             VI: College Component

   Writing Intensive: X Yes       No
   For WI Courses:   X All Sections

   Methods of Instruction:
   X Lecture
   X Discussion
   X Web Enhanced
   ____ Web Only
   ____ Other:

   Includes Lab:       ____ Yes   X No

   Prerequisites: None

2. Objectives

   GE Program Objectives:

   GE courses will help students
   
   • sharpen critical thinking, problem solving, and communication skills
   • learn about the aesthetic . . . social and cultural dimensions of human experience
   • increase knowledge and understanding of the past

   GE Area Objectives:

   Area II courses will
   
   • describe and analyze historical-social elements of nonwestern culture
   • describe and analyze the global interdependence of groups and of individuals

   Area VI—Students will
   
   • communicate with individuals . . . in [their] majors, in allied fields, and non-specialists
   • understand important relationships and interdependencies between [their] majors and other academic disciplines . . . or life endeavors
Course Objectives and GE Learning Outcomes

Comparative Nonwestern Worldviews: Literature (CST 231: Literature) introduces students to the critical reading of literary texts situated outside the western cultural and literary tradition. It also introduces students to the discipline of writing critically and thoughtfully about literature. The learning objectives of courses in the Cultural-Social Foundations: Nonwestern World area specify that students will:

(1) **describe and analyze historical-social elements of nonwestern cultures**

The main activities in the course will center on the study of significant creative works from a variety of nonwestern cultures. Students will learn to recognize important features and historical, social and cultural contexts of such works and will have experience discussing them in a variety of formats. In critically reading and interpreting literary works, students will engage in a variety of approaches to understanding literature and the cultures that produce it. In their writing about literature, students will have the opportunity to make these approaches concrete and practical.

(3) **describe and analyze the global interdependence of groups and of individuals**

Students in CST 231: Literature will study the language and forms of the literary texts they read in several global contexts. First, the study of literatures written by colonized peoples from a variety of cultures encourages students to understand the historical concerns and patterns of expression of such peoples around the globe. Second, a class in nonwestern literature will necessarily discuss some of the relationships and influences operating between canonical western literatures (the writing of the colonizers) and the nonwestern writings that often react or respond to them.

**CST 231: Literature will also be available under Area 6, the college component for the College of Liberal Arts.**

Every CoLA major addresses aspects of human culture, experience, expression, communication, and social organization. Literature is one of the most important and pervasive ways humans have used throughout history to present themselves, to characterize their culture, to understand their personal identity, and to clarify their relationship with their society. Thus, the study of literature in CST 231: Literature will provide a passport to the human sciences and to the study of human expression.

**For WI Courses: WAC Objectives**

The Writing Across the Curriculum (WAC) program at Wright State University has three principal goals:

- to use writing to explore and better understand course content.
- to give students opportunities to improve their writing skills.
• to introduce students to the different ways writing is used in different fields of study.

Typically, instructors in CST 231 use most or all of the following kinds of assignments: reading journals; in-class reading responses; electronic class discussion groups (through chat rooms or email); essay questions on quizzes and examinations; formal critical papers. In all sections of CST 231, all or nearly all the course grade is based on written assignments. Students who cannot complete the writing-intensive portion of the course will not receive a C or better in the course grade.

3. Suggested Course Materials

Sample Texts:

Chinua Achebe, Things Fall Apart (Nigeria)
Nawal El Saadawi, Woman at Point Zero (Egypt)
Khushwant Singh, Train to Pakistan (India/Pakistan)
Vikram Chandra, Love and Longing in Bombay (India)
Jessica Hagedorn, Dogeaters (Philippines/US)

4. Suggested Methods of Evaluation

Sample assignments

1. Quizzes. These will include short answer and essay questions.
2. Paper including draft and revision.
3. Mid-term examination—essay form
4. Final examination—essay form

5. Grading Policy

All GE courses are graded A-F.
WI component is graded Pass/Unsatisfactory.

6. Suggested Weekly Course Outline Including Typical Assignments

Week 1  Introduction to course; Chinua Achebe, Things Fall Apart
Week 2  Complete Achebe; quiz #1
Week 3  Complete Nawal El Saadawi, Woman at Point Zero
Week 4  View film, Hidden Faces; quiz #2; draft of Paper due
Week 5  Complete Khushwant Singh, Train to Pakistan
Week 6  Quiz #3; Mid-Term Examination
Week 7  Begin Vikram Chandra, Love and Longing in Bombay
Week 8  Complete Chandra; quiz #4
Week 9  Begin Jessica Hagedorn, Dogeaters
Week 10 Complete Hagedorn; quiz #5; Revised Paper due
Week 11 Final examination

7. Other
Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services Information
- Information on how grades will be determined
- Attendance policy
Master Syllabus

1. **Course Information**
   - **College:** College of Liberal Arts
   - **Department:** Religion
   - **Course Title:** Comparative Nonwestern Religions
   - **Course Designation and Number:** CST 232
   - **GE Area(s):**
     - GE Area II: Cultural and social Foundations
     - The Non-Western World
     - GE Area VI: College Component

   **Writing Intensive:** □ Yes □ No

   **For WI Courses:** X All sections □ Selected Sections are WI.

   **Method(s) of Instruction:**
   - X Lecture
   - X Discussion
   - X Web-enhanced
   - X Web-only
   - X Other: Small group activities

   **Includes Lab:** □ Yes □ No

   **Prerequisites:** None

2. **Objectives**

   **GE General Program Objectives:**
   …to sharpen critical thinking, problem solving and communication skills.

   **GE Area Two Objectives:**
   a. Describe and analyze historical-social elements of nonwestern culture.
   b. Describe and analyze the global interdependence of groups and individuals.

   **GE Area Six Objectives:**
   a. Communicate with individuals who are in the student’s major, in allied fields, and non-specialists.
   b. Understand important relationships and interdependencies between the student’s major and other academic disciplines, world events and life endeavors.
   c. Meet objective (b) of GE Area One: develop logical and fair arguments, and observe appropriate writing conventions.

   **Course Objectives and GE Learning Outcomes:**
This course is deliberately structured to foster skills in critical thinking, problem solving, and interpersonal communications. Weekly assignments focus on close reading of a very diverse set of texts. A central purpose of this introductory class is to foster a sympathetic understanding of different ways of being-in-the-world. Class enrollment is limited to 40 students. The class includes discussion and less lecture and gives students the opportunity to freely express their views and sharpen their communications skills. Examinations test not only student knowledge of facts about nonwestern cultures but also student comprehension of differences between diverse cultures.

**Area two learning outcome(s) addressed:**

- Describes and analyzes religious experience in nonwestern cultures.
- Describes and analyzes the global interdependence of groups and individuals.

**Area six learning outcome(s) addressed:**

- Communicate with individuals who are in the student’s major, in allied fields, and non-specialists
- Understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors

**For WI Courses: WAC Objectives**
- Improves students’ writing proficiency
- Uses as a tool for learning what one knows and does not know

Typically, instructors in CST 232 use the following kinds of assignments: essay questions on quizzes and examinations and/or formal critical papers. Some also use one or more of the following kinds of assignments: reading journals; in-class reading responses; electronic class discussion groups (through chat rooms or email); In all sections of CST 232, all or nearly all the course grade is based on written assignments. Students who cannot complete the writing-intensive portion of the course will not receive a C or better in the course grade.

**3. Suggested Course Materials**

Text(s): *Patterns of Religion* by Roger Schmidt
4. **Suggested Methods of Evaluation**
   Three tests and one paper. Giving students the option of revising their paper is required.

5. **Grading Policy**
   All GE courses are graded A-F.
   WI component is graded Pass/Unsatisfactory.

6. **Suggested Weekly Course Outline Including Typical Assignments**

   Wk 1: Introductory remarks. Introduction to the Study of Religion.
   
   What is Religion?
   Three Expressions of Religion

   Wk 2: Hinduism: Film
   Hinduism: Origins
   Hinduism: Moksha

   Wk 3: Hinduism: *Dharma*.
   Hinduism: Gods and Goddess

   Wk 4: Bhatki
   Hinduism: *darshan* and *puja*
   Buddhism: Film

   Wk 5: **EXAM I**
   Buddhism: The Life of the Buddha
   Buddhism: The Four Noble Truths

   Wk 6: Buddhism: Theravada
   Buddhism: Mahayana – Multiplying Buddhas and Bodhisattvas
   Buddhism: Emptiness
   Paper due

   Wk 7: Chinese Religions: Film
   Taoism: Lao Tzu and the Tao
   Taoism: Chuang Tzu and Religious Taoism

   Wk 8: Exam #2
Confucianism: Confucius’ vision of society
Confucianism: *jen/ren, li* and Neo-Confucianism

Wk 9: Islam: Film
Islam: The Life of Muhammad
Islam: Five Pillars of Islam

Wk 10: Islam: Islamic worldview
Islam: Shiite Islam and Sufism
Revised paper due

7. **Other**
Syllabus distributed to students should employ the format approved by UCAP and must include:
   - Instructor name, office hours, and contact information
   - Office of Disability Services information
   - Information on how grades will be determined
   - Attendance policy
1. **Course Information**
   College: Liberal Arts  
   Department: Sociology/Anthropology  
   Course Title: Comparative Nonwestern Cultures  
   Course Designation and Number: CST 241  
   GE Area(s): (List all area(s) that apply.)

   II. Cultural-Social Foundations - The Non-Western World  
   VI. College Component

   Writing Intensive:  X Yes ___ No

   For WI Courses:  X All sections ___ Selected sections are WI

   Method(s) of Instruction:  X Lecture  
   X Discussion  
   ___ Web-enhanced  
   ___ Web-only  
   X Other (in class essays)

   Includes Lab: ___ Yes  X No

   Prerequisites: None

2. **Objectives**

   GE Program Objectives:  
   …to develop skills and knowledge that will form the basis for lifelong learning.  
   …sharpen critical thinking, problem-solving and communication skills.

   GE Area II Objectives:  
   a. Describe and analyze historical-social elements of western culture.  
   b. Describe and analyze historical-social elements of nonwestern culture.  
   c. Describe and analyze the global interdependence of groups and of individuals.

   GE Area VI Objectives:  
   a. communicate with individuals who are in the student's major, in allied fields and non-specialists  
   b. understand important relationships and interdependencies between the student's major other academic disciplines, world events, or life endeavors  
   c. additionally meet the objectives of Area I, II, III, IV, or V

   Course Objectives and GE Learning Outcomes:
Comparative Nonwestern Cultures exposes students to the diversity of cultures around the world. Various sociocultural elements of nonwestern cultures are examined, including social and political organization, religion and worldview, kinship patterns, sociolinguistics and so on. The course emphasizes a relativistic, holistic outlook in examining the multiplicity of world cultures.

Area Two learning outcomes assessed:
Students describe and analyze historical-social elements of western culture, as well as elements of nonwestern culture. Students will also describe and analyze the global interdependence of groups and of individuals.

Area Six learning outcomes assessed:
Students in this class focus upon the diversity of cultures around the world, including social and political organization, religion and worldview, kinship patterns, and sociolinguistics. This allows the students to understand relationships and interdependencies in world events or life endeavors.

For WI Courses: WAC Objectives:
- To improve students' writing proficiency-their ability to develop and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation, and spelling.
- To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.
- This writing intensive course requires three essay exams as well as six in-class essays. The in-class essays will involve discussion prior to writing down the responses. The three exams will constitute 80% of the course grade, and the in-class essays will be worth 20% of the final grade.

3. **Suggested Course Materials**

4. **Suggested Methods of Evaluation**
   Three essay exams worth 80% of the course grade; 6 in-class essays worth 20% of the final grade.

5. **Grading Policy**
   (This section is to be reproduced on all master syllabi exactly as it appears here.)
   All GE courses are graded A-F. WI component is graded Pass/Unsatisfactory. (Include only for WI courses.)
6. **Suggested Weekly Course Outline Including Typical Assignments**

   **Week 1**  
   Introduction, The Anthropological Perspective  
   Read K #s 1, 2 (K=Kottak)  
   Annual Ed. 1 - "Doing Fieldwork among the Tanomamo"  
   4 - "Eating Christmas in the Kalahari"

   **Week 2**  
   Adaptation, Subsistence, Economic Anthropology  
   K - 5  
   Annual Ed. 13 - "Life without chiefs"

   **Week 3**  
   Political Anthropology, Social Organization  
   K - 7, 8  
   Annual Ed. 36 - "Growing up as a Fore"

   **Week 4**  
   Exam 1 will cover the above  
   Marriage, Family, Kinship  
   K - 6 / Annual Ed. 15 - "When brothers share a wife"  
   18 - "Arranging a marriage in India"

   **Week 5**  
   Language and Culture: K - 4 / Annual Ed. 10 - "Shakespeare in the bush"  
   Religion, World View

   **Week 6**  
   K - 10 / Annual Ed. 28 - "Secrets of Haiti's Living Dead"  
   Anthro. Of Art.

   **Week 7**  
   Annual Ed. 29 - "Body Ritual among the Nacirema"  
   Exam 1 will cover weeks 4-6

   **Week 8**  
   Psychological Anthro.  
   Annual ed. 26 - "Psychotherapy in Africa"  
   Culture Change  
   K - 12 / Annual Ed. 32 - "A Pacific Haze: Alcohol and Drugs in Oceania"

   **Week 9**  
   Anthropology in the Modern World  
   Annual Ed. 34 - "The arrow of disease" / K - 11, 13

   **Week 10**  
   Contemporary societies  
   Annual Ed. 35 - "Drought follows the plow" / K - 14  
   Exam 3 (on Nov. 20) will cover weeks 7-10

7. **Other** (This section is to be reproduced on all master syllabi exactly as it appears here.)

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   - Information on how grades will be determined
   - Attendance policy
Master Syllabus

1. **Course Information**
   - **College:** College of Liberal Arts
   - **Department:** Music
   - **Course Title:** Comparative Non-Western Cultures: Music
   - **Course Designation and Number:** CST 242
   - **GE Area(s):**
     - II. Cultural-Social Foundations – The Non-Western World
     - VI. College Component

   **Writing Intensive:** X Yes __ No
   
   **For WI Courses:** X All sections __ Selected Sections are WI.

   **Method(s) of Instruction:**
   - X Lecture
   - _ Discussion
   - X Web-enhanced
   - _ Web-only
   - _ Other

   **Includes Lab:** __ Yes X No

   **Prerequisites:** X No

2. **Objectives**

   **GE Program Objectives:**
   - … sharpen critical thinking, problem solving, and communication skills.
   - … learn about the aesthetic, ethical, moral, and cultural dimensions of human experience needed for participation in the human community.

   **GE Area Two Objectives:**
   - b. describe and analyze historical-social elements of nonwestern culture
   - c. describe and analyze the global interdependence of groups and of individuals

   **GE Area Six Objectives:**
   - a. communicate with individuals who are in the student’s major, in allied fields, and non-specialists
   - b. understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.

   **Course Objectives and GE Learning Outcomes:**

   Music of Non-Western Cultures surveys world music from many diverse cultures. The class proceeds geographically and course topics include discussions of; music, dance, culture, visual art, literature, social mores, geography, regional economics, and climate

   **Area Two learning outcomes addressed:**

   This course describes and analyzes historical-social elements of nonwestern culture through a discussion of folk and regional music styles

   This course describes and analyzes the global interdependence of groups and of individuals by analyzing music and dance of each culture and region.

   **Area Six learning outcomes addressed:**

   Student will be able to communicate with individuals who are in the student’s major, in allied fields, and non-specialists through a specific descriptive vocabulary and analysis of important pieces of music

   Students will be able to understand important relationships and interdependencies between the student’s major and other academic disciplines, world events and life endeavors by exploring other cultures, climates, social and economic conditions related to the specific music and culture studied.
For WI Courses:

Goals of the WAC Program

To improve students’ writing proficiency—their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation, and spelling.

To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

To demonstrate for students the ways in which writing is integral to all disciplines and essential to the learning and conveying of knowledge in all fields.

Specific Course Requirements

Student will be expected to complete two larger writing assignments of approximately 500 words each. These larger assignments will be called “discussion assignments” and are equivalent to a presentation based on topics chosen by the student from a list supplied by the instructor. These larger assignments will be graded and returned to the student for revision if necessary. These “discussion assignments” will be posted on a web site or distributed to the class for all class members to read. There will also be two smaller writing assignments given. These will be called “responses” and will be approximately 250 words each. These assignments will be graded pass/unacceptable and also returned to the students for revision, if necessary. These assignments will be in response to the “discussion assignments” written by other students.

3. Suggested Course Materials

4. Suggested Methods of Evaluation
   Four tests and two discussion and response assignments

5. Grading Policy
   All GE courses are graded A-F.
   WI component is graded Pass/Unsatisfactory

6. Suggested Weekly Course Outline Including Typical Assignments
   Wk 1: Overview of course, and discussions on the elements of music and how music can be used as a language.
   Wk 2: Social organization of music; Music of native North America and Canada
   Wk 3: Review and Test I
   Wk 4: African Music of Ewe, Mande, Dagbamba, Shona, BaAka
   Wk 5: Music of Black America, Test II
   Wk 6: Music of Bosnia and Bulgaria
   Wk 7: Music of India, Test III
   Wk 8: Music of Indonesia
   Wk 9: Music of Japan
   Wk 10: Music of China, Review, Test IV

7. Other
   Syllabus distributed to students would employ the format approved by UCAP and must include:
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   - Office of Disability Services information
   - Information on how grades will be determined
   - Attendance policy
Master Syllabus

1. Course Information
   
   College: College of Liberal Arts  
   Department: Art and Art History  
   Course Title: Comparative Non-Western Cultures: Art  
   Course Designation and Number: CST 243  
   GE Area: II: Cultural-Social Foundations–Non-Western World  
   VI: College Component  
   
   Writing Intensive: ___Yes ___No  
   For WI Courses: ___All sections ___Selected Sections are WI  
   Method(s) of Instruction: ___Lecture ___Discussion ___Web-enhanced ___Web-only ___Other  
   Includes Lab: ___Yes ___No  
   Prerequisites: None

2. Objectives

GE Program Objectives:

The General Education Program is broadly based in order to promote intellectual growth, cultivate critical examination and informed understanding, encourage breadth and flexibility of perspective, and provide students an opportunity to develop skills and knowledge that will form the basis for their life-long learning. Accordingly, the General Education program at Wright State University is a planned and coherent program that is designed to help students:

- Sharpen critical thinking, problem solving, and communication skills
- Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community
- Increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future

GE Area Two Objectives:

b. describe and analyze historical-social elements of nonwestern culture  
c. describe and analyze the global interdependence of groups and of individuals

GE Area Six Objectives:

a. communicate with individuals who are in the student’s major, in allied fields, and non-specialists  
b. understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors
Course Objectives and GE Learning Outcomes:
This course helps students develop an understanding of cultures beyond their own and an awareness of the realities of global interdependence through the study and appreciation of the visual arts of India, China, and Japan from their beginnings to the 17th, 18th, and 19th centuries respectively. Students will explore the various functions and purposes of Asian art, its formal characteristics and media, and its development through history. Students will be introduced to important aspects of the geography, customs, religions, philosophies, literature and languages of Asia in order to provide a background for better understanding the rich and varied artistic heritage of these ancient cultures.

Area Two learning outcomes addressed:
• describe and analyze historical-social elements of nonwestern culture
• describe and analyze the global interdependence of groups and of individuals

Area Six learning outcomes addressed:
c. communicate with individuals who are in the student’s major, in allied fields, and non-specialists
d. understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors

For WI Courses: WAC Objectives met
• To improve students' writing proficiency-their ability to develop and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation, and spelling.
• To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.
• To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields

WAC is integrated into the course by using a different kinds of writing assignments to test knowledge and stimulate independent thought about the issues and cultures studies in the course. The assignments include short-answer quizzes, exams with an essay component, and short papers graded for content, form, style, correctness, overall writing proficiency, organization and clarity of thought.

3. Suggested Course Materials

4. Suggested Methods of Evaluation
Grades are based on 3 exams, 3 written assignments and in-class quizzes.

5. Grading Policy
All GE courses are graded A-F.
WI component is graded Pass/Unsatisfactory
6. Suggested Weekly Course Outline Including Typical Assignments

**Indian Art**
Week 1  Introduction to Course, Prehistoric Indian Art, Early Buddhist Art, Andhra Period
Read Craven Chapters 1 - 5

Week 2  Kushan Period, Gupta Period, South & North "Medieval" Periods
Read Craven Chapters 6 - 9
*Quiz on Early Indian Art*

Week 3  Islamic Indian Art, review for test
Read Craven Chapter 10
*Written assignment due*
*Test on Indian Art*

**Chinese Art**
Week 4  Neolithic Period and Shang Dynasty, Zhou Dynasty and Warring States Period, Quin and Han Dynasties
Read Sullivan Chapters 1 - 5

Week 5  Six Dynasties Period, Tang Dynasty, Northern Song Dynasty
Read Sullivan Chapter 6 – 7 and Chapter 8 through p. 175
*Quiz on Early Chinese Art*

Week 6  Southern Song Dynasty, Yuan Dynasty, Ming Dynasty
Read Sullivan p. 176 to end of Chapter 8 and Chapters 9 - 10
*Quiz on Chinese Art up through N. Song*

**Japanese Art**
Week 7  Introduction, Prehistoric Period
Reading: Stanley-Baker, Chapters 1, 2, and 3 up to p. 27
*Written assignment due*
*Test on Chinese Art*

Week 8  Asuka and Nara Periods, Heian Period, Kamakura Period
Read Stanley-Baker, Chapter 3 p. 27-53, Chapter 4, Chapter 5 to p. 118

Week 9  Muromachi Period, Monoyama Period, Edo Period
Read Chapter 5, p. 188-end, Chapter 6 up to p. 184
*Quiz on Early Japanese Art*

Week 10  Edo Period
Read Chapter 6, p. 184-end
*Written assignment due*
*Test on Japanese Art*
7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:

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- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
Master Syllabus

1. Course Information
   College:                College of Liberal Arts
   Department:            Political Science
   Course Title:          Comparative Non-Western Social Systems
   Course Designation and Number: CST 251
   GE Area(s):
      II: Cultural-Social Foundations
      VI: College Component
   Writing Intensive:      _X Yes    ___No
   For WI Courses:        __All sections    ___Selected Sections are WI
   Method(s) of Instruction:  _X Lecture
                                _X Discussion
                                ___Web-enhanced
                                ___Web-only
                                ___ Other
   Includes Lab:           ___ Yes    _X No
   Prerequisites:          None

2. Objectives
   GE Program Objectives:
      sharpen critical thinking, problem solving and communication skills.
      learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience
      needed for participation in the human community
      increase knowledge and understanding of the past, of the world in which we live, and how both
      past and present have an impact on the future.

   GE Area Two Objectives:
      b. describe and analyze historical-social elements of nonwestern culture
      c. describe and analyze the global interdependence of groups and of individuals

   GE Area Six Objectives:
      b. understand important relationships and interdependencies between the student’s
         major and other academic disciplines, world events or life endeavors
      c. additionally meet the objectives of Area II.

   Course Objectives and GE Learning Outcomes (Area Two):
   CST 251 focuses on the experience of the non-Western world. The course will describe and
   analyze historical-social elements of non-Western cultures by examining the precolonial and
   colonial histories of the regions; gender, class and ethnic relations; and the role of the military in
   non-Western societies, etc.

   Area Two learning outcomes addressed:
   Sharpens critical thinking, problem solving and communication skills.
   Students will consider contending theories, sift through debates and substantiate own opinions.
      They will consider policy alternatives and propose more appropriate US policies.
      They will sharpen their writing and verbal skills through the research and writing of a
      policy paper and through class discussion.
   Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience
   needed for participation in the human community
   Students will consider a number of moral and ethical dilemmas. The subject is the non-Western
world, and students will consider the experiences of both elites and dominant groups in these regions, as well as the experiences of a variety of groups marginalized because of gender, ethnicity, class, and/or religion.

Course Objectives and GE Learning Outcomes (Area Six):
The course draws from a variety of academic disciplines to underscores the realities of interdependence (and dependence) through an examination of the international economic system and the increasing prominence of international organizations.

Area Six learning outcomes addressed:

Sharpen critical thinking, problem solving and communication skills.
Students will be asked to analyze interdependence by considering what role the US and the international community play in promoting security and development.

Increase knowledge and understanding of the past, of the world in which we live, and how both past and present have an impact on the future.
Students will be tested on their understanding of how precolonial and colonial historical experiences vie with theories associated with other academic disciplines to explain much of the economic and political instability found in the non-Western world today.

WAC Objectives
To improve students’ writing proficiency---their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation, and spelling.

To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

To demonstrate for students the ways in which writing is integral to all disciplines and essential to the learning and conveying of knowledge in all fields.

To meet these goals students will write short in-class assignments in which they will reflect on the material presented.
They will also each write a 10-12 page policy paper for a total of 30% of their grade. In addition to a library meeting to set them off on their research, students will submit paper proposals and initial outlines for the papers. All students will submit what they consider to be a near-final draft of the paper with an invitation to revise and resubmit for the better grade. In addition, students wishing to receive extra credit will write a 2-3 page film review, focusing on themes relevant to the course.

3. Suggested Course Materials
Text: *Comparative Politics of the Third World: Linking Concepts and Cases*, by December Green and Laura Luehrmann
Subscription to *The New York Times* recommended

4. Suggested Method of Evaluation
Two exams, the research project and term paper, as well as credit for participation is recommended.

5. Grading Policy
All GE courses are graded A-F
WI component is graded Pass/Unsatisfactory

6. Suggested Weekly Course Outline Including Typical Assignments

Wk 2: Case Study: Mexico. Read case studies on Mexico in ch.s 5, 9, 16, 19, 21.


Wk 5: Case Study: Nigeria. Read case studies on Nigeria in ch.s 5, 9, 16, 19, 21.

Wk 6: Midterm Exam. Film and discussion: “Rwandan Nightmare.”


Wk 9: Revolution. Case Study: Iran. Read case studies on Iran in ch.s 5, 9, 16, 19, 21. Final draft of term papers due.

Wk 10: Iran. The International Arena. Read ch.s 17, 18, 20. Extra credit papers due.

7. Other
Syllabus distributed to students should employ the format approved by UCAP and must include:
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- Information on how grades will be determined
- Attendance policy
MASTER SYLLABUS

1. Course Information
   College: Raj Soin College of Business
   Department: Economics
   Course Title: Economic Life
   Course Designation and Number: EC 200
   GE Areas: III. Human Behavior: Economics

   Writing Intensive: Yes No

   For WI Courses: All sections Selected Sections are WI.

   Method(s) of Instruction: Lecture Discussion Web-enhanced (option of instructor)
   Web-only Other (e.g., student group assignments; option of instructor)

   Includes Lab: Yes No

   Prerequisites: None

2. Objectives

   GE Program Objectives:
   1. Develop skills and knowledge that will form the basis for life-long learning.
   2. Sharpen critical thinking, problem solving, and communication skills.
   3. Learn about the ethical and social dimensions of human experience.
   4. Increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

   GE Area Objectives:
   1. Help students develop the skills to examine critically the complexity of human behavior and institutions through systematic analysis.
   2. Use multiple approaches and perspectives to systematically analyze complex individual and institutional issues.

   Course Objectives and GE Learning Outcomes:

   The objective of Economic Life is to provide a basic foundation in economics that will enhance the understanding of the world in which we live. It stresses the importance of how economics affects us on a daily basis and throughout our lifetimes. Topics include individual and societal choices, the determination of prices paid for goods and services, wages received for labor, distribution of income, discrimination, poverty, competitive markets, monopoly, market power, aggregate economic performance, unemployment, inflation, taxation, international trade.

   Learning Outcomes
   Learn multiple approaches and perspectives in systematically analyzing complex behavior of individuals and institutions.

   Writing Across the Curriculum Objectives (in sections that are designated as Writing Intensive):

   1. To improve students' writing proficiency -- their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.
   2. To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.
3. To demonstrate for students the ways in which writing is integral to the learning and conveying of knowledge.

Writing assignments will total approximately 1500 words or more and be evaluated for content, form, style, correctness, and overall writing proficiency and give students the opportunity for revision and improvement. Assignments may take many forms and include a mix of formal writing (e.g., a number of short papers evaluated in both draft and final form, a long assignment broken into smaller parts, thus allowing for multiple drafts, feedback, and revisions,) and informal writing (e.g., journals, logs, short responses to lectures, essay examinations). All the writing will count as part of students’ performance in the course.

3. **Suggested Course Materials**

Sample Textbooks:

Sample Supplementary Materials:
- *Companion Website* for above Textbooks
  (includes student self testing resources and topical issues)
- *Student Study Guide* for above Textbooks

Sample Internet Resources (websites for agencies and organizations):
- United States Bureau of Labor Statistics
- United States Bureau of the Census
- United States Environmental Protection Agency
- Board of Governors of the Federal Reserve System
- United States International Monetary Fund
- United States International Trade Commission
- World Bank
- Organization for Economic Co-operation and Development
- Energy Information Administration
- Social Security Administration
- Internet Resources for Institutional Research
- Urban Institute
- Brookings Institute
- Economic Policy Institute
- Heritage Foundation
- Tax Foundation
- Center for National Priorities

4. **Suggested Methods of Evaluation**

Student evaluation and performance will be based on selected combinations of:
- Examinations
- Quizzes
- Class Discussion
- Group Projects
- Attendance
- Writing Assignments

For sections designated as Writing Intensive, writing assignments are required and will total approximately 1500 words or more. Writing assignments will be evaluated for content, form, style, correctness, and overall writing proficiency and give students the opportunity for revision and improvement. Assignments may take many forms and include a mix of formal writing (e.g., a number of short papers evaluated in both draft and final form, a long assignment broken into smaller parts, thus allowing for multiple drafts, feedback, and revisions,) and informal writing (e.g., journals, logs, short responses to lectures, essay examinations). Writing assignments may be in-class, out-of-class, or a mixture of the two. All the writing will count as part of students’ performance in the course.
5. **Grading Policy**

All GE courses are graded A-F.
WI component is graded Pass/Unsatisfactory.

6. **Suggested Weekly Course Outline Including Typical Assignments**

| Week 1: | Foundations of Economics |
| Week 2: | Comparative Advantage, International Trade, and Economic Systems |
| Week 3: | Market Demand, Supply, and Price Determination |
| Week 4: | Applications of Market Demand and Supply |
| Week 5: | Product Markets: Competition, Market Power, Market Failure, and Regulation |
| Week 6: | Government Taxes, Expenditures, Poverty, and Income Distribution |
| Week 7: | Measuring Aggregate Economic Performance, Inflation, and Unemployment |
| Week 8: | Aggregate Demand and Supply and Fiscal Policy |
| Week 9: | Money, Banking, and Monetary Policy |
| Week 10: | Economic Growth, Developing Countries, and the Environment |
| Week 11: | Final Examination Week: an examination or other culminating class experience. |

Assignments related to methods of evaluation, including quizzes, tests, writing assignments, etc. will be appropriately distributed throughout the quarter. The schedule of examinations, papers, or other components of the grade will give students feedback and allow them to make informed judgments about their progress prior to the end of the fifth week of the quarter. A comprehensive examination cannot be given during the tenth week of the quarter.

7. **Other**

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- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
MASTER SYLLABUS

1. Course Information
   College: Raj Soin College of Business
   Department: Economics
   Course Title: Economic, Business, and Social Issues
   Course Designation and Number: EC 290
   GE Areas:
   III. Human Behavior: Economics
       VI. College Component

   Writing Intensive: ✓ Yes __No

   For WI Courses: ✓ __All sections ___Selected Sections are WI.

   Method(s) of Instruction: ✓ Lecture
       ✓ Discussion
       ✓ Web-enhanced (option of instructor)
       Web-only
       ✓ Other (e.g., student group assignments; option of instructor)

   Includes Lab: __Yes ✓ __No

   Prerequisites: None

2. Objectives

   GE Program Objectives:
   1. Develop skills and knowledge that will form the basis for life-long learning.
   2. Sharpen critical thinking, problem solving, and communication skills.
   3. Learn about the ethical and social dimensions of human experience.
   4. Increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

   GE Area Objectives:

   Area III. Human Behavior
   1. Help students develop the skills to examine critically the complexity of human behavior and institutions through systematic analysis.
   2. Use multiple approaches and perspectives to systematically analyze complex individual and institutional issues.

   Area VI. College Component
   Link general education to the major and make more apparent the applicability and transferability of general competencies to specialized study.

   Course Objectives and GE Learning Outcomes:

   The objective of Economic, Business, and Social Issues is to foster critical thinking skills and improve verbal and written communication skills through an informed understanding of the real world economic, business, and social issues that shape the world in which we live. The course is designed to help students recognize genuine controversies, know which questions to ask and how to evaluate the answers, and be tolerant of and be able to intelligently and clearly evaluate a diversity of opinions concerning issues related to, but not limited to, business ethics, labor market discrimination, state and local development, poverty, global development, and environmental quality.

   Area III. Human Behavior Learning Outcomes
   Learn multiple approaches and perspectives in systematically analyzing complex behavior of individuals and institutions.
Area VI. College Component Learning Outcomes
1. Be able to communicate with individuals who are in the student's major, in allied fields, and non-specialists.
2. Understand important relationships and interdependencies between the student's major and other academic disciplines and world events.

Writing Across the Curriculum Objectives:

1. To improve students’ writing proficiency -- their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.
2. To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.
3. To demonstrate for students the ways in which writing is integral to the learning and conveying of knowledge.

Writing assignments will total approximately 1500 words or more and be evaluated for content, form, style, correctness, and overall writing proficiency and give students the opportunity for revision and improvement. Assignments may take many forms and include a mix of formal writing (e.g., a number of short papers evaluated in both draft and final form, a long assignment broken into smaller parts, thus allowing for multiple drafts, feedback, and revisions,) and informal writing (e.g., journals, logs, short responses to lectures, essay examinations). All the writing will count as part of students’ performance in the course.

3. Suggested Course Materials

Sample Texts:
Taking Sides: Clashing Views on Controversial Economic Issues, Thomas R. Swartz and Frank Bonello, McGray-Hill.
Leading Economic Controversies, Edwin Mansfield (editor), W.W. Norton.
The Economics of Public Issues, Roger LeRoy Miller, Daniel K. Benjamin, and Douglass C. North, Addison Wesley.
Economical Writing, Deirdre N. McCloskey, Waveland.

Sample Internet Resources (websites for agencies and organizations):
United States Bureau of Labor Statistics
United States Bureau of the Census
United States Environmental Protection Agency
Board of Governors of the Federal Reserve System
United States International Monetary Fund
United States International Trade Commission
World Bank
Organization for Economic Co-operation and Development
Energy Information Administration
Social Security Administration
Internet Resources for Institutional Research
Urban Institute
Brookings Institute
Economic Policy Institute
Heritage Foundation
Tax Foundation
Center for National Priorities

4. Suggested Methods of Evaluation

Student Evaluation and Performance will be based on selected combinations of:
Examinations
Writing assignments are required and will total approximately 1500 words or more. Writing assignments will be evaluated for content, form, style, correctness, and overall writing proficiency and give students the opportunity for revision and improvement. Assignments may take many forms and include a mix of formal writing (e.g., a number of short papers evaluated in both draft and final form, a long assignment broken into smaller parts, thus allowing for multiple drafts, feedback, and revisions,) and informal writing (e.g., journals, logs, short responses to lectures, essay examinations). Writing assignments may be in-class, out-of-class, or a mixture of the two. All the writing will count as part of students' performance in the course.

5. Grading Policy

All GE courses are graded A-F. WI component is graded Pass/Unsatisfactory.

6. Suggested Weekly Course Outline Including Typical Assignments

Week 1:   Analyzing Controversy, Positive Economics, and Normative Economics
Week 2:   Free Enterprise and Business Ethics Issues
Week 3:   Labor Market Discrimination and Workplace Issues
Week 4:   State and Local Social, Economic Development, and Finance Issues
Week 5:   Issues of the Government’s Role in Society
Week 6:   Issues of Income Distribution, Poverty, and Programs to Assist the Poor
Week 7:   Economic Growth and Technology Issues
Week 8:   Intergenerational Transfers, Social Security, and National Debt Issues
Week 9:   Global Business and Trade Issues
Week 10:  Environmental Issues
Week 11:  Final Examination Week: an examination or other culminating class experience.

Assignments related to methods of evaluation, including quizzes, tests, writing assignments, etc. will be appropriately distributed throughout the quarter. The schedule of examinations, papers, or other components of the grade will give students feedback and allow them to make informed judgments about their progress prior to the end of the fifth week of the quarter. A comprehensive examination cannot be given during the tenth week of the quarter.

7. Other

Syllabuses distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
1. **Course Information**

College: College of Education and Human Services  
Department: Teacher Education  
Course Title: Education in a Democracy  
Course Designation and Number: ED 210  
GE Area(s): VI: College Component

Writing Intensive: X Yes ___ No

For WI Courses: X All sections ___ Selected Sections are WI

Method(s) of Instruction: X Lecture  
X Discussion  
X Web-enhanced  
___ Web-only  
___ Other

Includes Lab: ___ Yes X No

Prerequisites: None

2. **Objectives**

**GE Programs Objectives:**

a. Sharpen critical thinking skills (critically examining and evaluating ideas)

b. Sharpen problem solving skills

c. Sharpen communication skills

d. Develop ethical and moral awareness

e. Develop knowledge of varied cultural dimensions of the human experience

**GE Area Objectives – Area VI:**

Linking general education more closely with study in the major, thereby making more apparent the applicability and transferability of general competencies to specialized study.

**Course Objectives and GE Learning Outcomes:**

This course explores the role and relationship of education in a democracy to concepts of a civil society, social justice, access to knowledge, and development of democratic character in the young.

As Thomas Jefferson said, “If a people wish to be free and ignorant, they want something that never was and never will be.” This course explores the essential role that education plays in a free and democratic society. Education is, in large part, responsible for instilling democratic character in the young. Our social, political, and economic democracy depends on a well-educated citizenry to renew
itself and to prosper. Exploring what role education must play in maintaining a vibrant democracy, builds the case for being a lifelong learner with the critical thinking skills necessary to explore “…the aesthetic, ethical, moral, social and cultural dimensions of human experience.” Exploring topics and issues related to the definitions of democracy and applications of education and schooling to the maintenance of a civil society are broad concepts with clear linkages to all five other areas of the GE program. Clearly, education and schooling are purposeful in a society and generally education has an important goal: the preparation of citizens to fully engage in “the human conversation.”

Course Objectives:

Knowledge

Students will:

1. Define democracy, democratic society, and civil society.

2. Define what it means to be educated in a democracy.

3. Develop and defend a rationale for being educated in a democracy.

4. Differentiate between education and schooling.

5. Identify the conditions necessary for the functioning of a healthy democracy and how they are related to education.

6. Identify the characteristics of a democratic people and how they are related to education.

7. Develop and defend a rationale for how social justice and equity and education are linked in a democracy.

8. Develop and defend a rationale for why access to knowledge is a critical educational goal in a democracy.

9. Be familiar with current perspectives of the strengths of public versus private education and between public school and “charter” schools in a democracy.

10. Understand the moral elements of education in a democracy.
Performances/Skills

1. Define what democracy means to you as an individual.
2. Define what it means to be educated.
3. List the components of a well-educated citizen in a democracy.
4. Identify and describe the essential elements for the functioning of a healthy democracy.
5. Describe the role of education in developing democratic character in the young.
6. Describe how education can promote equity and social justice in a democracy.
7. Describe why access to knowledge is a critical component of a healthy democracy.
8. Identify and define moral aspects of education in a democracy.
9. Critically evaluate the role of education in maintaining a civil society in our current American democracy.

Dispositions

1. Appreciate the complexities of a democracy.
2. Appreciate the interdependence of education and democracy in a civil society.
3. Value the attitudes and behaviors we expect of ethical, productive citizens in a democracy.
4. Value access to knowledge for all citizens.
5. Value equity and social justice for all citizens.
6. Appreciate the role of education in enculturating democratic character in the young.
7. Believe in the ethical and equal treatment of all people.
8. Value the role of education in a democracy.
Area six learning outcomes addressed:
Sharpens critical thinking and problem solving skills by critically examining and evaluating ideas. Communication skills are enhanced through discussion and written exploration of course objectives in brief and extended formats.

This course is in Area 6 and will allow anyone wishing to explore the important role that education plays in a democracy to get such an overview. This course can serve as a catalyst for those interested in education to consider a career as a professional educator, or as the foundation for understanding a citizen’s need for a well-educated citizenry in a democracy to assure a civil society.

For WI Course:

The Writing Across the Curriculum (WAC) program at Wright State University has three principal goals:

- to use writing to explore and better understand course content
- to give students opportunities to improve their writing skills
- to introduce students to the different ways writing is used in different fields of study

Faculty teaching ED 210 will use writing assignments to integrate the students’ understanding of reading assignments and class discussions. Students will write brief reaction papers, participate in electronic discussion groups (through e-mail or chat rooms), and write position papers. The majority of the course grade will be determined by faculty evaluations on some or all of the following written assignments: reaction papers, essays, journal entries, small group discussions held online, essay exams, and position papers.

3. Suggested Course Materials:


Related References:


4. **Suggested Methods of Evaluation:**
   Students will be evaluated in a variety of ways including some and/or all of the following: reflection papers, assigned topical essays, journals, small group discussion/projects, written exams, in-class presentations, and written assignments.

5. **Grading Policy:**
   Letter Grades: A-F  
   WI Component is graded Pass/Unsatisfactory

6. **Suggested Weekly Course Outline Including Typical Assignments:**
   Weekly topical outline to guide readings and in-class discussion.

   Wk 1: Defining democracy, democratic society and civil society.  
   Course overview and group discussion.

   Wk 2: Exploration of what it means to be educated in a democracy.  
   Brief reading assignment.

   Wk 3: Explore the differences between education and schooling.  
   Reading assignment with brief reaction paper.

   Wk 4: Identification of the conditions necessary for the functioning of a healthy democracy and how they are related to education.  
   Reading assignment with brief reaction paper.

   Wk 5: The characteristics of a democratic people and the role of education in such a society.  
   Position paper summarizing individual perspectives on education in a democracy.
Wk 6: Exploration of the linkage between social justice and education in a democracy. Reading assignment and group discussion.

Wk 7: Access to knowledge in a democracy. Reading assignment and brief reaction paper.

Wk 8: Current educational models in a democracy – public, private, and charter schools. Reading assignment and brief reaction paper.

Wk 9: Exploration of the moral dimensions of education in a democracy. Case study presentations by students on various moral issues involved in education in a democracy.

Wk 10: The purpose of education in a democracy. Position paper on the purpose(s) of education in a democracy.

7. **Other items to be included:**
   - Instructor’s name
   - Office location
   - Office hours
   - Office of Disability information
   - Grading policy
   - Attendance policy
# MASTER SYLLABUS

## 1. Course Information

**College:** Engineering & Computer Science

**Department:** College of Engineering & Computer Science

**Course Title:** Fundamentals of Engineering and Computer Science

**Course Designation and Number:** EGR 190

**GE Area(s):**

VI: College Component

**Writing Intensive:** _X_ Yes  __No

For WI Courses: _X__All sections  __Selected Sections are WI.

**Method(s) of Instruction:** _X_Lecture  
__Discussion  
_X_ Web-enhanced  
__Web-only  
__Other (Explain below.)

**Includes Lab:** _X_ Yes  __No

There is one 2 hour lecture and two 2 hour labs per week.

**Prerequisites:**

NONE

## 2. Objectives

### GE Program Objectives:

Sharpen critical thinking, problem solving, and communication skills;

### GE Area Objectives:

Area VI requirements link general education more closely with study in the major, thereby making more apparent the applicability and transferability of general competencies to specialized study.

### Course Objectives and GE Learning Outcomes:

There are four objectives for this course: to introduce students to engineering principles through hands-on experience, foster collaboration among students through cooperative team project activities, establish a sense of community among the students, and develop an understanding of how to be successful in studying engineering.

The learning outcomes are:

1. To be able to communicate with individuals who are in the student's major, in allied fields, and non-specialists.

2. To understand important relationships and interdependencies between the student's major and other academic disciplines, world events or life endeavors.
For WI Courses: WAC Objectives

1. To improve students' writing proficiency — their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.

2. To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

3. To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

The writing intensive portion of this course will meet the minimal requirements of 1,500 words involving at least six double spaced pages. The assignments will come from the laboratory portions of the course that have a written requirement beyond that expected of an engineering laboratory report. In particular the laboratories on Web Searching, How Things Work, and Web Design 2 are good choices. A rubric will be designed for each writing intensive laboratory to help the students and graders. One assignment will require a revision. The writing intensive assignments will be counted as a percent of the course grade. It is build into the lab assignment and is approximately 0.7%.

Sample writing assignment:
This project involves researching and writing a short report about how something works. The object of your investigation may be chosen from the list provided in lab. The report requirements take the form of a “process description” as detailed in “Pocket Book of Technical Writing for Engineers and Scientists,” Leo Finkelstein, Jr., McGraw-Hill, 1999. This is an excellent reference book and guide for any technical writing.

3. Suggested Course Materials


3. Lecture notes and Lab assignments on the EGR190 web site.

4. Suggested Methods of Evaluation

There are two in-lab examinations, one involving computer lab assignments and the other involving instrumentation lab assignments on engineering art.

There is a final examination which focuses upon the lectures and labs involving instrumentation.

5. Grading Policy

All GE courses are graded A-F.
WI component is graded Pass/Unsatisfactory

6. Suggested Weekly Course Outline Including Typical Assignments

Week 1 Bridge Building Competition
Week 2 Engineering Art, E-mail and the Web
Week 3 3D Art and How Things Work
Week 4 3D Art and Web Design
Week 5 Exam 1
Week 6 Instrumentation, Web Design and Final Project Assigned
Week 7 Circuits and Web Design
Week 8 Timers, Flip-Flops and Engineering Math
Week 9 Exam 2
Week 10 Presentation of Final Projects and Analog to Digital Signal Processing Lab
Week 11 Final Exam

7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
Master Syllabus: EH 205

1. Course Information
   College: College of Science and Mathematics
   Department: Biological Sciences: Environmental Health Sciences
   Course Title: Environmental Science and Society
   Course Designation and Number: EH 205
   GE Area(s): Area VI - College Component

   Writing Intensive: X Yes __No

   For WI Courses: X All sections ___Selected Sections are WI.

   Method(s) of Instruction: X Lecture
   X Discussion
   X Web-enhanced
   ___ Web-only
   ___ Other

   Includes Lab: ___Yes X No

   Prerequisites: None

2. Objectives

   GE Program Objectives:
   Sharpen critical thinking, problem solving and communication skills.
   Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience
   needed for participation in the human community.
   Increase knowledge and understanding of the past, of the world in which we live, and of how both
   past and present have an impact on the future.

   GE Area Six Objectives:
   Area VI requirements link general education more closely with study in the major, thereby making more
   apparent the applicability and transferability of general competencies to specialized study.

   Course Objectives and GE Learning Outcomes:
   The course deals with many interrelated environmental issues important for students to understand. It
   also will show students that decisions made on issues must be made in the context of the local culture,
   whether it be developed or developing, northern or southern hemisphere. Thematically it links to other
   areas of the GE Program since by its nature, environmental science is interdisciplinary. It utilizes
   resources from not only a broad range of the sciences, but also from the liberal arts and business. The
   course will press students to ask why a problem situation has arisen, and guide them to think of ways
   that the problem could have been avoided; and once the problem exists, how it might be solved.

   Communicate with individuals who are in the student’s major, in allied fields, and non-specialists.
   Understand important relationships and interdependencies between the student’s major and other
   academic disciplines, world events or life endeavors.
For WI Courses: WAC Objectives

To improve students' writing proficiency – their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.

To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

Students will prepare a 2500 word paper dealing with one of the topics discussed. A preliminary draft will be marked for both style and content. Students then will revise their draft and submit a final paper.

3. Suggested Course Materials

Videos: World Population (ZPG) + Race to Save the Planet (PBS, 9 of 10 videos)

4. Methods of Evaluation

Three tests, with each non-cumulative test worth 30% of the grade.
A 200 word summary of each video is due the class following the video, worth a total of 10% of the grade.

5. Grading Policy

All GE courses are graded A-F
WI component is graded Pass/Unsatisfactory.

6. Suggested Weekly Course Outline Including Typical Assignments

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<td>Guest Speaker</td>
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**Test 3** During Exam Week

7. Other

Syllabus distributed to students will employ the format approved by UCAPC and will include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
1. **Course Information**
   - **College:** College of Liberal Arts
   - **Department:** English Language and Literatures
   - **Course Title:** Academic Writing and Reading
   - **Course Designation and Number:** ENG 101
   - **GE Area(s):** I: Communication and Mathematical Skills
   - **Writing Intensive:** Yes
   - **For WI Courses:** All sections
   - **Method(s) of Instruction:** Lecture, Discussion, Web-enhanced, Web-only (some sections), Other
   - **Includes Lab:** Yes
   - **Prerequisites:** Placement after advising

2. **Objectives**

   **GE Program Objectives:**
   - to sharpen critical thinking, problem solving, and communication skills;
   - to learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community.

   **GE Area One Objectives:**
   - a. use writing processes to explore, think, and learn, and to write appropriately for various tasks and audiences.
   - b. develop logical and fair arguments, and observe appropriate writing conventions.
   - c. show ability to identify main ideas and evaluate, analyze and synthesize primary and secondary sources.

   **Course Objectives and GE Learning Outcomes:**
   Academic Writing and Reading focuses on the improvement of students’ writing skills and the learning of key elements of critical reading of academic and nonfiction texts. Students write detailed critical analyses of those texts as well as reflective narratives. Students also learn to assess their own literacy skills.

   **Area One learning outcomes addressed:**
   - Sharpens critical thinking, problem solving, and communication skills.
   - Teaches aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community.
   - Uses writing processes to explore, think, and learn, and to write appropriately for various tasks and audiences.
   - Develops logical and fair arguments, and observes appropriate writing conventions.

ENG 101 Master Syllabus
Shows ability to identify main ideas and evaluate, analyze and synthesize primary and secondary sources.

**For WI Courses: WAC Objectives**

3. **Suggested Course Materials**

   Text: *The St. Martin’s Guide to Writing*, by Rise Axelrod and Charles Cooper; or *The Allyn and Bacon Guide to Writing*, by John Ramage and John Bean; or *The Call to Write*, by John Trimbur; or *The Norton Field Guide to Writing*, by Richard Bullock

   *A Writer’s Reference*, by Diana Hacker

   Access to computers with Microsoft Word required

4. **Suggested Methods of Evaluation**

   A portfolio of writing drafted, revised, and edited during the course is required. Tests, quizzes, and various brief, formal and informal writing assignments may also be required.

5. **Grading Policy**

   All GE courses are graded A-F.

6. **Suggested Weekly Course Outline Including Typical Assignments**

   Wk 1: Introduction of Narrative essay assignment. Topic selection. Introduction to online computer programs used in course.

   Wk 2: Invention and drafting of Narrative essay. May include individual conferences between instructor and students. Readings from textbooks on developing and organizing information for a narrative.

   Wk 3: Drafting and revising of Narrative essay. In-class workshops on completed drafts, lessons on organization, development, coherence, and sentence structure, accompanied by text assignments on the same topics.

   Wk 4: Revising and editing of Narrative essay. In-class workshops. Introduction of self-assessment and compiling of midterm portfolio, with text assignments as appropriate.

   Wk 5: Introduction of Critical Analysis essay assignment. Principles of textual analysis. Sample essays analyzed in class and out, with text assignments as appropriate.

   Wk 6: Principles of critical textual analysis, continued. Essay to be analyzed by students introduced, and analysis begins, with text assignments as appropriate.

   Wk 7: Analysis of essay continues; assignments may include several brief analyses using a single method, with text assignments as appropriate.

   Wk 8: Complete draft of analysis due for in-class workshops. Draft may be revised several times.

   Wk 9: Analysis revision and editing continue, in class and out, with text assignments as appropriate.
Wk 10: Editing and proofreading of narrative and analysis. Final portfolio and its lengthy self-assessment introduced, with text assignments as appropriate.

7. Other
   Syllabus distributed to students should employ the format approved by UCAP and must include:
   - Instructor name, office hours, and contact information
   - Office of Disability Services information
   - Information on how grades will be determined
   - Attendance policy
Master Syllabus

1. **Course Information**
   - **College:** College of Liberal Arts
   - **Department:** English Language and Literatures
   - **Course Title:** Writing in Academic Discourse
   - **Course Designation and Number:** ENG 102
   - **GE Area(s):** I: Communication and Mathematical Skills

   **Writing Intensive:** ___ Yes  _x_ No

   **For WI Courses:** ___ All sections  ___Selected Sections are WI

   **Method(s) of Instruction:**
   _x_ Lecture
   _x_ Discussion
   _x_ Web-enhanced
   _x_ Web-only (some sections)
   _x_ Other

   - Small group activities
   - Individual conferences

   **Includes Lab:** ___ Yes  _x_ No

   **Prerequisites:** Grade of C or better in ENG 101

2. **Objectives**

   **GE Program Objectives:**
   …to sharpen critical thinking, problem solving, and communication skills;
   …to learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community.

   **GE Area One Objectives:**
   a. use writing processes to explore, think, and learn, and to write appropriately for various tasks and audiences.
   b. develop logical and fair arguments, and observe appropriate writing conventions.
   c. show ability to identify main ideas and evaluate, analyze and synthesize primary and secondary sources.

   **Course Objectives and GE Learning Outcomes:**
   Introduction to Academic Writing and Reading focuses on the improvement of students' writing skills and the learning of key elements of critical reading of academic and nonfiction texts. Students write detailed critical analyses of those texts as well as reflective narratives. Students also learn to assess their own literacy skills.

   **Area One learning outcomes addressed:**

   Sharpen critical thinking, problem solving, and communication skills.
   Teaches aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community.
   Uses writing processes to explore, think, and learn, and to write appropriately for various tasks and audiences.
   Develops logical and fair arguments, and observes appropriate writing conventions.
Shows ability to identify main ideas and evaluate, analyze and synthesize primary and secondary sources.

**For WI Courses: WAC Objectives**

3. **Suggested Course Materials**
   - Text: *The St. Martin’s Guide to Writing*, by Rise Axelrod and Charles Cooper; or *The Allyn and Bacon Guide to Writing*, by John Ramage and John Bean; or *The Call to Write*, by John Trimbur; or *The Norton Field Guide to Writing*, by Richard Bullock; or *Good Reasons* by Lester Faigley; or *Everything’s an Argument* by Andrea A. Lunsford and John J. Ruszkiewicz; *A Writer’s Reference*, by Diana Hacker
   - Access to computers with Microsoft Word required

4. **Suggested Methods of Evaluation**
   - A portfolio of writing drafted, revised, and edited during the course is required.
   - Tests, quizzes, and various brief, formal and informal writing assignments may also be required.

5. **Grading Policy**
   - All GE courses are graded A-F.

6. **Suggested Weekly Course Outline Including Typical Assignments**

   Wk 1: Introduction of Reporting Information essay assignment; topic proposal due. Text assignments may include readings on these subjects. May include individual conferences between instructor and students.

   Wk 2: Introduction to academic research techniques; development of annotated bibliography of potential sources of information for report, with text assignments as appropriate.

   Wk 3: Drafting and revising of Report essay. In-class workshops on completed drafts, lessons on organization, development, coherence, use of and integration of source materials, accompanied by text assignments on the same topics.

   Wk 4: Revising and editing of Narrative essay; correct citation format. In-class workshops. Introduction of self-assessment and compiling of midterm portfolio, with text assignments as appropriate.

   Wk 5: Introduction of Argument essay assignment. Principles of argument, further advice on research, with individual conferences and text assignments as appropriate.

   Wk 6: Strategies of argument; fallacies of argument. Proper use of source material and evidence; avoiding plagiarism, with text assignments as appropriate. Drafting of essay begins.

   Wk 7: Drafting of argument, with text assignments as appropriate. Countering arguments and how they may strengthen an argument discussed.

   Wk 8: Complete draft of argument due for in-class workshops. Draft may be revised several times.
Wk 9: Revising and editing continue, in class and out, with text assignments as appropriate.

Wk 10: Editing and proofreading of report and argument. Final portfolio and its lengthy self-assessment introduced, with text assignments as appropriate.

7. **Other**
   Syllabus distributed to students should employ the format approved by UCAP and must include:
   - Instructor name, office hours, and contact information
   - Office of Disability Services information
   - Information on how grades will be determined
   - Attendance policy
Master Syllabus

1. Course Information

   College: College of Liberal Arts
   Department: English Language and Literatures
   Course Title: Great Books: Literature
   Course Designation and Number: ENG 204
   GE Areas: IV: Human Expression – Great Books
                         VI: College Component

   Writing Intensive: Yes
   For WI Courses: All Sections

   Methods of Instruction:
   Lecture X
   Discussion X
   Web Enhanced X
   Web Only
   Other:

   Includes Lab: Yes

Prerequisites: None

2. Objectives

GE Program Objectives:

GE courses will help students

• sharpen critical thinking, problem solving, and communication skills
• learn about the aesthetic . . . social and cultural dimensions of human experience
• increase knowledge and understanding of the past

GE Area Objectives:

Area IV—Students will

• recognize and critically discuss significant creative, philosophical and religious works
• understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgment in such works
• discuss the diverse means of communication in such works

Area VI—Students will

• communicate with individuals . . . in [their] majors, in allied fields, and non-specialists
• understand important relationships and interdependencies between [their] majors and other academic disciplines . . . or life endeavors

Course Objectives and GE Learning Outcomes

ENG 204 introduces students to the critical reading of literary texts within the broad western cultural and literary tradition. It introduces students to the discipline of writing critically and thoughtfully about literature. The learning objectives of courses in the Human Expression area specify that students will:

(1) recognize and critically discuss significant creative, philosophical and religious works

The main activities in the course will center around the study of significant creative works. Students will learn to recognize important features of such works and will have experience discussing them in a variety of formats.

(2) understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgment in such works

In critically reading and interpreting literary works, students will engage in a variety of approaches to understanding literature. They will be encouraged to see literature as the personal vision of an individual creative artist, to read literature in light of its social-cultural background, and to appreciate literature for its ethical and aesthetic values. In their writing about literature, they will have the opportunity to put these approaches into practice.

(3) discuss the diverse means of communication in such works

The analysis of literature involves the study of literary form and language and the relation of those formal elements to meaning. Students in ENG 204 will study style, expression, and figural language in the literary texts they read as a way to begin the understanding of how literature works to communicate meaning.

ENG 204 will also be available under Area 6, the college component for the College of Liberal Arts.

Every CoLA major addresses aspects of human culture, experience, expression, communication, and social organization. Literature is one of the most important and pervasive ways humans have used throughout history to present themselves, to characterize their culture, to understand their personal identity, and to clarify their relationship with their society.

For WI Courses: WAC Objectives

The Writing Across the Curriculum (WAC) program at Wright State University has three principal goals:

• to use writing to explore and better understand course content.
• to give students opportunities to improve their writing skills.
• to introduce students to the different ways writing is used in different fields of study.

Typically, instructors in ENG 204 use most or all of the following kinds of assignments: reading journals; in-class reading responses; electronic class discussion groups (through chat rooms or email); essay questions on quizzes and examinations; formal critical papers. In all sections of ENG 204, all or nearly all the course grade is based on written assignments. Students who cannot complete the writing-intensive portion of the course will not receive a C or better in the course grade.

3. Suggested Course Materials

Sample Texts:
- Mourning Dove, Coyote Stories
- Haddawy, The Arabian Nights
- Shakespeare, The Tempest
- Hawthorne, Hawthorne's Short Stories
- Morison, Beloved
- Rushdie, Haroun and the Sea of Stories

On Reserve:
- Poe, Review of Twice-Told Tales (1842)

4. Suggested Methods of Evaluation

Sample assignments

1. Reading quizzes in short essay format
2. Midterm essay exam
3. Participation in computer email discussion group
4. Final essay exam

5. Grading Policy

All GE courses are graded A-F.
WI component is graded Pass/Unsatisfactory.

6. Suggested Weekly Course Outline Including Typical Assignments

Class 1   Introductory Matters. Discussion: Why tell stories? Why great books?
Class 2   Read/Discuss: Poe, Review of Twice-Told Tales" (on reserve) and Hawthorne "The Minister's Black Veil."
Class 4   Read/Discuss: Arabian Nights pp 1-148 (through "The Tale of the Second Lady"). Reading Quiz.
Class 5   Read/Discuss: Arabian Nights pp. 150-295 (through "The One Hundred and Seventieth Night").
Class 6   Read/Discuss: Mourning Dove "Preface," and Standing Bear "Foreword" (Coyote Stories pp. 5-12).
Class 7  Read/Discuss: Coyote Stories. Reading Quiz.
Class 8  Continue discussion: Coyote Stories
Class 9  Read/Discuss: Shakespeare, The Tempest. Reading Quiz
Class 10 Continue discussion: The Tempest. Take home exam handed out today.
Class 11 Conclude discussion: The Tempest. Midterm wrap-up and review.
Class 12 Midterm exam. Take-home exam due.
Class 13 Read/Discuss: Rushdie, Haroun and the Sea of Stories. Reading Quiz.
Class 14 Continue discussion: Haroun and the Sea of Stories.
Class 15 Read/Discuss: Morison, Beloved. Reading Quiz.
Class 16 Continue discussion: Beloved.
Class 17 Conclude discussion: Beloved.
Class 18 Read/Discuss: Hawthorne, "The Maypole of Merry Mount"
Class 20 Conclude discussion of Hawthorne's stories. Course review.

Finals Week  Final examination

7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services Information
- Information on how grades will be determined
- Attendance policy
MASTER SYLLABUS

1. **Course Information**

   **College:** Raj Soin College of Business  
   **Department:** Finance and Financial Services  
   **Course Title:** Personal Financial Decision Making  
   **Course Designation and Number:** FIN 205  
   **GE Area(s):**

   College Component – Finance  

   **Writing Intensive:** X Yes ___ No  
   **For WI Courses:** X All sections ___ Selected Sections are WI  

   **Method(s) of Instruction:**  
   X Lecture  
   X Discussion  
   X Web enhanced (option of instructor)  
   ___ Web-only  
   X Other (explain below)  
   Cases (option of instructor)  

   **Includes Lab:** ___ Yes X No  
   (For lab courses, specify how the weekly meeting times are structured.)  

   **Prerequisites:** None  

2. **Objectives**

   **GE Program Objectives:** To develop skills and knowledge that will form the basis for lifelong learning. Sharpen critical thinking, problem solving and communication skills.  

   **GE Area Objectives:** Equip students with practical tools of financial analysis so that they can intelligently make wise choices and learn how to keep up with the ever-changing financial landscape. They will also learn the linkage and the application of general education and this course.  

   **Course Objectives and GE Learning Outcomes:** During our lifetime, we face thousands of financial decisions. They involve using our limited resources – money and time – in ways that are most beneficial to our self-interest. Financial mistakes can be very costly. Therefore, it would be wise for us to study personal finance, grasp it, and learn how to use it. This course gives answers to many of the every day financial
decisions. It will equip you with the tools of financial analysis so that you can intelligently, and on your own, make wise choices. Just as important is to learn how to keep up with the ever-changing financial landscape.

Students will be able to improve their ability to communicate with students in their major and also with students in other fields. They will also understand relationships and relevance between their major and other academic fields.

**For WI Courses: WAC Objectives** –

- To improve students’ written communication skills----their ability to develop ideas and communicate them in an organized and coherent manner while paying attention to grammar, usage, punctuation and spelling.

* To impress upon students that writing is a powerful tool and it is a prerequisite to success both in the business world and in all life endeavors.

These objectives are met by requiring students to complete two writing assignments that demonstrate their ability to communicate and understanding of economic and financial concepts and issues. Both assignments will be graded and returned to students, who may elect to resubmit them.

3. **Suggested Course Materials**

   *Planning Your Financial Future* by Boone, Kurtz and Hearth, 2nd ed., The Dryden Press

4. **Suggested Methods of Evaluation**

   Students will be evaluated on the basis of:

   - Quizzes
   - Examinations
   - Class discussions
   - Attendance
   - Writing assignments
   - Cases

5. **Grading Policy**
All GE courses are graded A-F.
WI component is graded Pass/Unsatisfactory.
### Suggested Weekly Course Outline Including Typical Assignments

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>CHAPTERS ASSIGNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Personal Financial Planning: An Introduction</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Understanding Economic and Financial Markets</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Money Management Strategy: Financial Statements</td>
<td>3</td>
</tr>
<tr>
<td>Week 2</td>
<td>Cash Management</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>The Credit Management</td>
<td>5</td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>FIRST EXAM (Ch. 1-5)</strong></td>
<td>6</td>
</tr>
<tr>
<td>Week 4</td>
<td><strong>WRITING ASSIGNMENT ONE DUE</strong></td>
<td>7, 8</td>
</tr>
<tr>
<td>Week 5</td>
<td>The Insurance Decisions, Life Insurance</td>
<td>9, 10</td>
</tr>
<tr>
<td>Week 6</td>
<td><strong>SECOND EXAM (Ch. 6-10)</strong></td>
<td>11</td>
</tr>
<tr>
<td>Week 7</td>
<td><strong>WRITING ASSIGNMENT TWO DUE</strong></td>
<td>12</td>
</tr>
<tr>
<td>Week 8</td>
<td>Investment Planning</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Investment Alternatives and Trading</td>
<td>14</td>
</tr>
<tr>
<td>Week 9</td>
<td>Investing in Mutual Funds</td>
<td>15</td>
</tr>
<tr>
<td>Week 10</td>
<td>Retirement Planning</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Estate Planning</td>
<td>17</td>
</tr>
<tr>
<td>Week 11</td>
<td><strong>FINAL EXAM (Ch. 11-17)</strong></td>
<td></td>
</tr>
</tbody>
</table>
7. **Other**

Syllabus distributed to students will employ the format approved by UCAP and will include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
MASTER SYLLABUS: GL 105

1. Course Information
   College: College of Science and Mathematics
   Department: Geological Sciences
   Course Title: The Planet Earth
   Course Designation and Number: GL105
   GE Area(s): Area V – Natural Sciences

   Writing Intensive: _X_Yes __No

   For WI Courses: ___All sections _X_Selected Sections are WI.

   Method(s) of Instruction: _X_Lecture
                           __Discussion
                           __Web-enhanced
                           __Web-only
                           __Other

   Includes Lab: _X_Yes __No
   Three hours lecture, two hours lab

   Prerequisites: None

2. Objectives

   GE Program Objectives:
   Sharpen critical thinking, problem solving and communication skills.
   Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience
   needed for participation in the human community.
   Increase knowledge and understanding of the past, of the world in which we live, and of how both
   past and present have an impact on the future.

   GE Area Five Objectives:
   Area Five courses emphasize scientific inquiry as a way to discover the natural world, and they explore
   fundamental issues of science and technology in human society.

   Course Objectives and GE Learning Outcomes:
   Students will learn the nature of Earth materials and the processes that are currently active and
   that have changed it through time. The geologic evidence and the perspective for understanding
   our physical environment are stressed. The theory of plate tectonics is a unifying theme for
   understanding Earth and our place on it.

   Understand the experimental basis of scientific inquiry
   Understand the importance of model building for understanding the natural world
   Understand the theoretical, practical, creative and cultural dimensions of scientific inquiry
   Discuss some of the fundamental theories underlying modern science
   Understand the dynamic interaction between society and the scientific enterprise
   Recognize appropriate ethical uses of knowledge in the natural sciences
For WI Courses: WAC Objectives

To improve students' writing proficiency – their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.

To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

The Writing Intensive component of this course will encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts, and to discover what they know and do not know. This is accomplished by writing a series of short essays on topics relevant to the course and to the individual interests of the student.

3. Suggested Course Materials

Text: Introduction to Physical Geology by Thompson and Turk, Saunders Publ.
Calculator

4. Suggested Methods of Evaluation

Two midterm exams, a final exam, and weekly laboratory reports.

5. Grading Policy

All GE courses are graded A-F.
WI component is graded Pass/Unsatisfactory. (Include only for WI courses)

6. Suggested Weekly Course Outline Including Typical Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Introduction</th>
<th>Minerals</th>
<th>Igneous rocks</th>
<th>Volcanoes</th>
<th>Weathering and soils</th>
<th>Sedimentary rocks</th>
<th>Metamorphic rocks</th>
<th>Review</th>
<th>Test</th>
<th>Plate tectonics</th>
<th>Earthquakes and Earth's structure</th>
<th>Ocean basins</th>
<th>Geologic structures</th>
<th>Mountain ranges</th>
<th>Mass wasting</th>
<th>Review</th>
<th>Test</th>
<th>Streams and lakes</th>
<th>Ground water</th>
<th>Deserts</th>
<th>Glaciers and ice ages</th>
<th>Coastlines</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>Minerals</td>
<td>Igneous rocks</td>
<td>Volcanoes</td>
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<td>Sedimentary rocks</td>
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<td>Mountain ranges</td>
<td>Mass wasting</td>
<td>Review</td>
<td>Test</td>
<td>Streams and lakes</td>
<td>Ground water</td>
<td>Deserts</td>
<td>Glaciers and ice ages</td>
<td>Coastlines</td>
<td>Review</td>
</tr>
</tbody>
</table>
7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:

- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
MASTER SYLLABUS : GL 106

1. Course Information
   College: College of Science and Mathematics
   Department: Geological Sciences
   Course Title: The Evolving Earth
   Course Designation and Number: GL106
   GE Area(s): Area V - Natural Sciences

   Writing Intensive: _X_ Yes  __No

   For WI Courses: ___All sections  _X_Selected Sections are WI.

   Method(s) of Instruction:  _X_Lecture
   ___Discussion
   ___Web-enhanced
   ___Web-only
   ___Other (Explain below.)

   Includes Lab:  _X_Yes  __No
   Three hours lecture, two hours lab

   Prerequisites: None

2. Objectives

   GE Program Objectives:
   Sharpen critical thinking, problem solving and communication skills.
   Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community.
   Increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

   GE Area Five Objectives:
   Area Five courses emphasize scientific inquiry as a way to discover the natural world, and they explore fundamental issues of science and technology in human society.

   Course Objectives and GE Learning Outcomes:
   Students learn how Earth has changed through time and that the time scale for these changes is vastly different that the one of their everyday lives. The geologic evidence and the historical perspective for our current world are examined. The theories of plate tectonics and evolution are unifying themes for understanding Earth and our place on it.

   Understand the experimental basis of scientific inquiry
   Understand the importance of model building for understanding the natural world
   Understand the theoretical, practical, creative and cultural dimensions of scientific inquiry
   Discuss some of the fundamental theories underlying modern science
   Understand the dynamic interaction between society and the scientific enterprise
   Recognize appropriate ethical uses of knowledge in the natural sciences
**For WI Courses: WAC Objectives**

To improve students' writing proficiency – their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.

To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

The Writing Intensive component of this course will encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts, and to discover what they know and do not know. This is accomplished by writing a series of short essays on topics relevant to the course and to the individual interests of the student.

3. **Suggested Course Materials**

   - Calculator

4. **Suggested Methods of Evaluation**

   Two midterm exams, a final exam, and weekly laboratory reports.

5. **Grading Policy**

   All GE courses are graded A-F.

   WI component is graded Pass/Unsatisfactory. (Include only for WI courses)

6. **Suggested Weekly Course Outline Including Typical Assignments**

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interpreting sedimentary rocks</td>
</tr>
<tr>
<td></td>
<td>Sedimentary strata in time and place</td>
</tr>
<tr>
<td>2</td>
<td>Fossils, time and evolution</td>
</tr>
<tr>
<td></td>
<td>Radioactivity; Time with numbers</td>
</tr>
<tr>
<td>3</td>
<td>The solar system</td>
</tr>
<tr>
<td></td>
<td>Review</td>
</tr>
<tr>
<td>4</td>
<td>Test</td>
</tr>
<tr>
<td></td>
<td>The Archean and Proterozoic Eons</td>
</tr>
<tr>
<td>5</td>
<td>Global tectonic</td>
</tr>
<tr>
<td></td>
<td>The Paleozoic Era</td>
</tr>
<tr>
<td>6</td>
<td>Paleozoic life</td>
</tr>
<tr>
<td></td>
<td>Review</td>
</tr>
<tr>
<td>7</td>
<td>Test</td>
</tr>
<tr>
<td></td>
<td>The Mesozoic Era</td>
</tr>
<tr>
<td>8</td>
<td>Mesozoic life</td>
</tr>
<tr>
<td></td>
<td>The Cenozoic Era</td>
</tr>
<tr>
<td>9</td>
<td>Cenozoic life</td>
</tr>
<tr>
<td></td>
<td>Human evolution</td>
</tr>
<tr>
<td>10</td>
<td>Review</td>
</tr>
</tbody>
</table>

7. **Other**

   Syllabus distributed to students should employ the format approved by UCAP and must include:
   - Instructor name, office hours, and contact information
   - Office of Disability Services information
   - Information on how grades will be determined
   - Attendance policy
MASTER SYLLABUS: GL 107

1. Course Information
   College: College of Science and Mathematics
   Department: Geological Sciences
   Course Title: The Earth and Human Affairs
   Course Designation and Number: GL107
   GE Area(s): Area V - Natural Sciences

   Writing Intensive: _X_ Yes  __No

   For WI Courses: ___All sections  _X_Selected Sections are WI.

   Method(s) of Instruction:  _X_Lecture
   ___Discussion
   ___Web-enhanced
   ___Web-only
   ___Other (Explain below.)

   Includes Lab: _X_Yes  __No
   Three hours lecture, two hours lab

   Prerequisites: None

2. Objectives

   GE Program Objectives:
   Sharpen critical thinking, problem solving and communication skills.
   Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience
   needed for participation in the human community.
   Increase knowledge and understanding of the past, of the world in which we live, and of how both
   past and present have an impact on the future.

   GE Area Five Objectives:
   Area Five courses emphasize scientific inquiry as a way to discover the natural world, and they explore
   fundamental issues of science and technology in human society.

   Course Objectives and GE Learning Outcomes:
   Students learn the importance of Earth’s resources to societal needs, the hazards that some
   geologic processes pose to society, how the hazardous impact can be reduced, and the
   consequence of human actions on our environment.

   Understand the experimental basis of scientific inquiry
   Understand the importance of model building for understanding the natural world
   Understand the theoretical, practical, creative and cultural dimensions of scientific inquiry
   Discuss some of the fundamental theories underlying modern science
   Understand the dynamic interaction between society and the scientific enterprise
   Recognize appropriate ethical uses of knowledge in the natural sciences
For WI Courses: WAC Objectives

To improve students’ writing proficiency – their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.

To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

The Writing Intensive component of this course will encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts, and to discover what they know and do not know. This is accomplished by writing a series of short essays on topics relevant to the course and to the individual interests of the student.

3. Suggested Course Materials

Text: Geology and the Environment by Pipkin and Trent, Brooks/Cole Publ.
Lab Manual: The Earth and Human Affairs Laboratory by Wright State University Geological Sciences, Hayden McNeil Publ.
Calculator

4. Suggested Methods of Evaluation

Two midterm exams, a final exam, and weekly laboratory reports.

5. Grading Policy

All GE courses are graded A-F.
WI component is graded Pass/Unsatisfactory. (Include only for WI courses)

6. Suggested Weekly Course Outline Including Typical Assignments

Week 1  Introduction
    Earthquakes
Week 2  Volcanoes
    Soils
Week 3  Mass wasting and subidence
    Review
Week 4  Test
    Water resources
Week 5  Surface water and floods
    Coastal processes
Week 6  Climate change
    Glaciation
    Review
Week 7  Test
    Climate change: desertification
Week 8  Mineral resources
Week 9  Energy resources
Week 10 Waste management
    Review

7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
Master Syllabus

1. Course Information
   College: College of Nursing and Health
   Department: Nursing
   Course Title: Human Expressions of Health
   Course Designation and Number: HLT 201
   GE Area(s): (Lists all area(s) that apply.)

   VI: College Component

   Writing Intensive: _x_ Yes __No

   For WI Courses: ___All sections ____Selected Sections are WI.

   Method(s) of Instruction: _x_ Lecture
   _x_ Discussion
   __Web-enhanced
   __Web-only
   _x_ Other (Explain below.)

   Includes Lab: ___Yes ___No

   Prerequisites: None

2. Objectives

   GE Program Objectives:
   • Sharpen critical thinking, problem-solving, and communication skills;
   • Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community;
   • Increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

   GE Area VI Objectives:
   • Link general education more closely with study in the major, thereby making more apparent the applicability and transferability of general competencies to specialized study.

   Course Objectives and GE Learning Outcomes:

   This course focuses on aesthetic expressions of health in art, literature, music, poetry and other media of expression. Students will be guided to examine how health is represented through a variety of media, and to look for the cultural, social and religious factors that may have influenced the author/artist. The course will integrate themes from history, including the social, religious and cultural influences that have had an effect on the kinds of health/illness representations that show up in the arts of the period. Students will be expected to think critically as they analyze representation of health. Students will be asked to examine and appreciate the contributions of artists who experience health alterations adding to their understanding of the value of diversity.

   Upon completion of this course, the learner will be able to:

   1. Compare cultural, social and religious factors that have influenced the artistic expression of health over time.
   2. Analyze the representation of health through a variety of artistic expressions.
   3. Appreciate significant artistic works as they express manifestations of health.
   4. Describe the use of art as a healing approach.
   5. Examine the contributions of artists who experience health alterations.

For WI Courses: WAC Objectives
This is a writing intensive section of a general education course. The purposes of the WI components are:

- To improve students’ writing proficiency—their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.

- To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

- To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

The specific WI assignments for this course will be identified by faculty teaching the course and may include written analysis and critique of artistic expressions of health, written comparison and contrast of various cultures’ artistic expressions of health, a major paper on art as a healing modality with opportunities for rewrites.

3. Suggested Course Materials
National and international web sites of holdings of art and health:
Louvre  www.louvre.org
Musee Carnavalet
Florence Nightingale Museum: http://www.florence-nightingale.co.uk/
Musee de la Medecin
Musee de l’Assistance Publique
London Museums of Health and Medicine http://www.medicalmuseums.org
Smithsonian Institute http://www.si.edu/

4. Suggested Methods of Evaluation
This WI section includes writing assignments totaling approximately 1500 words which will be evaluated for content, form, style, correctness, and overall writing proficiency and give students the opportunity for revision and improvement. Assignments may take many forms and include a mix of formal writing (e.g., a number of short papers evaluated in both draft and final form, a long assignment broken into smaller parts, thus allowing for multiple drafts, feedback, and revisions,) and informal writing (e.g., journals, logs, short responses to lectures, essay examinations).

Faculty will choose from the following: quizzes, examinations, papers, presentations, class attendance, class participation, and special assignments.

5. Grading Policy
All GE courses are graded A-F.
WI component is graded Pass/Unsatisfactory.

6. Suggested Weekly Course Outline Including Typical Assignments

Selected assignments in parentheses

Week 1: Artistic expressions of health (View health related art in major museum holdings; analyze themes)
Week 2: Social influences (Discuss current artistic event and relate to society)
Week 3: Religious influences (Read Chapter “Nursing in a Christian World”. Essay on impact of religion on health as manifested through art)
Week 4: Political influences (Read Chapter “Aristocratic and Military Influences” art as information
Week 5: Forms of artistic expressions of health. Artists with health alterations (Examine one artist with major health impairment and describe how themes of health may be present in work.)
Week 6: Music: for relaxation, cures for disease
Week 7: Fine Arts
Week 8: Literature
Week 9: Drama
Week 10: Art as therapy: (Visit with art therapists. Implications for healthy and ill persons)
Final

7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
Master Syllabus

1. Course Information
   College: College of Nursing and Health
   Department: Nursing
   Course Title: Eastern Influences on Western Health
   Course Designation and Number: HLT 202
   GE Area(s): (Lists all area(s) that apply.)
     II: Cultural Social Foundations
     VI: College Component

   Writing Intensive: _x_ Yes _x_ No
   For WI Courses: _x_ All sections _x_ Selected Sections are WI.

   Method(s) of Instruction: _x_ Lecture
     _x_ Discussion
     ___Web-enhanced
     ___Web-only
     ___Other (Explain below.)
     Multimedia presentations

   Includes Lab: _x_ Yes _x_ No

   Prerequisites: None

2. Objectives

   GE Program Objectives:
   • Sharpen critical thinking, problem-solving, and communication skills;
   • Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community;
   • Increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

   GE Area II Objectives:
   • Develop a historical perspective on their own culture, an understanding of cultures beyond their own and an awareness of the realities of global interdependence.

   GE Area VI Objectives:
• Link general education more closely with study in the major, thereby making more apparent the applicability and transferability of general competencies to specialized study.

Course Objectives and GE Learning Outcomes:

This course focuses on cultures of the Eastern world and their influence on health care practices in the west. Students will be guided to examine the major health practices of eastern cultures and to compare the social, cultural, religious and political factors that have influenced health practices in those cultures. They will gain an appreciation of how health practices are a manifestation of the unique beliefs and world views of the culture. Students will recognize and appreciate the influence of eastern health care practices on the western world.

Upon completion of this course, the learner will be able to:
1. Identify the major health practices of eastern cultures
2. Compare social, cultural, religious and political factors, which have influenced health practices in eastern cultures.
3. Analyze the research related to health practices originating in Eastern cultures.
4. Appreciate different health care approaches as manifestations of unique cultures.
5. Trace the influence of eastern health care practices on the western world.

For WI Courses: WAC Objectives

This is a writing intensive section of a general education course. The purposes of the WI components are:

• To improve students’ writing proficiency—their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.

• To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

• To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.
This WI section includes writing assignments totaling approximately 1,500 words which will be evaluated for content, form, style, correctness, and overall writing proficiency and give students the opportunity for revision and improvement. Assignments may take many forms and include a mix of formal writing (e.g., a number of short papers evaluated in both draft and final form, a long assignment broken into smaller parts, thus allowing for multiple drafts, feedback, and revisions,) and informal writing (e.g., journals, logs, short responses to lectures, essay examinations).

The specific WI assignments for this course will be identified by faculty teaching the course but may include web board discussions, “muddiest points”, short essays in class, formal paper on a specific Eastern health practice.

3. Suggested Course Materials


UNICEF http://www.unicef.org/


4. Suggested Methods of Evaluation

Faculty will choose from the following: quizzes, examinations, papers, presentations, class attendance, class participation, and special assignments.

5. Grading Policy

All GE courses are graded A-F. WI component is graded Pass/Unsatisfactory.

6. Suggested Weekly Course Outline Including Typical Assignments

Examples of selected assignments are included in parentheses.
Week 1-2: Health care and practices in Asian countries (readings on Yoga, acupuncture and movement therapies)

Week 3: Health care and practices in Middle Eastern countries (readings related to practices regarding diet, fasting, women’s health care)

Week 4-5: Health care and practices in African countries (Visit to African American Museum; reading of histories related to health practices currently used in US)

Week 6-7: Health care and practices in Pacific countries (readings of Australian Aboriginal practices and Hawaiian health care practices)

Week 8: Research related to health practices: Essay: relate findings to implications for Healthy People 2010 National Health Goals

Week 9: Eastern influences in western health care: (Interviews with practitioners of complementary therapies)

Week 10: Application of non-western world practices to national health goals

7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
Master Syllabus

1. Course Information
   College: College of Nursing and Health
   Department: Nursing
   Course Title: The Languages of Health Data
   Course Designation and Number: HLT 203
   GE Area(s): (Lists all area(s) that apply.)

   VI: College Component

   Writing Intensive: _x Yes __No

   For WI Courses: _x All sections ___Selected Sections are WI.

   Method(s) of Instruction: _x Lecture
                           _x Discussion
                           _x Web-enhanced
                           _x Web-only
                           _x Other (Explain below.)
                           Multimedia presentations

   Includes Lab: __Yes _x No

   Prerequisites: None

2. Objectives

GE Program Objectives:
   • Sharpen critical thinking, problem-solving, and communication skills;
   • Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community;
   • Increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

GE Area VI Objectives:

   • Link general education more closely with study in the major, thereby making more apparent the applicability and transferability of general competencies to specialized study.

Course Objectives and GE Learning Outcomes:
This course introduces students to the mathematical, social, political, financial, and cultural influences on communication regarding health. Students will be guided in their examination of social and cultural influences on health communication. They will identify legal mandates regarding communication about health such as benchmarking and HIPPA regulations. The importance of standardized languages used in health care for the purposes of data collection and analysis will be covered. Ethical concerns regarding communication about health data including confidentiality, privileged communication, informed consent will be explored. Students will learn to calculate health related data such as morbidity and mortality rates, dosages, portions, target heart rates, etc. They will learn to interpret health statistics and research data. They will examine messages and outcomes of media communications about health.

Upon completion of this course, the learner will be able to:
1. Interpret health statistics for decision-making purposes.
2. Demonstrate calculations required for making decisions about health care.
3. Identify abbreviations and symbols used to communicate in health care.
4. Analyze data regarding health information.
5. Compare financial approaches to managing health care.
6. Demonstrate effective communications to relevant health care professionals.
7. Describe the standardized languages used in health care for reimbursement purposes.
8. Identify resources for communicating about health with people of other cultures and languages.
9. Discuss political, legal and ethical considerations about communication regarding health.

For WI Courses: WAC Objectives

This is a writing intensive section of a general education course. The purposes of the WI components are:

- To improve students’ writing proficiency—their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.

- To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

- To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.
This WI section includes writing assignments totaling approximately 1500 words which will be evaluated for content, form, style, correctness, and overall writing proficiency and give students the opportunity for revision and improvement. Assignments may take many forms and include a mix of formal writing (e.g., a number of short papers evaluated in both draft and final form, a long assignment broken into smaller parts, thus allowing for multiple drafts, feedback, and revisions,) and informal writing (e.g., journals, logs, short responses to lectures, essay examinations).

The specific WI assignments for this course will be identified by faculty teaching the course and may include in-class writing assignments analyzing data, web-board discussions of health “languages” and a formal paper on the impact of HIPPA on data collection and management for health care.

3. Suggested Course Materials
National Institute of Medicine
Barbara Hazard Munro PhD (2002). Statistical Methods for Health Care

4. Suggested Methods of Evaluation
Faculty will choose from the following: quizzes, examinations, papers, presentations, class attendance, class participation, and special assignments.

5. Grading Policy
All GE courses are graded A-F.
WI component is graded Pass/Unsatisfactory.

6. Suggested Weekly Course Outline Including Typical Assignments
Week 1: Standardized languages in health care
Week 2: Reimbursement formulas
Week 3: Health data collection, Morbidity and mortality rates
Week 4: Calculating readability for health materials
Week 5: The media and health care: Messages and outcomes
Week 6: Analyzing quality of web-based health data
Week 7: Communicating health information, Communicating with health care professionals
Week 8: Social and cultural influences on health communication
Week 9: Legal mandates regarding communication about health (Benchmarking)
Week 10: Ethical concerns regarding communication about health data
(Confidentiality, privileged communication, and consent)

Typical assignments include the following:
Calculations for dosages, portions, weight management, target heart rates, BMI
Graph health data using national standards
Calculate health care costs and insurance benefits
Interpret health statistics and research data
Determine frequencies and incidences of major health problems related to health

7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
1. Course Information
   College:                College of Liberal Arts
   Department:            History
   Course Title:          Ancient and Medieval Europe
   Course Designation and Number: History 101
   GE Area(s): (Lists all area(s) that apply.)
   II: Cultural-Social Foundations - History

   Writing Intensive: __Yes  X_No
   For WI Courses: ___All sections  ___Selected Sections are WI.

   Method(s) of Instruction:  _X_Lecture
   _X_Discussion
   _X_Web-enhanced
   _X_Web-only
   ___Other (Explain below.)

   Includes Lab:  __Yes  _X_No
   (For lab courses specify how the weekly meeting times are structured.)

   Prerequisites: None

2. Objectives
   GE Program Objectives: To increase knowledge and understanding of the past, of the world in which we live, and how both past and present have an impact on the future.
   To learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community.

   GE Area Objectives: To describe and analyze historical-social elements of western culture.

   Course Objectives and GE Learning Outcomes:
   Western Civilization courses give students a sense of the historical context of literature, philosophy, religion, political thought, art, architecture, and drama in the western world. Western Civilization allows the students to create an historical framework and chronology to place information from other courses.

   Area two outcome addressed:
   To describe and analyze historical-social elements of western culture.

   For WI Courses: WAC Objectives

3. Suggested Course Materials
   Text: Instructors will be free to select texts, anthologies and/or other types of assigned readings. The text listed below is one of several being proposed.

   Jackson Spielvogel, Western Civilization (West) Volume A
   Parallel readings: Instructors will be free to select parallel readings in conjunction with assigned texts. The works listed below are two examples of works proposed.
   Cicero, Selected Works, The Song of Roland
4. **Suggested Methods of Evaluation**

Grading: The nature and structure of exams will depend on the instructor. Some may select objective formats, while others may wish to use an essay format. This syllabus reflects the inclinations of an instructor who prefers a predominantly essay format.

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<thead>
<tr>
<th>Exam Type</th>
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<td>Final Exam</td>
<td>33%</td>
</tr>
<tr>
<td>One short paper</td>
<td>33%</td>
</tr>
</tbody>
</table>

5. **Grading Policy**

All GE courses are graded A-F.

6. **Suggested Weekly Course Outline Including Typical Assignments**

- **Wk 2:** Minoans and Mycenaeans. Greek City-States and the Persian Wars. Pericles and Athens. Greek Literature. Spielvogel, 55-75, 78-90.
- **Wk 4:** Hellenistic Greece. The Roman Republic. Julius Caesar. Spielvogel, 97-142.
- **Wk 5:** Latin Literature. Cicero paper due. Discussion. The Roman Empire. Spielvogel, 142-170.
- **Wk 8:** Clovis, Franks and Carolingians. Charlemagne. Magyars, Vikings and Saracens. Spielvogel, 209-236.

7. **Other**

Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy

2-7-03jf
1. **Course Information**
   - **College:** College of Liberal Arts
   - **Department:** History
   - **Course Title:** Early Modern Europe: The 14th through 18th Centuries
   - **Course Designation and Number:** History 102
   - **GE Area(s):** (Lists all area(s) that apply.)
     - II: Cultural-Social Foundations - History

   **Writing Intensive:** Yes _X_No
   - **For WI Courses:** All sections ___Selected Sections are WI.

   **Method(s) of Instruction:** _X_Lecture
   _X_Discussion
   _X_Web-enhanced
   _Web-only
   _Other (Explain below.)

   **Includes Lab:** Yes _X_No
   (For lab courses specify how the weekly meeting times are structured.)

   **Prerequisites:** None

2. **Objectives**

   **GE Program Objectives:** To increase knowledge and understanding of the past, of the world in which we live, and how both past and present have an impact on the future.

   To learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community.

   **GE Area Objectives:** To describe and analyze historical-social elements of western culture.

   **Course Objectives and GE Learning Outcomes:**
   Western Civilization courses give students a sense of the historical context of literature, philosophy, religion, political thought, art, architecture, and drama in the western world. Western Civilization allows the students to create an historical framework and chronology to place information from other courses.

   **Area two outcome addressed:**
   To describe and analyze historical-social elements of western culture.

   **For WI Courses:** WAC Objectives

3. **Suggested Course Materials**

   **Text:** Instructors will be free to select texts, anthologies and/or other types of assigned readings. The text listed below is one of several being proposed.

   Jackson Spielvogel, *Western Civilization* (West) Volume B

   **Parallel readings:** Instructors will be free to select parallel readings in conjunction with assigned texts. The works listed below are two examples of works proposed.

   - Voltaire, *Candide*.
4. **Suggested Methods of Evaluation**

Grading: The nature and structure of exams will depend on the instructor. Some may select objective formats, while others may wish to use an essay format. This syllabus reflects the inclinations of an instructor who prefers a predominantly essay format.

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<td>One short paper</td>
<td>33%</td>
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</tbody>
</table>

5. **Grading Policy**

All GE courses are graded A-F.

6. **Suggested Weekly Course Outline Including Typical Assignments**

- **Wk 2:** The Italian Renaissance: The 16th Century. The Italian Renaissance: The Fine Arts. Martin Luther's Break with Rome. Spielvogel, 345-372
- **Wk 3:** Luther as the Leader of the Reformation. Machiavelli paper due. Discussion. Zwingli and the Anabaptists. Spielvogel, 372-380
- **Wk 5:** The Religious Wars of the 16th Century. European Expansion: Spain and Portugal. Mid-term Exam. Spielvogel, 392-410
- **Wk 6:** The Dutch Revolt. The Thirty Years’ War. 17th Century England. Spielvogel, 410-425, 444-459
- **Wk 7:** 17th Century England. Scientific Revolution. The Age of Louis XIV. Spielvogel, 426-444, 460-485
- **Wk 8:** The Age of Louis XIV. Prussia, Austria, Britain and France. Spielvogel, 516-549
- **Wk 9:** The Enlightenment. Enlightened Despotism. Voltaire’s *Candide* paper due. Discussion. Spielvogel, 486-515
- **Wk 10:** The American Revolution. The French Revolution. The Thermidorian Reaction. Final Exam. Spielvogel, 550-572

7. **Other**

Syllabus distributed to students should employ the format approved by UCAP and must include:

- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy

2-7-03jf
MASTER SYLLABUS GUIDELINES

1. Course Information
   College: College of Liberal Arts
   Department: History
   Course Title: Modern Europe: The 19th and 20th Centuries
   Course Designation and Number: History 103
   GE Area(s): (Lists all area(s) that apply.)
      II: Cultural-Social Foundations - History

   Writing Intensive: ___Yes X_No
   For WI Courses: ___All sections ___Selected Sections are WI.

   Method(s) of Instruction: _X_Lecture
   _X_Discussion
   _X_Web-enhanced
   _X_Web-only
   ___Other (Explain below.)

   Includes Lab: ___Yes _X_No
   (For lab courses specify how the weekly meeting times are structured.)

   Prerequisites: None

2. Objectives

   GE Program Objectives: To increase knowledge and understanding of the past, of the world in which
   we live, and how both past and present have an impact on the future.

   To learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience
   needed for participation in the human community.

   GE Area Objectives: To describe and analyze historical-social elements of western culture.

   Course Objectives and GE Learning Outcomes:
   Western Civilization courses give students a sense of the historical context of literature, philosophy,
   religion, political thought, art, architecture, and drama in the western world. Western Civilization allows
   the students to create an historical framework and chronology to place information from other courses.

   Area two outcome addressed:
   To describe and analyze historical-social elements of western culture.

   For WI Courses: WAC Objectives

3. Suggested Course Materials
   Text: Instructors will be free to select texts, anthologies and/or other types of assigned readings. The text
   listed below is one of several being proposed.

   Jackson Spielvogel, Western Civilization (West) Volume C
   Parallel readings: Instructors will be free to select parallel readings in conjunction with assigned texts. The
   works listed below are three examples of works proposed.
   Primo Levi, Survival in Auschwitz.
   Ginzburg, Journey into the Whirlwind.
4. Suggested Methods of Evaluation

Grading: The nature and structure of exams will depend on the instructor. Some may select objective formats, while others may wish to use an essay format. This syllabus reflects the inclinations of an instructor who prefers a predominantly essay format.

- Mid-term Exam 33%
- Final Exam 33%
- One short paper 33%

5. Grading Policy

All GE courses are graded A-F.

6. Suggested Weekly Course Outline Including Typical Assignments

   Spielvogel, 550-581
Wk 2: Congress of Vienna. The Industrial Revolution.
   Spielvogel, 582-619
   Spielvogel, 619-643
   Discussion. Spielvogel, 663-677, 757-767
Wk 5: Unification of Italy and Germany. Mid-term Exam. Western Democracies.
   Spielvogel, 644-656, 660-663, 678-705
   Spielvogel, 656-660, 705-746
   Spielvogel, 747-784, 801-805
Wk 8: Stalin. The Crisis of Democracy. Fascism and the Prelude to the War.
   Spielvogel, 784-801, 805-814
Wk 9: World War II. The Cold War.
   Spielvogel, 815-868

7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy

2-7-03jf
Master Syllabus

1. **Course Information**
   - **College:** College of Liberal Arts
   - **Department:** History
   - **Course Title:** Topics in History: Western Europe & Non-Western World
   - **Course Designation and Number:** HST 200
   - **GE Areas:** VI. College Component

   **Writing Intensive:** ☑ Yes ☐ No

   For WI Courses: ☑ All Sections ☐ Selected Sections are WI

   **Method(s) of Instruction:** ☑ Lecture
   ☐ Discussion
   ☐ Web-Enhanced
   ☐ Wed-only
   ☑ Other (Reading and Writing)

   **Includes Lab:** ☐ Yes ☑ No

   **Prerequisites:** None

2. **Objectives**

   **GE Program Objectives**

   - Sharpen critical thinking, problem solving, and communication skills as a basis for life-long learning
   - Cultivate an awareness of the moral and ethical insight needed for participation in the human community
   - Increase knowledge and understanding of the past, of the world in which we live, and of how both the past and present have an impact on the future

   **GE Area Six Objectives**

   a. Communicate with individuals who are in the student’s major, in allied fields, and non-specialists
      - History 200 addresses issues relevant to Political Science, Economics, Sociology, and World Literature
b. understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors. History 200 explores issues which transcend the traditional division of academic labor and investigates events whose relevance also crosses academic demarcations.

c. additionally meet the objectives of Area I.a,b,c; II.a,b,c; III.a,b; IV.a,b

Course Objectives and GE Learning Outcomes

“Western Europe and the Non-Western World” will examine the interaction between the industrialized West and the colonized non-European world. The focus of the course is not simply how the west “transformed the world in its image”, but also the profound effects of non-European groups and civilizations on Europe and the United States. Topics include economic globalization, colonization and de-colonization, racism, war, ecology, new forms of social and political control.

Area Six learning outcomes addressed:

Facilitate the understanding of important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.

For WI Courses: WAC Objectives

To improve students’ writing proficiency, ability to develop ideas and transmit information coherently:

Topics are presented with essay assignments in mind: material is presented in a way that facilitates essay composition. Students are encouraged to submit rough drafts or key components of assignment.

To use writing as a learning tool:

Composing the assignments will oblige the students to clarify their ideas and to organize them in a logical manner. Instructor’s evaluation will include enough comments so as to alert the students to more effective modes of analysis and argumentation. Writing is a form of thinking which can also be improved. To this end, students will have the opportunity to rewrite and resubmit some or all of the writing assignments.

3. Suggested Course Materials

Suggested Titles:


4. **Suggested Methods of Evaluation**

Two, 5-6 page, take-home examinations (typed, double-spaced, titled, footnoted, and based on textbook) and one, 5-6 page take-home essay (typed, double-spaced, titled, footnoted, and based on primary source)

Examination One may be rewritten and resubmitted

5. **Grading Policy**

All GE courses are graded A-F  
WI component is graded Pass/Unsatisfactory

6. **Suggested Weekly Course Outline Including Typical Assignments**

Part One: Industrialization and Imperialism, 1890-1918  
Week One:  
- Introduction to Course  
- Industrial Revolutions: England, Germany and the United States

Week Two:  
- Europe’s Conquest of Africa  
  - Reading: Goff, chapter 4  
- The United States in Latin America  
  - Reading: Goff, chapter 5

Week Three:  
- Incursions into Asia  
  - Reading: Goff, chapter 6  
- Origins of World War One  
  - Reading: Goff, chapter 7

Week Four:  
- World War One  
  - Reading: Goff, chapter 8

Part Two: Revolutions and World War Two  
Week Five:  
- Exam One Due  
- The Russian Revolutions, 1917-1932  
  - Reading: Goff, chapter 10  
- Anti-Colonial Movements in India and Southeast Asia  
  - Reading: Goff, chapter 14

Week Six:
Conventional Totalitarianism: The Case of Nazi Germany
Reading: Goff, chapter 16

Week Seven:
World War Two
Reading: Goff, chapter 18

Part Three: The Cold War Era and Beyond
Week Eight:
Exam Two Due
Cold War in Europe
Reading: Goff, chapters 19-20
Cold War in Latin America
Reading: Goff, chapter 21, 27

Week Nine:
Cold War in Southeast Asia
Reading: Goff, chapters 22, 28
Decolonization: The Case of India
Reading: Goff, chapter 28

Week Ten:
Default Totalitarianism: The Case of the United States
The War on Islam, 2001-
Reading: Goff, chapters 25, 33

Finals Week:
Achebe Essay Due

7. Other
Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
Master Syllabus

1. Course Information
   College: College of Liberal Arts
   Department: History
   Course Title: Introduction to Gender History
   Course Designation and Number: Hist 220
   GE Area (s):

   VI. College Component

   Writing Intensive: X Yes ___No

   For WI Courses: X All Sections ___ Selected Sections are WI

   Method(s) of Instruction: X Lecture
   X Discussion
   ___ Web-enhanced
   ___ Web-only
   ___ Other

   Includes Lab: ___ Yes X No

   Prerequisites: None

2. Objectives

   GE Program Objectives:

   ♦ To sharpen critical thinking, problem solving, and communication skills
     History 220 challenges students to view U.S. history through alternative frameworks and requires
     them to respond through class discussion and written papers
   ♦ Learn about the aesthetic, moral, social, and cultural dimensions of human experience needed for
     participation in the human community
     The exposure to the historical experiences of diverse peoples in the United States will be
     increasingly valuable and relevant over the student’s lifetime as our nation grows more and more
     diverse.
   ♦ To increase knowledge and understanding of the past, of the world in which we live, and how both past
     and present have an impact of the future
     History 220 examines history through the gendered experiences of women and men, giving
     students an alternative lens from which to view history. The focus on gender expands the notion
     of what is historically significant to include the history of the family, sexuality and friendship,
     rather than only a traditional focus on military and political history. Students are encouraged to
     discover the important roles gender plays and has played in cultural negotiation and interaction.
     Additionally, students will also be challenged to discover how notions of masculinity and
     femininity have affected women’s and men’s lives, as well as other areas of life, including
     diplomacy, politics, religion, the economy, etc.

   GE Area Six Objectives:

   ♦ Communicate with individuals who are in the student’s major, in allied fields, and non-specialists
     History 220 provides a basis for an understanding of both history and gender studies
   ♦ Understand important relationships and interdependencies between the student’s major and other
     academic disciplines, world events or life endeavors.
     History 220 utilizes a multi-disciplinary approach, introducing students to how historians draw on
     other fields’ expertise to enhance historical understanding
GE Area Two Objective:
♦ Describe and analyze historical-social elements of western culture
   History 220 contributes to students' understanding of gender in history

Course Objectives and GE Learning Outcomes:

History 220 introduces gender as a critical component of analysis in understanding history. The primary focus of the course is to discover how a focus on gender expands the traditional notions of "appropriate" topics in history to include the family, sexuality, friendship and other components of what has been traditionally relegated to the "private" sphere of human existence. The course emphasizes the interaction of race, class, gender and sexuality and the impossibility of discussing any one without the others. The focus on gender necessarily raises the issues of power, privilege and agency in history, which promotes greater ethical and moral understanding.

Area Six Learning Outcomes addressed:

♦ Communicate with individuals who are in the student's major, in allied fields, and non-specialists
   History 220 provides a basis for an understanding of both history and gender studies
♦ Understand important relationships and interdependencies between the student's major and other academic disciplines, world events or life endeavors.
   History 220 utilizes a multi-disciplinary approach, introducing students to how historians draw on other fields' expertise to enhance historical understanding

Additionally,

♦ The course will address issues and topics relating to human diversity
♦ This course will foster skills for critical reading and historical analysis as well as a broad knowledge of gender's impact on social, political, military, economic, family and sexual history.
♦ Students will sharpen problem-solving skills
♦ Students will improve both written and oral communication skills.

WAC Objectives:

♦ To improve students' writing proficiency-their ability to develop and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation, and spelling.
   The suggested paper for the course (a textbook analysis completed in two or three stages) allows students to gain feedback from the instructor on how to improve their writing skills before turning in the final version.
♦ To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.
   The written textbook analysis challenges students to apply what they have learned by examining for themselves how well an introductory history text utilizes and includes a gender analysis
♦ To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.
   The written work for the course demonstrates the importance of writing skills to the study, research and writing of history.

3. Suggested Course Material:

Text: Since this course description is designed for a broad range of special topics (for example U.S. Women's History in Multicultural Perspective, Masculinity in European History, Gender in Latin American History, etc.), it is difficult to recommend a specific text. This master syllabus focuses on the
topic U.S. Women's History in Multicultural Perspective. For that course, a packet of selected articles is recommended -- see the suggested weekly course outline for typical articles.

Web enhancement: there is a large variety of web sites that could be used, such as:

The Internet Women's History Sourcebook
http://www.fordham.edu/halsall/women/womensbook.html

Men, Masculinity and Gender
http://www.let.leidenuniv.nl/history/res/djn/men.html

Women and Social Movements in the United States, 1775-2000
http://womhist.binghamton.edu/

4. Suggested Methods of Evaluation:

A gender analysis of an introductory textbook is recommended, which may be completed in stages throughout the course, giving students feedback on their written work. Quizzes, participation in class discussion and group work may also be used.

5. Grading Policy

All GE courses are graded A-F
WI component is graded Pass/Unsatisfactory

6. Suggested Weekly Course Outline Including Typical Assignments (Special topic: U.S. Women's History in Multicultural Perspective)

Week One: Introduction to the class
Read "Challenging Dichotomies in Women's History" by Gisela Bock and "Afro-American Women in History" by Evelyn Brooks Higginbotham

Week Two: Colonial Women
Read "This Evil Extends Especially to the Feminine Sex' Captivity and Identity in New Mexico, 1700-1846" by James F. Brooks

Week Three: Slavery & the South
Read "Distress & Discord in Virginia Slave Families, 1830-1860" by Brenda Stevenson

Week Four: Women of the West
Read "The Women of Lincoln County, 1860-1900" by Darlis Miller and "Gender and the 'Citizen Indian'" by Wendy Wall
End of Week Four: First Part of Textbook Analysis Due

Week Five: Industrialization
Read "We are Women Irish': Gender, Class, Religious, and Ethnic Identity in Anaconda, Montana" by Laurie Mercier

Week Six: World War II
Read "Not in Somebody's Kitchen': African American Women Workers in Richmond, California and the Impact of World War II" by Shirley Ann Wilson Moore & "Japanese American Women During World War II" by Valerie Matsumoto

Week Seven: Women & the Civil Rights Movement
Read: "More than a Lady" Ruby Doris Smith Robinson and Black Women's Leadership in the Student Nonviolent Coordinating Committee" by Cynthia Griggs Fleming &

Week Eight: Women & the Chicano Movement
Read: "Community, Patriarchy, and Individualism: The Politics of Chicano History & the Dream of Equality" by Ramon A. Gutierrez

**Week Ten: Women Seeking Their Way in the Late Twentieth and Early Twenty-first Century**  Read: Rickie Solinger, "Dependency and Choice: The Two Faces of Eve"  *Final Version of Textbook Analysis is Due.*

7. **Other**

Syllabus distributed to students should employ the format approved by UCAP and must include:

--Instructor Name, Office Hours and contact information
--Academic Integrity/Honesty statement
--Office of Disability Service Information
--Information on how grades will be determine
--Attendance Policy
1. Course Information

   College of Liberal Arts
   History Department
   American Diversities
   HST 221

   GE Area(s):  6. College Component

   Writing Intensive: yes
   For WI Courses: All sections are WI

   Methods of Instruction (will vary by section);
   Lecture
   Discussion
   Web-enhanced
   Student Presentations

   Includes Lab: NO

   Prerequisites: None

2. Objectives

   GE Program Objectives:
   to develop skills and knowledge that will form the basis for lifelong learning.
   sharpen critical thinking, problem solving and communication skills.

   GE Area Objectives: VI. College Component
   a.  communicate with individuals who are in the student’s major, in allied fields, and non-specialists
   b.  understand important relationships and interdependencies between the student’s major and other academic disciplines and world events
   c.  describe and analyze historical-social elements of western culture (2a)

   Course Objectives and GE Learning Outcomes:
   American Diversities examines the differences that have shaped American life and structured American society as well as the ways in which Americans have responded to diversity. Topics may include ethnicity, race, region, religion, gender, sexual orientation, economic and social class, and political ideology. The course will foster aesthetic awareness and encourage students to recognize the history of diverse aesthetic traditions in American culture. Students will develop greater ethical and moral understanding.
   The course will present varied cultural dimensions of human experience.
Area Six learning outcomes addressed:
  a. communicate with individuals who are in the student’s major, in allied fields, and non-specialists
  b. understand important relationships and interdependencies between the student’s major and other academic disciplines and world events
  c. describe and analyze historical-social elements of western culture (2a)

WAC Objectives:
  To improve students' writing proficiency-their ability to develop and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation, and spelling.
  To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.
  To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

To achieve WAC objectives students will be required to submit several short writing assignments, both in class and out of class, and one longer writing assignment. Assignments will be evaluated and students will be given the opportunity to resubmit in accordance with WAC criteria.

3. Suggested Course Materials

Text
Ronald Takaki, A Larger Memory: A History of Our Diversity with Voices
Frederick Douglass, Narrative of the Life of Frederick Douglass, An American Slave, written by Himself
John Hope Franklin, The Color Line: Legacy for the Twenty-First Century
A course reader of selected articles

Media
Selections from “Remembering Slavery” audio documentary
“The Uprising of ´34” labor documentary
“A More Perfect Union: Japanese Americans and the Constitution”
Smithsonian online exhibit, http://americanhistory.si.edu/perfectunion/experience/

4. Suggested Methods of Evaluation
   Participation
   Reflective and review in class writing assignments
Midterm and Final Essay Exams
Group Presentations (throughout the quarter; based on reading assignments)
Research Papers

5. Grading Policy

All GE courses are graded A-F
WI Component is graded Pass/Unsatisfactory

6. Suggested Weekly Course Outline Including Typical Assignments

Week 1 Introduction,

Week 2 Native Americans meet Native Europeans
Gary B. Nash, “The Mixing of Peoples”

Week 3 Race, Slavery, and Slaveholding in America
Research Paper Proposal Due
Thomas J. Davis, “The Great Negro Plot in New York”

Week 4 Race, Slavery, and Slaveholding in America (continued)
Frederick Douglass, excerpts from *Narrative of the Life of Frederick Douglass, An American Slave, written by Himself*
George M. Frederickson, “Slavery and Race: The Southern Dilemma”
“Remembering Slavery” audio documentary in class

Weeks 5 Experiences from the American Crucible
Midterm Essay Exam

Week 6: Experiences from the American Crucible continued
Draft Research Papers Due
Christine Stansell, “Women, Children, and the Uses of the Streets: Class and Gender Conflict in New York City, 1850-1860”
Sara Evans, “‘Maternal Commonwealth’ in the Gilded Age, 1865-1890”

Week 7 Experiences from the American Crucible continued
Altina L. Waller, “The Hatfield-McCoy Feud”
Leonard Dinnerstein, “The Leo Frank Murder Case”
Jacqueline Jones, “Harder Times: the Great Depression
“The Uprising of ‘34” labor documentary in class

Week 8 Diverse Voices and the Search for an American Identity
Sara M. Evans and Harry C. Boyte, “Beyond the Dictates of Prudence”
Ronald Takaki, A Larger Memory: A History of Our Diversity with Voices, 214-353
“A More Perfect Union: Japanese Americans and the Constitution”
Smithsonian online exhibit, http://americanhistory.si.edu/perfectunion/experience/

Week 9
Research Papers Due
Selected Essays from John Hope Franklin, The Color Line: Legacy for the Twenty-First Century

Week 10
Lillian Faderman, “Battles Between Generations”
Lawrence W. Levine, “The Search for American Identity”

Final Exam

7. Other
Syllabus distributed to students must include:
Instructor name, office hours, and contact information
Office of Disability Services Information
Information on how grades will be determined
Attendance Policy
Academic Integrity Statement
Master Syllabus

1. **Course Information**
   - **College:** College of Science and Mathematics
   - **Department:** Mathematics and Statistics
   - **Course Title:** Mathematics and the Modern World
   - **Course Designation and Number:** MTH 145
   - **GE Area(s):** I: Communication and Mathematical Skills
   - **Writing Intensive:** Yes No
   - **For WI Courses:** All sections Selected Sections are WI.

   **Method(s) of Instruction:**
   - Lecture
   - Discussion
   - Web-enhanced
   - Web-only (At least one section)
   - Other
   - Small group activities
   - One section is a distance-learning, on-line section

   **Includes Lab:** Yes No

   **Prerequisites:** Dev 095 or Level three on Math Placement Test

2. **Objectives**

   **GE Program Objectives:**
   - to develop skills and knowledge that will form the basis for lifelong learning.
   - sharpen critical thinking, problem solving and communication skills.

   **GE Area One Objectives:**
   - use, formulate and interpret mathematical models
   - summarize and justify analyses of mathematical models or problems using appropriate words, symbols, tables and/or graphs

   **Course Objectives and GE Learning Outcomes:**
   Mathematics and the Modern World presents applications of mathematical models to real world problems. The primary focus is on applying algorithms, interpreting results, and summarizing analyses of a variety of problems. Topics covered include financial management and statistical reasoning.

   Area One learning outcomes addressed:
   - Sharpens critical thinking, problem solving and communication skills
   - Uses, formulates and interprets mathematical models
   - Summarizes and justifies analyses of mathematical models or problems using appropriate words, symbols, tables and/or graphs

3. **Suggested Course Materials**

   **Text:** Using and Understanding Mathematics, A Quantitative Reasoning Approach, by Jeffrey Bennett & William Briggs
   Scientific calculator required, graphing calculator recommended

4. **Suggested Methods of Evaluation**

   Three tests and the collection of homework and/or quizzes are recommended. A cumulative final exam is required.
5. Grading Policy

All GE courses are graded A-F.

6. Suggested Weekly Course Outline Including Typical Assignments

Wk 1: Review of selected mathematical topics. Handout to be provided by the Math dept. Topics include order of operations, exponents and radicals, simplifying expressions, and solving equations.

Wk 2: Financial Management, section 4A. The Power of Compound Interest
Exercises: 3,4,8,9,11-15,21,22,26,32,33,41

Exercises: 6,7,10,11,15,16,21,22. Review and Test 1.

Wk 4: Financial Management, section 4C. Loan Payments, Credit Cards, and Mortgages. Exercises: 1,3-5,10,15,17,18,23,29,33

Wk 5: Continue with 4C.

Wk 6: Fundamentals of Statistics, section 5A.
Exercises: 1,2,6,13,14,37-40,41-46

Wk 7: Review and Test 2. Begin Statistical Studies, section 5B
Exercises: 1-9,11-14,17,18

Wk 8: Statistical Tables and Graphs, section 5C
Exercises: 11-14,20,22

Wk 9: Characterizing a Data Distribution, section 6A.
Exercises: 2,3,6-12,13-16,18

Wk 10: Measures of Variation and the Normal Distribution-selected topics
Sections 6B and 6C. Exercises: 3,4,6,7 from 6B and 1-14 from 6C
Review and Test 3

7. Other

Syllabus distributed to students should employ the format approved by UCAPC and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy

2-7-03jf
Master Syllabus

1. **Course Information**
   - **College:** College of Liberal Arts
   - **Department:** Music
   - **Course Title:** Music in Western Culture
   - **Course Designation and Number:** MUS 214
   - **GE Area(s):**
     - IV. Human Expression – Fine and Performing Arts

   **Writing Intensive:** _Yes _X_ No
   **For WI Courses:** _All sections __Selected Sections are WI.

   **Method(s) of Instruction:**
   - X Lecture
   - _Discussion
   - X Web-enhanced
   - X Web-only
   - _Other

   **Includes Lab:** _Yes _X_ No

   **Prerequisites:** None

2. **Objectives**

   **GE Program Objectives:**
   … sharpen critical thinking, problem solving, and communication skills.
   … learn about the aesthetic, ethical, moral, and cultural dimensions of human experience needed for participation in the human community.

   **GE Area Four Objectives:**
   b. understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgment in such works
   c. discuss the diverse means of communication in such works

   **Course Objectives and GE Learning Outcomes:**
   Music in Western Culture surveys western art music from all historical periods. The class will discuss the artistic musical trends from antiquity to the present with emphasis placed on the most recognized composers and most famous masterworks

   **Area Four learning outcomes addressed:**

   This class sharpens critical thinking, problem solving and communication skills by developing a specialized vocabulary and exploring problems encountered with musical composition and performance. This class will help the student understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgements in great works of music by an overview of these most famous works. This class discusses the diverse means of communication through great works of music.
3. **Suggested Course Materials**
   Text: *The Enjoyment of Music, eighth edition, by Joseph Machlis and Kristine Forney*

4. **Suggested Methods of Evaluation**
   Four tests and two discussion and response assignments

5. **Grading Policy**
   All GE courses are graded A-F.

6. **Suggested Weekly Course Outline Including Typical Assignments**

   Wk 1: Overview of course, and discussions on the elements of music and how music can be used as a language.
   Wk 2: Instruments and Musical Ensembles, Early Music
   Wk 3: Music of the Middle Ages and Renaissance, Review and Test I
   Wk 4: Music of the Baroque Period, Vocal
   Wk 5: Music of the Baroque Period, Instrumental, Test II
   Wk 6: Music of the Romantic Period, basics and Pianists
   Wk 7: The Romantic Symphony, Concerto and Opera, Test III
   Wk 8: Post-Romantic Music of Wagner
   Wk 9: Impressionism and Nationalism
   Wk 10: Influence of American Music and Jazz, Test IV

7. **Other**

   Syllabus distributed to students would employ the format approved by UCAP and must include:
   - Instructor name, office hours, and contact information
   - Office of Disability Services information
   - Information on how grades will be determined
   - Attendance policy
Master Syllabus

1. Course Information
College: Liberal Arts
Department: Music
Course Title: African American Music: America and Beyond
Course Designation and Number: MUS 290
GE Area(s):
   IV: Human Expression-Fine and Performing Arts
   VI: College Component

Writing Intensive: X Yes ___ No

Methods of Instruction:
   X Lecture
   X Discussion
   ___ Web-enhanced
   Web-only
   X Other

Includes Lab: ___ Yes X No

Prerequisites: None

2. Objectives:

GE Program Objectives:
The General Education Program is broadly based in order to promote intellectual growth, cultivate critical examination and informed understanding, encourage breadth and flexibility of perspective and provide students an opportunity to develop skills and knowledge that will form the basis for their life-long learning. Accordingly, the General Education program at Wright State University is a planned and coherent program that is designed to help students,
   ...increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

GE Area Four Learning Objectives:
a. recognize and critically discuss significant creative, philosophical and religious works
b. understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgement in such works
c. discuss the diverse means of communication in such works

GE Area Six Learning Objectives:
a. communicate with individuals who are in the student’s major, in allied fields, and non-specialists
b. understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors

Course Objectives and GE Learning Outcomes:
African American Music: American and Beyond presents the evolution of African American music from a historical, cultural and musicological perspective. The primary focus of the course will be the examination of distinct genres of African American music through the application of critical analysis of musical styles and performance practices using a multi-disciplinary approach.

Area Four learning outcomes addressed:
This class recognizes and critically discusses significant creative, philosophical and religious works by describing and analyzing the most famous works by African composers and performers. This class helps the student understand the complex vision, social-cultural background, ethical values and aesthetic judgement in their compositions by exploring the composers’ lives and the social context in which they live. This class discusses the diverse means of communication in these works by developing a specialized and descriptive vocabulary of terms and through analysis of these masterworks.
Area Six learning outcomes addressed:

Communicates with individuals who are in the student’s major, in allied fields, and non-specialists using appropriate musical, historical and cultural terminology related to the analysis of African American music.

Understand important relationships and interdependencies between the student’s major and the influence of African American music upon American and world culture in broad areas of culture including art, dance, theater, literature, popular culture, the media and the entertainment industry.

For WI Courses:

- To improve student’s writing proficiency – their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation, and spelling. Music 290 students will apply music vocabulary, concepts and definitions through written analysis, essays and formal exams.
- To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought. Music 290 students will write analysis and detailed descriptions of African American musical styles, idioms and cultural influences.
- To demonstrate for students the ways in which writing is integral to all disciplines and essential to the learning and conveying of knowledge in all fields. Students will be assigned a research paper integrating African American Music with other aspects of culture.

3. Suggested Course Materials


4. Suggested Methods of Evaluation

Several listening exams, written analysis of musical styles, and a final exam will be administered.

5. Grading Policy

All GE courses are graded A-F.
WI component is graded Pass/Unsatisfactory

6. Suggested Weekly Course Outline Including Typical Assignments

**Wk 1:** General Characteristics of African American Music
Listening, reading; chpt 1

**Wk 2:** The Spiritual-Foundation of the African American folk tradition
Listening, readings: chpt 10

**Wk 3:** The Blues: New songs in a strange land
Listening, readings: chpt 2, 12

**Wk 4:** Gospel Music-A new song of freedom
Listening, readings, chpt. 4,14

**Wk 5:** Jazz-from ragtime to cross-over/contemporary
Listening, reading chpt 8,13

**Wk 6:** African Americans in Classical and Concert Music
Listening, Reading: chpt. 5,6

**Wk 7:** Popular Forms: Old School 1950-1970’s
Listening, reading; chpt. 15, 16

**Wk 8:** Popular Forms: Rap and Hip-Hop 1980’s present
Listening, chpt. 18,19

**Wk 9:** African American Music around the world: Europe, Japan
Listening: select readings

**Wk 10:** Forum: Future direction of African American music
Listening, discussion of projects
7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
MASTER SYLLABUS GUIDELINES

1. **Course Information**
   - College: College of Nursing and Health
   - Department: Nursing
   - Course Title: Nursing for Health and Wellness Lifestyle
   - Course Designation and Number: NUR 212
   - GE Area(s): (Lists all area(s) that apply.)
     - VI: College Component

   Writing Intensive: _x_ Yes __No

   For WI Courses: _x_ All sections __Selected Sections are WI.

   Method(s) of Instruction: _x_ Lecture
   _x_ Discussion
   __Web-enhanced
   __Web-only
   _x_ Other (Explain below.)
     Multimedia presentations

   Includes Lab: __Yes _x_ No

   Prerequisites: None

2. **Objectives**

   **GE Program Objectives:**
   - Sharpen critical thinking, problem solving, and communication skills;
   - Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community;
   - Increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

   **GE Area Objectives:**
   - Link general education more closely with study in the major, thereby making more apparent the applicability and transferability of general competencies to specialized study.

   **Course Objectives and GE Learning Outcomes:**

   This course focuses on health and wellness in the context of human diversity. It is a broad topic that does not require specific prerequisite coursework. Students will be expected to think critically as they apply concepts, models and theories from individuals from a variety of cultures, similar and different to their own, develop beliefs about health. Students will discuss differences in communication styles among culturally diverse individuals and how those differences might affect relationships between health care providers and consumers. Personal responsibility for health and wellness lifestyle choices will be a thread throughout the course. Students will be exposed to both western and nonwestern influences on health and wellness. Students will recognize the scientific basis for research in health and wellness topics. This course will assist students in understanding the relationships and interdependencies between nursing and the sciences and humanities.

   Upon completion of this course, the learner will be able to:
   1. Apply concepts, models and/or theories within the humanities, sciences, and nursing to culturally diverse well individuals.
   2. Identify the role of the professional nurse in caring for clients with maximum health.
   3. Explain the therapeutic nature of caring and of self-care and their relationship to maximum health and wellness.
   4. Demonstrate various strategies for maximizing health potential in self and others.
   5. Describe ways in which one’s personal beliefs influence health behaviors.
   6. Identify research findings relevant to the concepts of health and wellness.
7. Identify areas of accountability and responsibility for self care lifestyle.
8. Discuss differences in communication styles among culturally diverse individuals.
9. Develop awareness of potential cultural differences between health care providers and consumers.
10. Discuss personal responsibility for identifying and recognizing diversity issues.

For WI Courses: WAC Objectives

This is a writing intensive section of a general education course. The purposes of the WI components are:

• To improve students’ writing proficiency—their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.

• To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

• To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

This WI section includes writing assignments totaling approximately 1500 words which will be evaluated for content, form, style, correctness, and overall writing proficiency and give students the opportunity for revision and improvement. Assignments may take many forms and include a mix of formal writing (e.g., a number of short papers evaluated in both draft and final form, a long assignment broken into smaller parts, thus allowing for multiple drafts, feedback, and revisions,) and informal writing (e.g., journals, logs, short responses to lectures, essay examinations).

The specific WI assignments for this course will be identified by faculty teaching the course and may include: personal health journals, web board discussions of current health topics, life-style paper with opportunity to rewrite.

3. Suggested Course Materials


Recommended:


4. Suggested Methods of Evaluation

Faculty will choose from the following: lecture discussion, group/individual student presentations, demonstrations, audio-visuals, written papers, readings, guest speakers, computer programs, portfolios, attendance/participation in community health promotion/disease prevention activities.

5. Grading Policy

All GE courses are graded A-F.
WI component is graded Pass/Unsatisfactory.

6. Suggested Weekly Course Outline Including Typical Assignments

Week 1: Health & Wellness Concept; Healthy People 2010; Health Promotion Model & Health Promotion
Week 2: Selfcare/Self-Responsibility in Health & Wellness; Cultural Diversity in Promote & Restore Health
Week 3: Stress and Stress Management; Integrative Therapy
Week 4: Exercise & Physical Fitness
Week 5: Nutrition for Health & Wellness; Cultural diversity in nutrition
Week 6: Emotional & Spiritual Health
Week 7: Cultural Diversity: Internal, family, social relationship
Week 8: Development Therapeutic Communication
Week 9: Barriers to Health Care
Week 10: Environmental Health

Typical Assignments include:
Personal Health Inventory, Cultural Assessment, Genogram
Self Contracts for Health Changes
Analysis of Health Promotion Model
Nutritional Self Assessment
Stress Management Journals
Service Learning Assignments
Lifestyle Papers and Presentations

7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy

2-7-03jf
Master Syllabus

1. **Course Information**
   - **College:** College of Liberal Arts
   - **Department:** Philosophy
   - **Course Title:** Critical Thinking
   - **Course Designation and Number:** PHL 200
   - **GE Area(s):** VI: College Component

   **Writing Intensive:**  X Yes  _No

   **For WI Courses:**  X All sections  _Selected Sections are WI.

   **Method(s) of Instruction:**
   - X Lecture
   - X Discussion
   - _Web-enhanced
   - _Web-only
   - X Other: Small group activities

   **Includes Lab:**  ___ Yes  X No

   **Prerequisites:** None

2. **Objectives**

   **GE Program Objectives:**
   …to sharpen critical thinking, problem solving and communication skills.

   **GE Area Six Objectives:**
   
   a. Communicate with individuals who are in the student’s major, in allied fields, and non-specialists.

   b. Understand important relationships and interdependencies between the student’s major and other academic disciplines, world events and life endeavors.

   c. Meet objective (b) of GE Area One: develop logical and fair arguments, and observe appropriate writing conventions.

   **Course Objectives and GE Learning Outcomes:**
   Critical Thinking develops students’ reasoning skills: their ability to recognize the differences between facts and opinions, to distinguish relevant from irrelevant information, to identify unstated assumptions, to detect bias, to recognize fallacious reasoning, and to evaluate claims, definitions and arguments. It helps students cultivate clear, disciplined and independent thinking that is readily applicable to their academic, social and personal pursuits. Critical Thinking also helps students apply their newly developed reasoning skills in their writing, which enables them to convey their ideas more clearly and effectively.
Program general learning outcome(s) addressed:

Sharpens critical thinking, problem solving and communication skills

Area one learning outcome(s) addressed:

Develop logical and fair arguments, and observe appropriate writing conventions

Area six learning outcome(s) addressed:

Communicate with individuals who are in the student’s major, in allied fields, and non-specialists

Understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors

For WI Courses: WAC Objectives

- Improves writing proficiency through writing assignments
- Uses writing as a tool for learning what one knows and does not know

Typically, instructors in PHL 200 use the following kinds of assignments: essay questions on quizzes and examinations and/or formal critical papers/projects. Some also use one or more of the following kinds of assignments: reading journals; in-class reading responses; electronic class discussion groups (through chat rooms or email); In all sections of PHL 200, all or nearly all the course grade is based on written assignments. Students who cannot complete the writing-intensive portion of the course will not receive a C or better in the course grade.

3. Suggested Course Materials

Text: A textbook devoted to the development of critical thinking skills such as: *Critical Thinking* by Brooke Noel Moore and Richard Parker

4. Suggested Methods of Evaluation

Three tests and the collection of homework and/or a written project are recommended.

5. Grading Policy

All GE courses are graded A-F. WI component is graded Pass/Unsatisfactory.
6. **Suggested Weekly Course Outline Including Typical Assignments**

   Wk 1: Overview of the nature of critical thinking and its application in writing

   Wk 2: Different types of claims and how to evaluate them

   Wk 3: Identifying and distinguishing between arguments, definitions, descriptions and explanations

   Wk 4: Review for Exam #1
       Exam #1

   Wk 5: The use and misuse of rhetoric

   Wk 6: Fallacies of reasoning

   Wk 7: Fallacies of reasoning (continued)

   Wk 8: Review for Exam #2
       Exam #2

   Wk 9: Project on fallacies of reasoning due
       Understanding and evaluating inductive, deductive, causal and moral arguments

   Wk 10: Understanding and evaluating inductive, deductive, causal and moral arguments
       Review for Exam #3

7. **Other**

   Syllabus distributed to students should employ the format approved by UCAP and must include:
   - Instructor name, office hours, and contact information
   - Office of Disability Services information
   - Information on how grades will be determined
   - Attendance policy
Master Syllabus

1. **Course Information**
   - College: College of Liberal Arts
   - Department: Philosophy
   - Course Title: Great Books
   - Course Designation and Number: PHL 204
   - GE Area(s): IV: Human Expression, VI: College Component

   Writing Intensive:  X  Yes  __No

   For WI Courses:  X  All sections  __Selected Sections are WI.

   Method(s) of Instruction:  X  Lecture
   - X  Discussion
   - X  Web-enhanced
   - X  Web-only
   - X  Other: Small group activities

   Includes Lab:  __ Yes  X  No

   Prerequisites: None

2. **Objectives**

   **GE General Program Objectives:**
   …to sharpen critical thinking, problem solving and communication skills.

   **GE Area Four Objectives:**
   a. Recognize and critically discuss significant philosophical works.
   b. Understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgement in such works.
   c. Discuss the diverse means of communication in such works.

   **GE Area Six Objectives:**
   a. Communicate with individuals who are in the student’s major, in allied fields, and non-specialists.
   b. Understand important relationships and interdependencies between the student’s major and other academic disciplines, world events and life endeavors.
   c. Meet objective (b) of GE Area One: develop logical and fair arguments, and observe appropriate writing conventions.

   **Course Objectives and GE Learning Outcomes:**
Great Books: Philosophy introduces students to reading, discussing, reflecting upon and writing about great philosophical ideas, arguments and texts. Typically four major philosophical texts are chosen for analysis. Although texts from diverse historical eras and cultural contexts of western civilization are the primary emphasis, non-western texts may also be studied.

**Area four learning outcome(s) addressed:**

- Recognizes and critically discusses significant philosophical works
- Understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgement in such works
- Discuss the diverse means of communication in such works

**Area six learning outcome(s) addressed:**

- Communicate with individuals who are in the student’s major, in allied fields, and non-specialists
- Understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors

**For WI Courses: WAC Objectives**

- Improves writing proficiency through writing assignments
- Uses writing as a tool for learning what one knows and does not know

Typically, instructors in PHL 204 use the following kinds of assignments: essay questions on quizzes and examinations and/or formal critical papers. Some also use one or more of the following kinds of assignments: reading journals; in-class reading responses; electronic class discussion groups (through chat rooms or email); In all sections of PHL 204, all or nearly all the course grade is based on written assignments. Students who cannot complete the writing-intensive portion of the course will not receive a C or better in the course grade.

### 3. Suggested Course Materials

**Text(s):** Plato’s *Phaedo*, Maimonides’ *Guide to the Perplexed*, Descartes’ *Meditations on First Philosophy* and Russell’s *The Problems of Philosophy*. 
4. **Suggested Methods of Evaluation**
   Four tests and one paper. Giving students the option of revising their paper is required.

5. **Grading Policy**
   All GE courses are graded A-F.
   WI component is graded Pass/Unsatisfactory.

6. **Suggested Weekly Course Outline Including Typical Assignments**
   
   Wk 1: Overview of the nature of philosophy and of philosophy inquiry
   Russell’s *The Problems of Philosophy*
   
   Wk 2: Russell’s *The Problems of Philosophy*
   Review for Exam #1
   
   Wk 3: Exam #1
   Plato’s *Phaedo*
   
   Wk 4: Plato’s *Phaedo*
   
   Wk 5: Review for Exam #2
   Exam #2
   
   Wk 6: Maimonides’ *Guide to the Perplexed*
   Paper due
   
   Wk 7: Maimonides’ *Guide to the Perplexed*
   Review for Exam #3
   
   Wk 8: Exam #3
   Descartes’ *Meditations on First Philosophy*
   
   Wk 9: Descartes’ *Meditations on First Philosophy*
   
   Wk 10: Descartes’ *Meditations on First Philosophy*
   Revised paper due
   Review for Exam #4

7. **Other**
   Syllabus distributed to students should employ the format approved by UCAP and must include:
   - Instructor name, office hours, and contact information
   - Office of Disability Services information
   - Information on how grades will be determined
   - Attendance policy
1. Course Information
   College: College of Science and Mathematics
   Department: Physics
   Course Title: Light, Colors and Sound
   Course Designation and Number: PHY 105
   GE Area(s): Area V - Natural Sciences

   Writing Intensive: __Yes __No

   Method(s) of Instruction: ___Lecture
   ___Discussion
   ___Web-enhanced
   ___Web-only
   __x__Other
   _on-line notes

   Includes Lab: __x__Yes ___No
   Three hours lecture, two hours lab

   Prerequisites: None

2. Objectives

   GE Program Objectives:
   Sharpen critical thinking, problem solving and communication skills.
   Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience
   needed for participation in the human community.
   Increase knowledge and understanding of the past, of the world in which we live, and of how both
   past and present have an impact on the future.

   GE Area Five Objectives:
   Area Five courses emphasize scientific inquiry as a way to discover the natural world, and they
   explore fundamental issues of science and technology in human society.

   Course Objectives and GE Learning Outcomes:
   The course will address development of theories, testing of theories, the practical limitations on
   controlling phenomena imposed by our technology, and our ability to model a given scenario based
   upon all the factors that might affect the outcome. Topics include: fundamental theories of vibrational
   motion and wave propagation, colors and color mixing, basic properties of light, and basic principles of
   sound production and propagation.

   Understand the experimental basis of scientific inquiry
   Understand the importance of model building for understanding the natural world
   Understand the theoretical, practical, creative and cultural dimensions of scientific inquiry
   Discuss some of the fundamental theories underlying modern science
   Understand the dynamic interaction between society and the scientific enterprise
   Recognize appropriate ethical uses of knowledge in the natural sciences

3. Suggested Course Materials
   Text: Light, Colors, and Sound (Department of Physics publication, available on-line or from Library
   Reserve)
   Lab Manual: Sounds and Colors (Department of Physics publication)

4. Suggested Methods of Evaluation

   Three tests and two
   Comprehensive final Exam is required
5. **Grading Policy**

   All GE courses are graded A-F.

   Grading scales will be announced after each exam. Grades will be assigned on the basis of total points earned during the quarter.

6. **Suggested Weekly Course outline Including Typical Assignments**

   Wk 1: Optical Illusions, Colors
   Wk 2: Vibrations, traveling Waves
   Wk 3: Wave Nature Sound & Light, Properties of Light
   Wk 4: The camera and the Eye
   Wk 5: Interference and Polarization, Lasers and Holography
   Wk 6: Atmospheric Optics, Sound Waves
   Wk 7: Standing Waves and Harmonic
   Wk 8: Musical Instruments
   Wk 9: Hearing and the Ear, The Human Voice
   Wk 10: Sound Reproduction, Room Acoustics

7. **Other**

   Syllabus distributed to students should employ the format approved by UCAPC and must include:
   - Instructor name, office hours, and contact information
   - Office of Disability Services information
   - Information on how grades will be determined
   - Attendance policy
MASTER SYLLABUS: PHY 106

1. Course Information
College: College of Science and Mathematics
Department: Physics
Course Title: Planetary Astronomy
Course Designation and Number: PHY 106
GE Area(s): Area V - Natural Sciences

Writing Intensive: ___ Yes ___ No

Method(s) of Instruction: _x_ Lecture
  _x_ Discussion
  ___ Web-enhanced
  ___ Web-only
  ___ Other

Includes Lab: _x_ Yes ___ No
  Three hours lecture, two hours lab

Prerequisites: None

2. Objectives

GE Program Objectives:
Sharpen critical thinking, problem solving and communication skills.
Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community.
Increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

GE Area Five Objectives:
Area Five courses emphasize scientific inquiry as a way to discover the natural world, and they explore fundamental issues of science and technology in human society.

Course Objectives and GE Learning Outcomes:
The course addresses development of theories, testing of theories, the practical limitations on controlling phenomena imposed by our technology, and our ability to model a given scenario based upon all the factors that might affect the outcome. Topics include: fundamental aspects of gravity, the scale and workings of the solar system, how physics is used in astronomy, and historical perspectives on discoveries that lead to our current understanding of the universe.

Understand the experimental basis of scientific inquiry
Understand the importance of model building for understanding the natural world
Understand the theoretical, practical, creative and cultural dimensions of scientific inquiry
Discuss some of the fundamental theories underlying modern science
Understand the dynamic interaction between society and the scientific enterprise
Recognize appropriate ethical uses of knowledge in the natural sciences

3. Suggested Course Materials
Text: Solar Astronomy by Impey & Hartman
Class notes available on-line
Lab Manual: Planetary Astronomy (Department of Physics publication)

4. Suggested Methods of Evaluation
Three tests and two quizzes
Comprehensive Final Exam is required
5. **Grading Policy**

All GE courses are graded A-F.

Grading scales will be announced after each exam. Grades will be assigned on the basis of total points earned during the quarter.

6. **Suggested Weekly Course outline Including Typical Assignments**

   Wk 1: Introduction (Ch 2)
   Wk 2: Read Ch 2 and Ch 3
   Wk 3: Read Ch 3, Read Ch 4
   Wk 4: Read Ch 10
   Wk 5: Read Ch 5: Earth, Ch 5: The Moon
   Wk 6: Read Ch 6: Mercury, Ch 6: Venus
   Wk 7: Read Ch 6: Mars
   Wk 8: Read Ch 7: Jupiter & Saturn
   Wk 9: Read Ch 7: Uranus, Neptune & Pluto
   Wk 10: Read Ch 9: How Planetary Systems Form

7. **Other**

   Syllabus distributed to students should employ the format approved by UCAPC and must include:
   - Instructor name, office hours, and contact information
   - Office of Disability Services information
   - Information on how grades will be determined
   - Attendance policy
MASTER SYLLABUS: PHY 107

1. Course Information
   College: College of Science and Mathematics
   Department: Physics
   Course Title: Stars, Galaxies and Cosmos
   Course Designation and Number: PHY 107
   GE Area(s): Area V - Natural Sciences

   Writing Intensive: ___Yes ___No

   Method(s) of Instruction: 
   ___Lecture
   x Discussion
   ___Web-enhanced
   ___Web-only
   ___Other

   Includes Lab: ___Yes ___No
   Three hours lecture, two hours lab

   Prerequisites: None

2. Objectives

   GE Program Objectives:
   Sharpen critical thinking, problem solving and communication skills.
   Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community.
   Increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

   GE Area Five Objectives:
   Area Five courses emphasize scientific inquiry as a way to discover the natural world, and they explore fundamental issues of science and technology in human society.

   Course Objectives and GE Learning Outcomes:
   The course will help students understand fundamental information about the universe. Topics include: the life cycle of stars, galaxy formation, and historical perspectives on discoveries that lead to our current understanding of the universe.

   Understand the experimental basis of scientific inquiry
   Understand the importance of model building for understanding the natural world
   Understand the theoretical, practical, creative and cultural dimensions of scientific inquiry
   Discuss some of the fundamental theories underlying modern science
   Understand the dynamic interaction between society and the scientific enterprise
   Recognize appropriate ethical uses of knowledge in the natural sciences

3. Suggested Course Materials
   Text: Stellar Astronomy by Impey & Hartman
   Class notes available on-line
   Lab Manual: Stars, Galaxies, and the Cosmos (Department of Physics publication)

4. Suggested Methods of Evaluation

   Three tests and two quizzes
   Comprehensive Final Exam is required
5. **Grading Policy**

   All GE courses are graded A-F

   Grading scales will be announced after each exam. Grades will be assigned on the basis of total points earned during the quarter.

6. **Suggested Weekly Course outline Including Typical Assignments**

   Wk 1: Introduction Detecting Radiation In Space (Ch10)
   Wk 2: Read Ch 11 The Sun
   Wk 3: Read Ch 12, Properties of Stars
   Wk 4: Read Ch 13 Birth of Stars
   Wk 5: Read Ch 13 Death of Stars
   Wk 6: Read Ch 13 Death of Stars Ch 14 Milky Way Galaxy
   Wk 7: Read Ch 14 Milky Way Galaxy
   Wk 8: Read Ch 15 Expanding Universe
   Wk 9: Read Ch 17 Cosmology
   W 10: Finish Ch10 Cosmology

7. **Other**

   Syllabus distributed to students should employ the format approved by UCAPC and must include:
   - Instructor name, office hours, and contact information
   - Office of Disability Services information
   - Information on how grades will be determined
   - Attendance policy
1. **Course Information**

   College: Liberal Arts  
   Department: Political Science  
   Course Title: Political Life  
   Course Number: PLS 200  
   GE Area: Area III: Human Behavior - Political Science

Writing Intensive: ___Yes ___No

Methods of Instruction: ___Lecture ___Web-enhanced

Includes Lab ___Yes ___No

Prerequisites: None

2. **Objectives**

**GE Program Objectives:**
   a. To develop skills and knowledge that will form the basis for lifelong learning.
   b. To increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

**GE Area Objectives:**
   a. To use multiple approaches/perspectives to analyze complex individual and institutional behavior culturally, subculturally, and cross-culturally.
   b. To recognize appropriate ethical uses of social scientific knowledge.

**Course Objectives and GE learning Outcomes:**
   PLS 200 is a course about political ideas and issues. The course provides students with an introduction to systems of political thought. These foundation concepts are applied to an analysis of contemporary political issues.

**Area Three learning outcomes addressed:**
   a. Use of multiple approaches and perspectives:
      1. Comparison of diverse systems of political thought
      2. Analysis of specific issues in national politics
      3. Analysis of issues in international affairs
      4. Analysis of regional issues in world politics
      5. Discussion of impact of cultural differences on world politics
b. Recognize appropriate ethical uses of social scientific knowledge
   1. Analysis of the philosophical and ethical basis of diverse systems of political thought
   2. Discussion of ethical considerations raised by specific political issues

3. Suggested Course Materials

4. Suggested Methods of Evaluation
   Three exams using short answer, identification and multiple choice format.

5. Grading Policy
   All courses are graded A-F.

6. Suggested Weekly Course Outline Including Typical Assignments

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS:</th>
<th>READINGS:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART I.</strong></td>
<td><strong>POLITICAL IDEAS: IDEOLOGIES:</strong> Left, Center, Right</td>
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</tr>
<tr>
<td>Wk 1: The LEFT</td>
<td>F &amp; T, <em>Ideologies</em>, Chapter 1</td>
<td></td>
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<tr>
<td>Communism</td>
<td>F &amp; T, <em>Ideologies</em>, Chapter 3</td>
<td></td>
</tr>
<tr>
<td>Wk 2: The Democratic Left</td>
<td>F &amp; T, <em>Ideologies</em>, Chapter 4</td>
<td></td>
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<tr>
<td>The CENTER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberals</td>
<td>F &amp; T, <em>Ideologies</em>, Chapter 5</td>
<td></td>
</tr>
<tr>
<td>Wk 3: Conservatives</td>
<td>F &amp; T, <em>Ideologies</em>, Chapter 6</td>
<td></td>
</tr>
<tr>
<td>The RIGHT</td>
<td>F &amp; T, <em>Ideologies</em>, Chapter 8</td>
<td></td>
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<tr>
<td>Wk 4: The Right in America</td>
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   **EXAM # ONE**

<table>
<thead>
<tr>
<th><strong>PART II.</strong></th>
<th><strong>POLITICAL ISSUES</strong></th>
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<tbody>
<tr>
<td>Wk 5</td>
<td>Ideologies: Conclusion</td>
<td>F &amp; T, <em>Ideologies</em>, Chapter 9</td>
</tr>
<tr>
<td>African-American Political Thought</td>
<td>F &amp; T, <em>Ideologies</em>, Chapter 10</td>
<td></td>
</tr>
<tr>
<td>Gender Ideologies</td>
<td></td>
<td></td>
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<tr>
<td>Wk 6</td>
<td>Money and Politics</td>
<td></td>
</tr>
<tr>
<td>America Today</td>
<td>TSF, <em>Issues</em>, Introduction (pages 1-10)</td>
<td></td>
</tr>
<tr>
<td>Poverty and Welfare</td>
<td>TSF, <em>Issues</em>, Chapter 1</td>
<td></td>
</tr>
</tbody>
</table>
Wk 7 The Politics of Health Care  TSF, Issues, Chapter 2
Political Corruption  TSF, Issues, Chapter 3
Crime  TSF, Issues, Chapter 4

Wk 8 EXAM # TWO

PART III ISSUES IN INTERNATIONAL POLITICS

Wk 8 (contd) Terrorism  TSF, Issues, Chapter 5
Wk 9 Arms and Arms Control  TSF, Issues, Chapter 6
Biomedical Issues  TSF, Issues, Chapter 7
Wk 10 Biotechnology  TSF, Issues, Chapter 8
Environment and Population  TSF, Issues, Chapter 9

EXAM # THREE

7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance Policy
MASTER SYLLABUS: PSY 105

1. Course Information
   College: College of Science and Mathematics
   Department: Psychology
   Course Title: Psychology: The Science of Behavior
   Course Designation and Number: PSY 105
   GE Area(s): Area III - Human Behavior

   Writing Intensive: __Yes   X No

   Method(s) of Instruction:   X Lecture
                                X Discussion
                                X Web-enhanced
                                __ Web-only
                                X Other Email is used for communication between students and professor(s)
                                Other technology is used such as overhead projectors, slide projectors,
                                film clips, etc.

   Includes Lab:   X Yes   __No

   Three hours lecture, two hours lab. Note: evening sections have four hours lecture
   and do not include lab.

   Prerequisites: None

2. Objectives

   GE Program Objectives:
   Sharpen critical thinking, problem solving and communication skills.
   Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience
   needed for participation in the human community.
   Increase knowledge and understanding of the past, of the world in which we live, and of how both
   past and present have an impact on the future.

   GE Area Objectives:
   Area II requirements help students develop the skills to examine critically the complexity of human
   behavior and institutions through systematic analysis.

   Course Objectives and GE Learning Outcomes
   The objectives of this course include the following: 1) to acquaint students with the vocabulary of
   psychology, 2) to help students understand the principles and theories of psychology, and 3) to help
   students gain an appreciation of psychology as a scientific discipline. Topics include: personality,
   human development, learning and memory, and current trends in research.

       To use multiple approaches/perspectives to systematically analyze complex individual and
       institutional behavior culturally, subculturally, and/or cross-culturally.
       To recognize appropriate ethical uses of social scientific knowledge.

3. Suggested Course Materials

   Brooks/Cole Publishing Company (required)
4. **Suggested Methods of Evaluation**

4 Exams containing 40 multiple choice questions covering information from text, lecture, and video clips (lowest grade of the four (4) exams is dropped)

Research Experiment Participation (as subjects in psychology experiments): Students must complete a requirement of four (4) experiment participation credits by the last day of regular classes (each 30 minutes of experiment will be worth one participation credit). Students may also do up to four (4) additional experiments for extra credit.

Library Research Paper: If students elect not to participate in experiments, they are required to do this alternative assignment consisting of completing two (2) reviews of research articles in an area of psychology discussed in the text (approval of the topics and sources that are selected must be obtained from the instructor). Completed reviews are graded on a pass/fail basis. Each review is worth two (2) experiment credits.

Supplemental Instruction (SI) Attendance: Offered each week for students to attend as often as desired. For every three (3) sessions a student attends, they receive one (1) extra credit point.

Labs: Students are required to complete laboratory assignments consisting of exercises based on subject matter from lectures and text. Labs contribute 20 percent of the final grade based on attendance and eight (8) required Lab Quizzes (lowest grade of the eight (8) quizzes is dropped) and an Optional Quiz 9.

5. **Grading Policy**

All GE courses are graded A-F.

Students’ grades are based on a percentage of total points obtained from their three (3) highest exam scores, assigned laboratory grade, and points received from experiment participation, library research review assignments, and supplemental instruction attendance.

Students can obtain a maximum of four (4) extra points from experiments, review papers, and SI to raise their grade. Students who do not complete the required experiments or papers can receive negative points that could possibly lower their grade.

Students’ laboratory grades will consist of seven (7) of the eight (8) required quiz grades (20 points each) and attendance points (6 points per lab attended; 60 points total). The optional quiz is for extra credit. Students are able to earn a total of 220 points from their lab participation, however, anything over 200 points will be dropped and the final grade will be out of 200 points only.
### 6. Suggested Weekly Course Outline Including Typical Assignments

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction</td>
<td>Chapter 12</td>
</tr>
<tr>
<td></td>
<td>Personality</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Week 2</td>
<td>Personality</td>
<td>Chapter 12</td>
</tr>
<tr>
<td></td>
<td>Personality</td>
<td>Chapter 12</td>
</tr>
<tr>
<td></td>
<td>Human Development</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Week 3</td>
<td>Holiday, University Closed</td>
<td>Chapter 11</td>
</tr>
<tr>
<td></td>
<td>Human Development</td>
<td>Chapter 11</td>
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<td>Week 4</td>
<td>Human Development/Learning</td>
<td>Chapter 11 &amp; 6</td>
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<td>Learning</td>
<td>Chapter 6</td>
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<td>Week 5</td>
<td>Learning</td>
<td>Chapter 6</td>
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<td>Memory</td>
<td>Chapter 7</td>
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<td></td>
<td>Memory</td>
<td>Chapter 7</td>
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<tr>
<td>Week 6</td>
<td>Memory</td>
<td>Chapter 7</td>
</tr>
<tr>
<td></td>
<td>Memory/Language and Thought</td>
<td>Chapter 7 &amp; 8</td>
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<td>Week 7</td>
<td>Language and Thought</td>
<td>Chapter 8</td>
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<td>Language and Thought</td>
<td>Chapter 8</td>
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<tr>
<td></td>
<td>Biological Bases</td>
<td>Chapter 3</td>
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<tr>
<td>Week 8</td>
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<td>Chapter 3</td>
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<td>Chapter 3</td>
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<tr>
<td></td>
<td>Biological Bases</td>
<td>Chapter 3</td>
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<td>Week 9</td>
<td>Research in Psychology</td>
<td>Chapter 2</td>
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<td>Research in Psychology</td>
<td>Chapter 2</td>
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<tr>
<td>Week 10</td>
<td>Research in Psychology</td>
<td>Chapter 2</td>
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<tr>
<td></td>
<td>The Evolution of Psychology</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>The Evolution of Psychology</td>
<td>Chapter 1</td>
</tr>
</tbody>
</table>

### 7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:

- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
1. **Course Information**

   **College:** College of Science and Mathematics  
   **Department:** Psychology  
   **Course Title:** Psychology: The Science of Behavior II  
   **Course Designation and Number:** PSY 110  
   **GE Area(s):** Area VI - College Component  

   **Writing Intensive:** _x_ Yes __No__

   **For WI Courses:** _x_ All sections __Selected Sections are WI__.

   **Method(s) of Instruction:**  
   _x_ Lecture  
   _x_ Discussion  
   _x_ Web-enhanced  
   ___Web-only___  
   _x_ Other: Email is used for communication between students and professor(s)  
   Other technology is used such as overhead projectors, slide projectors, film clips, etc.

   **Includes Lab:** _x_ Yes __No__

   Three hours lecture, two hours lab. Note: Evening section has four hours lecture  
   and does not include lab.

   **Prerequisites**  
   None

2. **Objectives**

   **GE Program Objectives:**  
   Sharpen critical thinking, problem solving and communication skills.  
   Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience  
   needed for participation in the human community.  
   Increase knowledge and understanding of the past, of the world in which we live, and of how both  
   past and present have an impact on the future.

   **GE Area Six Objectives:**  
   Area VI requirements link general education more closely with study in the major, thereby making more  
   apparent the applicability and transferability of general competencies to specialized study.

   **Course Objectives and GE Learning Outcomes:**

   The objectives of this course include the following: 1) to acquaint students with the vocabulary of  
   psychology, 2) to help students understand the principles and theories of psychology, and 3) to help  
   students gain an appreciation of psychology as a scientific discipline. Topics include: social  
   psychology, psychological disorders, stress, motivation and emotion, and intelligence.

   Communicate with individuals who are in the student’s major, in allied fields, and non-specialists.  
   Understand important relationships and interdependencies between the student’s major and other  
   academic disciplines, world events or life endeavors.
For WI Courses: WAC Objectives

To improve students' writing proficiency – their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.

To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

The Writing Intensive objective for this course is to encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts, and to discover what they know and do not know. This is accomplished by writing a series of short essays on topics relevant to the course and to the individual interests of the student.

3. Suggested Course Materials


4. Suggested Methods of Evaluation

4 Exams containing 50 multiple choice questions covering information from text, lecture, and video clips (lowest grade of the four (4) exams is dropped)

Research Experiment Participation (as subjects in psychology experiments): Students may earn extra credit through research experiment participation (each 30 minutes of experiment will be worth one participation credit). Students may earn up to four (4) experiment points for extra credit.

Library Research Paper: Students also have the option of completing up to two (2) reviews of research articles in an area of psychology discussed in the text (approval of the topics and sources that are selected must be obtained from the instructor). Completed reviews are graded on a pass/fail basis. Each review is worth two (2) participation points.

5. Grading Policy

All GE courses are graded A-F.

WI component is graded Pass/Unsatisfactory.

Students' grades are based on a percentage of total points obtained from their three (3) highest exam scores and extra points received from experiment participation or library research review papers. Students can obtain a maximum of eight (8) extra points from experiments and review papers.
### 6. Suggested Weekly Course Outline Including Typical Assignments

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Psychology</td>
<td>Chapter 16</td>
</tr>
<tr>
<td></td>
<td>Social Psychology</td>
<td>Chapter 16</td>
</tr>
<tr>
<td>Week 2</td>
<td>Social Psychology</td>
<td>Chapter 16</td>
</tr>
<tr>
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<td>Psychological Disorders</td>
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<td>Chapter 15 &amp; 10</td>
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### 7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
Master Syllabus

1. **Course Information**
   - **College:** College of Liberal Arts
   - **Department:** Religion
   - **Course Title:** Great Books
   - **Course Designation and Number:** REL 204
   - **GE Area(s):** IV: Human Expression
                            VI: College Component

   **Writing Intensive:**  **X** Yes  __No

   **For WI Courses:**  **X** All sections  __Selected Sections are WI.

   **Method(s) of Instruction:**  **X** Lecture
                                  **X** Discussion
                                  **X** Web-enhanced
                                  ____ Web-only
                                  **X** Other: Small group activities

   **Includes Lab:**  ____ Yes  **X** No

   **Prerequisites:** None

2. **Objectives**

   **GE General Program Objectives:**
   …to sharpen critical thinking, problem solving and communication skills.

   **GE Area Four Objectives:**
   a. Recognize and critically discuss significant religious works.
   b. Understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgement in such works.
   c. Discuss the diverse means of communication in such works.

   **GE Area Six Objectives:**
   a. Communicate with individuals who are in the student’s major, in allied fields, and non-specialists.
   b. Understand important relationships and interdependencies between the student’s major and other academic disciplines, world events and life endeavors.
   c. Meet objective (b) of GE Area One: develop logical and fair arguments, and observe appropriate writing conventions.

   **Course Objectives and GE Learning Outcomes:**
Great Books: Religion The goal of this course is to attain a basic grasp of the overall structure and content of the Bible and to appreciate something of its contributions to Western culture. This will be a challenging project for one term, for the Bible is not one book; it is many. Written over a period of a thousand years, it portrays a broad sweep of life --from the Israelite tribal village to the Hellenistic metropolitan center. It has also exerted more influence on Western culture than any other set of writings: Art, Civil Rights, Economics, Literature, Music, Politics, Religion, Revolution. It has inspired those who fought for equal rights in America and those who slaughtered innocent Jews on the Crusades; it influences those who work for aid to the poor and those who seek to abolish welfare; it is quoted both by those who advocate women's rights and by those who advocate women's subordination. This course will examine the basic writings that comprise the Bible, seeking first their original meaning and context, and then trace some of the major influences the Bible has had on our culture.

**Area four learning outcome(s) addressed:**

- Recognize and critically discuss significant religious works
- Understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgement in such works
- Discuss the diverse means of communication in such works

**Area six learning outcome(s) addressed:**

- Communicate with individuals who are in the student’s major, in allied fields, and non-specialists
- Understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors

**For WI Courses: WAC Objectives**

- Improves writing proficiency through writing assignments
- Uses writing as a tool for learning what one knows and does not know

Typically, instructors in REL 204 use the following kinds of assignments: essay questions on quizzes and examinations and/or formal critical papers. Some also use one or more of the following kinds of assignments: reading journals; in-class reading responses; electronic class discussion groups (through chat rooms or email); In all sections of REL 204, all or nearly all the course grade is based on written assignments. Students who cannot complete the writing-intensive portion of the course will not receive a C or better in the course grade.
3. **Suggested Course Materials**

4. **Suggested Methods of Evaluation**
   Daily worksheets, one paper in draft and revised form and final objective and essay exam.

5. **Grading Policy**
   All GE courses are graded A-F.
   WI component is graded Pass/Unsatisfactory.

6. **Suggested Weekly Course Outline Including Typical Assignments**

   **Wk 1: Where on Earth Did the Bible Come From?**
   A brief overview of the historical origins of our Bibles from earliest oral stories to the various Bibles of Jews, Catholics, and Protestants today.

   **The Kinds of Writings in the Bible: An Overview.**

   **When Was the Bible Written: An Historical Overview**

   **Wk 2: Understanding the Biblical Worlds: Changing Times**

   **The World of The Prophets: Oracle & Vision**
   The Development of Prophecy in Israel.
   I Samuel 9-10; II Samuel 12; I Kings 1, 17-19; Isaiah 6-7. These stories take us back to the time of the early monarchy; locate their era on your timeline. Worksheet due.

   **Wk 3: The Prophet as Covenant Judge: The Call for Social Justice.**

   **The Later Prophets: New Times and New Issues.**
   Habakkuk 1-3; Isaiah 40-42; Malachi 1-3. Worksheet due. **Book & Thesis Due**

   **Prophecy Transformed: Apocalyptic Expectation**
   I Maccabees 1-6; II Maccabees 7; Daniel 12. Worksheet due.

   **Wk 4: Unweaving the Tapestry: Strands of Tradition**
The World of the Politicians: History & Power

Stories of the Ancestors: God, Land, and History
   Genesis 12, 15-22, 26-34, 37-45, 50. Worksheet due.

The Story of Israel's Redemption: Exodus as Foundation Event

Wk 5: History from the Viewpoint of National Disaster: The Deuteronomic History
   II Kings 21-25; Deuteronomy 6-8, 12, 15:9-18:22; 34; Judges 2:6-23; 4-5. Worksheet due.

History from the Viewpoint of National Reconstruction: The Chronicler's Review of Kings
   Read the Introduction to I Chronicles and then skim I Chronicles 1-9 and then read 10-11, 20:1-23:1; II Chronicles 33-36. Worksheet due.

The Chronicler's Own Times: Ezra and Nehemiah
   Nehemiah 1-5, 13; Ezra 7, 9-10; Nehemiah 8 with the Introductions. Worksheet due.

Wk 6: The World of the Priests: Law and Covenant
   Israel's Law as Covenant Law.

   Law as Holiness: Separation and Purity
      Deuteronomy 13, 14, 17, 20-25, 28; Leviticus 1-3, 11-12, 15, 18-20. Worksheet due.

   The World of the Teachers: Wisdom in Human Form
   Learning How To Live: Proverbs as Education
      Jeremiah 18:18; Proverbs 1, 5-6, 8, 10, 22, 25, 30-31; Song of Solomon 1-4; First Draft Due
      Worksheet due.

Wk 7: When Wisdom Doesn't Work: The Skeptical Tradition
   Job 1-6, 38, 42; Ecclesiastes 1, 3, 8, 12. Worksheet due.

   Singing the Truth: Temple Hymns.
      Psalms 96, 15, 19, 72, 1, 2, 18, 137, 30, 119. Worksheet due.

   The World of the People: Stories that Entertain and Educate
   Stories of Dragons and Fair Women: The Apocrypha
      Read as much of the story of Tobit as you have time for; you can follow the plot Peer Assessment Due
by reading chapters 2-3; 4:1-4; 5:4-8; 6:1-12; 8:1-3; 10:7b-10; 11:1-14; & 12:1-15. Also read the Greek additions to the Book of Daniel known as Bel & the Dragon (184 AP). Also read Wisdom of Solomon 1-3; Sirach's prologue & 4-5, 24-26, 41, 42:9-14; (be sure and read the introductions to each; and note that these are not found in all Bibles). Worksheet due.

Wk 8: Women Recounted: Judith and Susanna
Judith 8-16; Susanna. Worksheet due.

Stories as History and Parable
Ruth, Esther, and Jonah Worksheet F4 due. The World of Jesus: A Second Testament

New Stories: The Gospels
Mark 1-16 Worksheet due.

Wk 9: The Gospels as Unique Stories
Study the accounts of Jesus’ Baptism and Death in the Resources Packet. Worksheet due.

Who is Jesus? Deductions of the Gospel Openings
Mark 1, Matthew 1-2, Luke 1-2; John 1. Worksheet due.

The Earliest Christian Writings: The Letters of Paul Revised Draft Due
Philemon; I Thessalonians 1-5. Worksheet due.

Wk 10: Other Voices: A Christianity more Jewish than Paul's Version
James; Hebrews 1-3, 9; I Peter Worksheet due.

Imagining an End: Revelation as Genesis Revisited
Revelation 1, 5-6, 12-14, 21-22. Worksheet due.

Review and Reflect
Do final Worksheet.

7. Other
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- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
Master Syllabus

1. **Course Information**
   - College: College of Education and Human Services
   - Department: Human Services
   - Course Title: Introduction to Alcohol and Drug Abuse
   - Course Designation and Number: RHB 210
   - GE Area(s): VI: College Component

   Writing Intensive: X Yes __ No

   For WI Courses: X All Sections __ Selected Sections are WI

   Method(s) of Instruction: X Lecture
   X Discussion
   X Web-enhanced
   __ Web-only
   X Other
   Small group activities, in-class demonstrations

   Includes Lab: __ Yes X No

   Prerequisites: None

2. **Objectives**

   **GE Program Objectives**
   ...to sharpen critical thinking, problem solving, and communication skills
   to learn about the aesthetic, ethical, moral, social, and cultural dimensions of human
   experiences needed for participation in the human community
   ...to increase knowledge and understanding of the past, of the world in which we live, and of
   how both past and present have an impact on the future

   **GE Area VI Objectives:**
   a. communicate with individuals who are in the student's major, in allied fields, and non-
      specialists
   b. understand important relationships and interdependence between the student's major and
      other academic disciplines, world events or life endeavors

**Course Objective & GE Learning Outcomes**
This course explores basic concepts, social policy, and approaches related to alcohol and drug use including the addiction process, costs of abuse to the individual, family, and society, and successful approaches to dealing with abuse.

Area VI learning objectives addressed:

Communicate with individuals who are in the student's major, in allied fields, and non specialists
Understand important relationships and interdependence between the student's major and other academic disciplines, world events or life endeavors

WAC Objectives

The Writing Across the Curriculum (WAC) program at Wright State University has three principle goals:

- to use writing to explore and better understand course content
- to give students opportunities to improve their writing skills
- to introduce students to the different ways writing is used in different fields of study

Instructors in RHB 210 may use most or all of the following kinds of assignments: written critiques of current and related professional literature, reaction papers of pertinent topics/videos, reflection papers of field experiences, essay questions on quizzes and/or tests. In order to receive a grade, students in RHB 210 will need to submit completed required written assignments as identified by the course instructor. Students have opportunities to receive feedback from the instructor on all written assignments. It is acceptable and recommended that students review their written assignments with the instructor prior to the assignment due dates. All written assignments will be evaluated by the instructor, with constructive feedback provided back to the student. This will allow students opportunities to make improvements in their writing over the quarter in terms of grammar, style, and content. If a student is experiencing difficulty with a given assignment, it is recommended that the student make an appointment to see the instructor during office hours as early in the quarter as possible. In some circumstances, a student may be referred to the University Writing Center for additional assistance with grammar or style.

3. Suggested Course Materials


4. Suggested Methods of Evaluation

Students will be evaluated utilizing a variety of formats including: midterm and final examinations, article critiques (2), reaction paper, quizzes (6), and in-class
activities/participation.

5. Grading Policy

All GE courses are graded A-F
WI component is graded Pass/Unsatisfactory.

6. Suggested Weekly Course Outline Including Typical Assignments

Wk 1: Introduction to alcohol/drug abuse. Distribute and review course syllabus. Watch video on drug trafficking.

Wk 2: Define basic terminology utilizing small group activities. Discuss concepts found in Chapters 1, 2

Wk 3: Drug use and the law-Chapters 3, 4 Watch/discuss History Channel video on drug addiction in America. Take quiz 1. Reaction paper due.

Wk 4: Homeostatic systems and how drugs work. Chapters 5, 6. Take quiz 2


Wk 6: Midterm examination. Introduce alcohol topic.

Wk 7: Continuation of alcohol discussion. In-class demonstration. Chapters 8, 9.

Wk 8: Narcotics, stimulants, and tobacco discussion/review. Chapters 10, 11, 12. Take quiz 4.

Wk 9: Hallucinogens, marijuana, and inhalant discussion/review. Watch video on ecstasy. Chapters 13, 14, 15. Take quiz 5.


Wk 11: Final examination

7. Other
Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
MASTER SYLLABUS

1. COURSE INFORMATION

College: Raj Soin College of Business
Department: Economics
Course Title: Regional Economic Studies – Pacific Rim
Course Designation and Number: RSE 260
GE Area(s): II. Cultural-Social Foundations – The Non-Western World
         VI: College Component

Writing Intensive: \( \boxed{\text{Yes}} \) No
For WI Courses: \( \boxed{\text{All sections}} \) \( \boxed{\text{Selected Sections are WI}} \)
Method(s) of Instruction: \( \boxed{\text{Lecture}} \) \( \text{Discussion} \) \( \boxed{\text{Web-enhanced}} \)
\( \boxed{\text{Web-only}} \) \( \boxed{\text{Other (Explain below)}} \)
Includes Lab: \( \boxed{\text{Yes}} \) \( \text{No} \)
Prerequisite: None

2. OBJECTIVES

GE Program Objectives:
• “to develop skills and knowledge that will form the basis for…lifelong learning”
• “…sharpen critical thinking, problem solving and communication skills while learning about the aesthetic, ethical, moral, social and cultural dimensions of human experience”

GE Area Objectives:
Area II: The Non-Western World
• describe and analyze historical-social elements of nonwestern cultures.
• describe and analyze the global interdependence of groups and of individuals.
Area VI: College Component: Liberal Arts
• communicate with individuals who are in the student’s major, in allied fields, and non-specialists
• understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.
Course Objectives and GE Learning Outcomes:

The Pacific Rim has become a central focus of economic and political interests for the United States. Understanding the economic and political institutions and the cultures of this region will be a necessary part of understanding our environment in the coming decades.

RSE 260 is part of the general education program at Wright State. The general education program provides a foundation for learning and seeks to:

• “to develop skills and knowledge that will form the basis for…lifelong learning”
• “…sharpen critical thinking, problem solving and communication skills while learning about the aesthetic, ethical, moral, social and cultural dimensions of human experience”

Specifically, RSE 260 teaches students to use critical thinking, reading and research skills, and discussion skills and writing skills to develop a body of knowledge about the Pacific Rim. RSE 260 includes a discussion of the human rights controversy between the United States and some Asian countries. Understanding this debate contributes to a better understanding of our own individual moral and ethical positions on social relations. Furthermore, understanding another culture and exploring the values of people different from oneself provides moral and ethical insight needed for participation in the human community.

Area II Objectives

• describe and analyze historical-social elements of nonwestern cultures.
• describe and analyze the global interdependence of groups and of individuals.

Specifically, RSE 260 forces students to consider in detail the relationship between historical events in Asian history and the present day environment.

The Mode of Instruction is active rather than passive and cooperative rather than individual. Students are required to be active participants in the learning process rather than passive receptacles for preformatted information. Students are also expected to contribute positively to the learning process of fellow students based on a Confucianist philosophy, that assumes that while students may start at different levels those with more knowledge or talent have a responsibility to bring along those who do not. Students are expected to read the chapters ahead of class and come prepared to discuss the material in class.

Area VI Objectives

• communicate with individuals who are in the student’s major, in allied fields, and non-specialists
• understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.

RSE 260 is an interdisciplinary regional studies course.
WAC Requirements at WSU

Writing in General Education serves the following purposes:

- To improve students’ writing proficiency – their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.

- To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

- To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

WI objectives are met by including essays in the midterm and final exams totaling at least 200 words and a paper. Students will be required to write a paper (1300 words) for which they must choose one person or event from the history of the Pacific Rim and then write about the influence of that person or event on the world economic or political situation in the 21st century. The textbook should provide adequate information for this task, but if students choose to do additional research it should be cited in APA format. All university guidelines pertaining to academic honesty apply.

3. SUGGESTED COURSE MATERIALS

   Text: Pacific Century: The Emergence of Modern Pacific Asia by Mark Borthwick

4. SUGGESTED METHODS OF EVALUATION

   Midterm Exam
   Final Exam
   Paper
   Paper critiques recommended pass/fail must pass to pass the course

5. GRADING POLICY

   All GE courses are graded A-F.
   WI component is graded Pass/Unsatisfactory.
6. **SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignments and Due Dates</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to the Pacific Rim and Critical Thinking in Cross-cultural Perspective Pre-19th century Asian History</td>
<td>Chapter 1</td>
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<tr>
<td>2</td>
<td>Western Colonial Powers in Asia</td>
<td>Chapter 2</td>
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<td>Japanese History: Meiji</td>
<td>Chapter 3</td>
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<td>3</td>
<td>Nationalism in the Philippines, Vietnam, Indonesia, and Korea</td>
<td>Chapter 4, pp. 161-172, 190-211</td>
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<td>4</td>
<td>World War II in the Pacific</td>
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<td>Post-War Japan</td>
<td>Chapter 6, pp. 241-153, 262-264</td>
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<td>5</td>
<td>Japan: the model for Asian Capitalism</td>
<td>Chapter 6, pp. 254-261, 265-270</td>
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<td>6</td>
<td>The End of the Asian Miracle and the Financial Crisis</td>
<td>Readings on reserve</td>
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<td>Democracy</td>
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<td></td>
<td>Human Rights: Asian Perspectives</td>
<td>Readings on reserve</td>
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<td>8</td>
<td>America in Asia</td>
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<td>Communist China</td>
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<td>9</td>
<td>Chinese Reform: Deng Xiaoping</td>
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<td>Indonesia and Vietnam</td>
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<td>Paper Critique Due</td>
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<td>10</td>
<td>Russian Far East</td>
<td>Chapter 12</td>
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<td>The Pacific Rim in Global Perspective</td>
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<td>Final Paper Due</td>
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**Final Exam**

7. **OTHER**

Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services Information
- Information on how grades will be determined
- Attendance policy
Master Syllabus

1. Course Information

College: College of Liberal Arts
Department: Urban Affairs & Geography
Course title: Regional Studies: Japan
Course Designation and Number: RST 261
GE Areas:
II: Cultural—Social Foundations-The Non-Western World
VI: College Component

Writing Intensive: X Yes __ No
For WI Courses: __All Sections X Selected Sections are WI
Method(s) of Instructions: X Lecture
X Discussion
__Web-enhanced
__Web-only
__Other
Includes Lab: __Yes X No
Prerequisites: None

2. Objectives

GE Program Objectives:
…sharpen critical thinking, problem solving and communication skills;
…learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community;
…increase knowledge and understanding of the past, of the world in which we live in, and of how both past and present have an impact on the future.

GE Area Two Objectives:
…describe and analyze historical-social elements of nonwestern culture;
…describe and analyze historical-social elements of western culture;
…describe and analyze the global interdependence of groups and individuals.

GE Area Six College Component Objectives:
…communicate with individuals who are in the student’s major, in allied fields, and non-specialists;
…understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.
Course Objectives and GE Learning Outcomes:
The course examines the development of Japanese civilization, covering topics such as the cultural and physical geography, the economic and political institutions, traditions and its effects on behavior, appreciation of nature as well as the visual and performing arts. Also, it includes the analysis of modernization, the development of agricultural and economic foundations of Japan as the first Nonwestern country to achieve the status of an industrial nation. Further, the personal values of the Japanese people, which affect their perception of situations and their resulting reactions, are addressed in the course. The contents of the course complement other aspects of the cultural-social foundations areas of study as well as the human behavior and human expression areas and certain areas of the skills of the General Education program.

Area Two learning outcomes address
… describe and analyze historical-social elements of nonwestern culture;
…describe and analyze historical-social elements of western culture;
…describe and analyze the global interdependence of groups and individuals.

Area Six learning outcomes address
…communicate with individuals who are in the student’s major, in allied fields, and non-specialists;
…understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.

WAC Objectives:
…improve student understanding through focused responses and definition and application (examinations), and position paper.
…Evaluation of writing organization, appropriate writing style, and grammar.

In RST 261 the writing assignments will be fulfilled by completing papers on topics selected from a list of possibilities; the opportunity for revisions will be made. For selected writing assignments a data set or time series data from which data classification, data manipulation, interpretation of findings and presentation of findings will be presented for the paper.

3. Suggested Course Materials


4. Methods of Evaluation

Three examinations and first version of a paper and an edited (revised) version of paper.
5. **Grading Policy**

All GE courses are graded A-F and WI component will be graded Pass-Uncsatisfactory

**Page 3 RST 261 Master Syllabus**

Performance Evaluation:  
- Examination 1  60 points  
- Examination 2  60 points  
- Examination 3  60 points  
- First paper  20 points  
- Edited paper  20 points

6. **Attendance Policy**

Students are expected to attend all scheduled classes throughout the quarter. Attendance also encompasses arriving to class on time and remaining in class until dismissal.

7. **Suggested Weekly Course Outline Including Typical Assignments**

- **Wk 1:** Physical and Cultural Geography  
  Chapters 1,2

- **Wk 2:** Physical and Cultural Geography  
  Early Japan  
  Chapter 3  
  Chapter 4

- **Wk 3:** Early Japan  
  Decentralized Feudalism  
  Examination 1  
  Chapter 4  
  Chapter 6

- **Wk. 4:** Centralized Feudalism  
  Modernization  
  Chapter 6  
  Chapter 7

- **Wk. 5:** Modernization  
  Occupation  
  Chapter 8, 9  
  Chapter 10

- **Wk. 6:** Post-Occupation  
  Examination 2  
  Chapter 11

- **Wk. 7:** Japan in the Global Age  
  Group  
  First version of paper due  
  Chapter 40  
  Chapter 13

- **Wk 8:** Development of Modern Economy  
  Chapters 30, 31

- **Wk 9:** Post-War Economy  
  Chapter 32
Syllabus distributed to students should employ the format approved by UCAP and must include:
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- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
Mater Syllabus

1. Course Information
   College: College of Liberal Arts
   Department: Political Science, History, and Geography
   Course Title: Regional Studies: China
   Course Designation and Number: RST 262
   GE Area(s):
   2. Cultural-Social Foundations
   6. College Component

   Writing Intensive: x Yes __ No
   For WI Courses: x All sections __ Selected sections are WI

   Method(s) of Instruction: x Lecture
   x Discussion
   ___ Web-enhanced
   ___ Web-only
   x Other
   Small group activities, PowerPoint, films, cultural immersion experiences in Dayton (Art Institute, Chinese restaurant review)

   Prerequisites: none

2. Objectives

   GE Program Objectives:
   … to develop skills and knowledge that will form the basis for lifelong learning.
   … to learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community.
   … sharpen critical thinking, problem solving and communication skills.

   GE Area Two Objectives:
   b. describe and analyze historical-social elements of nonwestern culture
   c. describe and analyze the global interdependence of groups and of individuals.

   GE Area Six Objectives:
   a. communicate with individuals who are in the student’s major, in allied fields, and non-specialists
   b. understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.
Course Objectives and GE Learning Outcomes:
RST 262 introduces students to the history, cultural and contemporary issues of the world’s most populous country, the People’s Republic of China. Students will gain an appreciation of the interdependence of countries, both in explicit acts (joint response to global response), and importantly, in the subtle ways in which life in the 21st century is inter-twined (especially in culture and economics).

Learning outcomes addressed:

GE Area Two:
b. describe and analyze historical-social elements of nonwestern cultures and peoples –
   Interprets and analyzes interdependence of cultural, economic, social and political
   structures

c. describe and analyze the global interdependence of groups and of individuals.

GE Area Six:
a. communicate with individuals who are in the student’s major, in allied fields, and non-specialists
b. understand important relationships and interdependencies between the student’s major and
   other academic disciplines, world events or life endeavors – connects real world dilemmas
   and solutions to students’ majors and areas of study

WAC Objectives:
… to improve students’ writing proficiency
… to encourage students to use writing as a learning tool to explore and structure ideas, to
 articulate thoughts and questions
… to demonstrate for students the ways in which writing is integral to all disciplines

Learning Outcomes Addressed:
Students will need to complete two writing assignments to fulfill these objectives: a review of either a Chinese restaurant or Chinese-made film; and a reflective response to the novel that they read in class. These assignments are varied and provide options for students to be creative in the fulfillment of the requirement. Each assignment also requires students to conduct outside research, combining course materials and personal response to understand modern China. I encourage the students to submit drafts to me before the papers are due in order to encourage revision.

3. Suggested Course Materials

*Contemporary China*, by Alan Hunter and John Sexton (St. Martin’s)
*Global Studies: China*, edited by Suzanne Ogden (Dushkin Group)
A novel conveying first hand experience of life in China (many to choose from)

Students will also be required to follow internet-based English language news publications from China.
4. **Suggested Methods of Evaluation**

Three examinations (multiple choice, short answer and essay)
One review (of either a Chinese-made film or of a Chinese-themed restaurant)
Reflective essay based on the novel

5. **Grading Policy**

Graded A-F
WI component graded Pass/Unsatisfactory

6. **Suggested Weekly Course Outline Including Typical Assignments**

**Part One: Introduction to Chinese History and Culture**

Wk 1: Overview and Introduction
*Contemporary China* Ch 2, “Land and People,” pp 45-67
Novel Chapters 1-2

Wk 2: GLOBAL STUDIES #5 (“Scientists find clues”), #9 (“Images of Dynasty”)
GLOBAL STUDIES # 8 (“Imperial Yoke”), GLOBAL STUDIES #19 (“Script Reform”)
Novel Chapters 3-5

Wk 3: *Contemporary China* Ch 5 (“The Social System”)
*Contemporary China* Ch 6 (“Chinese Culture”) pp 149-175
Novel Chapters 6-7

Wk 4: *Contemporary China* Ch 1 (“History of Modern China) pp 7-22
*Contemporary China* Ch 1, pp 22-40, GLOBAL STUDIES, “PRC Country Report,” pp. 8-12
Novel Chapters 8-9
Exam #1

**Part II: Life in Modern China**

Novel Chapters 10-12

Wk 6: GLOBAL STUDIES #12 (“Falun Gong”), GLOBAL STUDIES #11 (“Great Net of China”)
*Contemporary China* Ch 3 (“Chinese Economy”)
Novel Chapters 12-13

Wk 7: GLOBAL STUDIES #13 (“Consumer Revolution”), GLOBAL STUDIES #14 (“Nowhere to Run”)
GLOBAL STUDIES #10 (“China’s Environment in the Balance”)
Novel Chapters 14-15
Exam #2
Part III: China and the World

GLOBAL STUDIES #20 (“One China’ Cocoon”), GLOBAL STUDIES #21 (“Taiwan’s Turnaround”), GLOBAL STUDIES #22 (“The Taiwan Conundrum”)
Novel Chapters 16-17

Wk 9: GLOBAL STUDIES #18 (“China’s Manifest Destiny in Tibet”)
Contemporary China Ch 7 (“International Relations”)
Novel Chapters 18-19

Wk 10: GLOBAL STUDIES #2 (“China’s Grand Strategy”), GLOBAL STUDIES #4 (“China Today: The Issues”)
Contemporary China Ch 8 (“China into the 21st Century”) pp 200-210
Novel Chapters 20-21
Exam #3

7. Other
Syllabus distributed to students will employ the format approved by UCAP and will include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on the determination of grades
- Attendance policy
Master Syllabus

1. **Course Information**
   - **College:** College of Liberal Arts
   - **Department:** Political Science
   - **Course Title:** Regional Studies: Africa
   - **Course Designation and Number** RST 271
   - **GE Area(s)**
     - II: Cultural-Social Foundations: The Non-western World
     - VI: College Component
   - **Writing Intensive:** Yes
   - **For WI Courses:** All Sections

2. **Method(s) of Instruction:**
   - Lecture
   - Discussion
   - Web-enhanced
   - Web-only
   - Other
   - Small Group Activities

3. **Includes Lab:** Yes

4. **Prerequisites:** None

1. **Objectives**

   **GE Program Objectives:**
   - sharpen critical thinking, problem-solving, and communication skills;
   - learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community;
   - increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

   **GE Area Two Objectives:**
   - describe and analyze historical-social elements of non-western culture;
   - describe and analyze the global interdependence of groups and of individuals.

   **GE Area Six Objective (in addition to the above):**
   - understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.

   **Course Objectives and GE Learning Outcomes:**

   In terms of area two, students are introduced to historical, cultural, economic and political concepts in order to better understand contemporary issues as they relate to the continent of Africa. Presenting documentaries/films, slides and guest lecturers offer other valid viewpoints.
   - describe and analyze historical-social elements of non-western culture.
   - Describe and analyze the global interdependence of groups and individuals.
For area six, the college component, this course has linkages to virtually all majors in the Liberal Arts College, be they in the humanities, the fine arts, or the social sciences. In some instances students who take RST Africa, later enroll in other upper level courses or declare a major in political science. Moreover, some students also take Regional Studies: Africa because they intend to travel to this part of the world, thus they seek additional insights.

- Understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.

**Re Diversity:**

There are many aspects of this particular general education course that refer to human diversity since the African continent itself, not to mention the African diaspora, is rich in human diversity. The mere physical, cultural, religious and ethnic distinctions between North Africa and sub-Saharan Africa as well as the vast array of languages that are actually spoken in Africa (i.e., one-third of the languages in the world) address Africa’s cultural imprint on humankind and cultural diversity. Africans scholars are regularly invited to lecture on books such as Chinua Achebe’s *Things Fall Apart*. Such lecturers further promote the appreciation for cultural diversity. Discussions on myths and stereotypes is an invaluable component of this course, although it is often times a difficult topic given the sensitivity of this subject matter.

**WAC Objectives**

- To improve students’ writing proficiency-their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation, and spelling.

- To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

- To demonstrate for students the ways in which writing is integral to all disciplines and essential to the learning and conveying of knowledge in all fields.

Students will be required to write a 1500 word interpretive essay on the novel *Things Fall Apart*, which they will have the opportunity to resubmit.

3. **Suggested Course Materials**

   **Reading:** Achebe, Chinua. 1958. *Things Fall Apart*
   Snipe, Tracy. 1998. *Arts and Politics in Senegal*
   *(Regional Studies Africa – See course readings available in a packet at the bookstore.)*

   **Videos:** As indicated below.

4. **Suggested Methods of Evaluation**

   The grades will be based on a map quiz of Africa, a written assignment and two exams. Prior to the exam, students will receive a comprehensive study guide. The exam is essentially in essay form. Sixty percent of it is based on identification questions and forty percent of its is based on short answer questions.

5. **Grading Policy**

   All GE course are graded A – F. WI component is graded Pass/Unsatisfactory.
6. Suggested Weekly Course Outline Including Typical Assignments

Week 1  
Course Overview/Introduction  
Map Presentation. (Librarian)  
“Three Tales from Senegal” (Short film)  
*“A Tradition of Myths and Stereotypes” in *Africans and Their History  
* “A Translator’s Preface” in *Africans and Their History

Week 2  
*“Africa: A Geographic Preface” in *Understanding Contemporary Africa  

Week 3  
MAP QUIZ  
*“The Musical Heritage” in *All That Jazz  
“The Maghreb and the Berbers,” *Homeward Journey  
THERN AFRICA: (Slide presentation on Morocco)

Week 4  
Things Fall Apart  
Guest Lecturer

Week 5  
MIDTERM EXAMINATION

Week 6  
* “European Exploration and Conquest of Africa” in *Africana Studies  

Week 7  
*“Africa’s Road to Independence” in *Africana Studies  
Video 54158: “The Century of Warfare: War in the Middle East 1945-89

Week 8  
WESTERN AFRICA: Senegal  
“Introduction” in *Arts and Politics in Senegal  
“The First World Festival of Negro Arts” (Excerpt from documentary)  
“Goree Suite” by Dr. Harley Flack (Sound recording)

Week 9  
Chapter 3, “President Leopold Sedar Senghor: Homme de Culture” in *Arts and Politics in Senegal  
Chapter 4, “President Abdou Diouf: Homme de Technique” in *Arts and Politics in Senegal

Week 10  
SOUTHERN AFRICA: South Africa  
“Southern Africa” in *Cultural Atlas of Africa  
Slide Presentation (South Africa)  
FINAL EXAMINATION (Covers all material since the midterm examination.)

7. Other
Syllabus distributed to students should employ the format approved by UCAP and must include:

- Instructor name, office hours, and contact information.
- Office of Disability Services information.
- Information on how grades will be determined.
- Attendance policy.
Master Syllabus

1. **Course Information**
   College: College of Liberal Arts  
   Department: Modern Languages  
   Course Title: Regional Studies: Latin America  
   Course Designation and Number: RST 281  
   GE Area(s):  
     II. Cultural-Social Foundations – The Non-Western World,  
     VI. College Component  
   Writing Intensive: Yes  
   For WI Courses: All Sections  
   Method(s) of Instruction: Lecture  
   Includes Lab: Yes  
   Prerequisites: None  

2. **Objectives**
   GE Program Objectives:  
   - sharpen critical thinking, problem-solving and communication skills  
   - learn about the aesthetic, ethical, moral, social and cultural dimensions of human experience needed for participation in the human community  
   - increase knowledge and understanding of the past, of the world in which we live, and how both past and present have an impact on the future  
   GE Area Two Objectives:  
   - describe and analyze historical-social elements of western culture  
   - describe and analyze historical-social elements of non-western culture  
   - describe and analyze the global interdependence of groups and of individuals
GE Area Six Objectives:

- communicate with individuals who are in the student’s major, in allied fields, and non-specialists
- understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors

Course Objectives and GE Learning Outcomes:

- Introduce students to the historical, geographic and cultural reality of Latin America. It highlights the indigenous influence on the region and the contributions of the dominant Spanish culture that was forced upon the former. Also included is the influence of Latin America on the U.S., and vice versa. Multi-disciplinary study includes the following: geography, history, art and architecture, anthropology, music, political science, comparative literature and modern languages.
- Describe and analyze historical-social elements of western culture
- describe and analyze historical-social elements of non-western culture
- describe and analyze the global interdependence of groups and of individuals
- communicate with individuals who are in the student’s major, in allied fields, and non-specialists
- understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors

For WI Courses:

- To improve students’ writing proficiency—their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.
- To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline and thought.
- To demonstrate for students the ways in which writing is integral to all disciplines and essential to the learning and conveying of knowledge in all fields.
There will be three five-page typed papers in addition to essay work on exams. In agreement with Writing Across the Curriculum guidelines, students will have an opportunity (with the exception of the exams) for revision and improvement and will receive feedback from the professor.

3. Suggested Course Materials

Text: Special Packet, Handouts, Reserve Room Readings (WSU library), Outside of class research

4. Suggested Methods of Evaluation

Two exams and one cumulative final exam. Three papers.

5. Grading Policy

All GE courses are graded A-F. WI component is graded Pass/Unsatisfactory

6. Suggested Weekly Course Outline Including Typical Assignments

Wk 1: Introduction/Handouts. Latin American Geography.
   Cultural Overview of Latin America. (Class Discussion) Reading:
   “The Hispanic Way” (Packet)


Wk 3: Videos: “Sentinels of Silence” and “Master Weavers of the Andes” Videos: “South American Market Day” and “Incas Remembered” Latin American History Exam I

Wk 4: MOSAICO I (Oral Presentations by students) Fiestas/Religion/Art

Wk 5: Art/MOSAICO II/Video: “The Amazon”

Wk 6: Video: “Mama Coca” and Discussion/EXAM II/Introduction to Latin American Literature

“Continuity of Parks” (Packet)  “A Very Old Man with Enormous Wings”,  “The Handsomest Drowned Man in the World”,  “Letters of Betrayed Love” and “Two Words” (Packet)/MOSAICO III, Movie: “Peddler’s View of South America”  Reading:  Celebrating the Spirits’ Return” (Packet)


Wk 9:  MOSAICO IV /“You Can’t Escape Life Here”:  Letters from Nicaragua Class Discussion

Wk 10: MOSAICO (continued) /REVIEW

7.  Other

Syllabus distributed to students should employ the format approved by UCAP and must include:

--professor’s name, office hours and contact information
--Office of Disability Services information
--information on how grades will be determined
--attendance policy
Master Syllabus

1. **Course Information**
   
   College: College of Liberal Arts
   
   Department: Political Science
   
   Course Title: Regional Studies: The Middle East
   
   Course Designation and Number: RST 291
   
   GE Area(s)
   
   II: Cultural-Social Foundations: The Non-western World
   
   VI: College Component
   
   Writing Intensive: X Yes   __ No
   
   For WI Courses: X All Sections   __Selected Sections are WI.
   
   Method(s) of Instruction:
   
   X Lecture
   
   X Discussion
   
   ___ Web-enhanced
   
   ___ Web-only
   
   ___ Other
   
   ___ Small Group Activities
   
   Includes Lab: ___Yes   X No
   
   Prerequisites: None

1. **Objectives**

   **GE Program Objectives:**
   
   • sharpen critical thinking, problem-solving, and communication skills;
   • learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community;
   • increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

   **GE Area Two Objectives:**
   
   • describe and analyze historical-social elements of non-western culture;
   • describe and analyze the global interdependence of groups and of individuals.

   **GE Area Six Objective (in addition to the above):**
   
   • understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.

   **Course Objectives and GE Learning Outcomes:**

   For area two, the course heavily emphasizes the historical and social elements of Middle Eastern cultures, their interdependence with one another, and their interdependence among the cultures and societies outside the region.
   
   • describe and analyze historical-social elements of non-western culture;
   • describe and analyze the global interdependence of groups and of individuals.
For area six, the college component, this course has linkages to virtually all majors in the Liberal Arts College, be they in the humanities, the fine arts, or the social sciences. For instance, in addition to history, politics, and the cultures of the region, we also discuss poetry and literature in the Islamic world and the nature of art, architecture, and music in the area. Linkages are also made to the classical Greco-Roman world and the regions of Central Asia. This is intentionally a multidisciplinary course.

- Understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.

**Re Diversity:**

In almost every way, the Middle East is among the most diverse regions of the world. This applies racially and ethnically, but also in terms of religious, cultural, and economic diversity. We examine the religions of the region, Judaism, Christianity, and Islam as well as the major divisions within them, e.g., in the case of Islam, Sunnism and Shiism. We examine the major linguistic/ethnic groups in the region – Arabs, Jews, Turks, Persians, Kurds. We discuss the differences between the economically have and have not countries in the region with emphasis on petroleum and other resources as well as the education of the workforces.

The region is also a laboratory for exploring the diversity of modernization and development experience – the clash between the Lexus (modernity) and the olive tree (tradition) to use Thomas Friedman’s analogy. The modernization process is covered in some detail along with the question of to what extent is westernization a part of economic modernization.

**WAC Objectives**

- To improve students’ writing proficiency-their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation, and spelling.

- To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

- To demonstrate for students the ways in which writing is integral to all disciplines and essential to the learning and conveying of knowledge in all fields.

The goal of 1500 words (6 double-spaced pages) will be achieved in two ways (1) a 250 word essay on each of the three exams, for a total of 750 words, plus a 750 word typed interpretive essay, which will weigh as much as an exam.

3. **Suggested Course Materials**


**Videos:** As indicated below.

4. **Suggested Methods of Evaluation**

There are three midterm exams. Each takes 75 minutes and consists of 50 objective questions plus a 250 words essay question. There will also be an interpretive essay of 750 words to be selected from a list of topics to be provided. It is due **one week after Exam 2**. The essay will be graded for logical coherence, clarity of content, and proper grammar, spelling, and punctuation. Students will
then rewrite the essay making any indicated corrections. The three exams and the essay are equally weighted and will be averaged to determine the course grade.

Also, a good record of attendance will be considered for students whose grades are border-line.

5. **Grading Policy**

All GE course are graded A – F. WI component is graded Pass/Unsatisfactory.

6. **Suggested Weekly Course Outline Including Typical Assignments**

**Week 1**
- **Introduction: The Land and People of the Middle East**
  - Goldschmidt: Introduction & Chapters 1 & 2
  - Video 50114: “The Middlemen” Encyclopedia Britannica Series

**Week 2**
- **The Legacy of Islam**
  - Goldschmidt: Chapters 3, 4 & 5

  - Video 50074: “Holy Land” Encyclopedia Britannica Series
  - Video 50073: “Sects and Violence” Encyclopedia Britannica Series

**Week 3**
- **The Umayyads and the Abbasids**
  - Goldschmidt: Chapters 6, 7, & 8

**EXAM NO. 1**

**Week 4**
- **The Ottoman Empire**
  - Goldschmidt: Read Chapter 9 and Skim Chapter 10

  - The 19th Century: Imperialism and Nationalism
  - Goldschmidt: Chapters 11, 12, & 13

  - Video 50116: “New Frontiers” Encyclopedia Britannica Series

**Week 5**
- **Independence and Modernization: The Emergence of the States of the Contemporary Middle East**

  - Video 50116: “New Frontiers” Encyclopedia Britannica Series

**EXAM NO. 2 (covers all material since Exam 1)**

**Week 6 & Week 7**
- **The States of the Modern Middle**
  - Video 54158: “The Century of Warfare: War in the Middle East 1945-89

**Week 8**
- **Zionism, Palestine, and the Birth of Israel**
  - Goldschmidt: Chapters 16 & 17, also pp. 330-336

**Week 9**
- **The Arab-Israeli Wars and the Quest for Peace**
  - Goldschmidt: Chapter 18

**Week 10**
- **The Reassertion of Islamic Influence: The Middle East Today and Tomorrow**
  - Goldschmidt: Chapters 19 & 20

  - Video 54287: CNN Perspective: Revolutionary Journey with Christine Amanpour
EXAM NO. 3 (covers all material since Exam 2)

Make-up Exams are given during the regularly scheduled final exam period.

7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:

- Instructor name, office hours, and contact information.
- Office of Disability Services information.
- Information on how grades will be determined.
- Attendance policy.
1. **Course Information**
   College: Liberal Arts
   Department: Sociology/Anthropology
   Course Title: Social Life
   Course Designation and Number: SOC 200
   GE Area(s): (List all area(s) that apply.)
   III. Human Behavior--Sociology
   VI. College Component
   Writing Intensive: X Yes ___ No
   For WI Courses: X All sections ___ Selected sections are WI
   Method(s) of Instruction: X Lecture
   X Discussion
   ___ Web-enhanced
   ___ Web-only
   ___ Other (explain below)
   Includes Lab: ___ Yes X No
   (For lab courses specify how the weekly meeting times are structured.)
   Prerequisites: (Specify or state 'None.‘) None

2. **Objectives**

   GE Program Objectives:
   …sharpen critical thinking, problem-solving and communication skills.
   …learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community
   …increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future

   GE Area III Objectives:
   a. Use multiple approaches/perspectives to systematically analyze complex individual and institutional behavior culturally, subculturally, and or cross-culturally
   b. Recognize appropriate ethical uses of social scientific knowledge

   GE Area VI Objectives:
   a. communicate with individuals who are in the student's major, in allied fields and non-specialists
b. understand important relationships and interdependencies between the student's major and other academic disciplines, world events or life endeavors

c. additionally meet the objectives of Area I, II, III, IV, or V

Course Objectives and GE Learning Outcomes:

Sociology 200 is the basic, introductory social course currently taken by all students in general education. It provides a broad overview of some major areas of sociology and gives the students preparation for further courses in sociology. Sociology, the broadest of the social sciences, links social institutions and processes to all areas of society. For instance, discussions of institutions of family, education, religion, politics and economics link sociology to courses in other departments. Furthermore, sociology has practical implications for students' lives, subject matter that they can use in work and personal life. Students will learn about the sociological perspective, viewing the world objectively, understanding differences in individuals and groups, appreciation of diversity, and systematic methods for studying groups and society. They will practice writing skills, critical thinking and problem solving skills. Students will also gain concrete knowledge of sociological findings on subject areas covered. As students listen to news or deal with community issues, knowledge from sociology will be useful to them. Specific examples of course objectives from one course are as follows: developing an understanding and tolerance for difference peoples and viewpoints; understanding how the social system works and how to bring about change in the social system; acquainting you with a global perspective, a new way of looking at the world; and helping you use and apply this knowledge in your everyday life. The course is directly focused on area 3 learning objectives to use multiple approaches/perspectives to systematically analyze complex individual and institutional behavior culturally, subculturally and/or cross-culturally and to recognize appropriate ethical uses of social scientific knowledge. The course uses lecture, active learning, writing assignments, text and readings to accomplish the goals of area 3.

Area Three learning outcomes assessed:
Using multiple approaches/perspectives, students systematically analyze complex individual and institutional behavior culturally, subculturally, and/or cross-culturally.

Area Six learning outcomes assessed:
Students in this class focus upon social institutions and processes to all areas of society. Discussion of institutions of family, education, religion, politics, and economics link sociology to courses in other departments thus allowing students to communicate with individuals within the major as well as other academic disciplines. The students can also apply sociological concepts to world events or life endeavors.
For WI Courses: WAC Objectives:
- To improve students' writing proficiency - their ability to develop and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation, and spelling.

- To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

- To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

- Students will be required to write a paper focusing on one assigned article and one chapter from the text. This paper must include three terms from the assigned chapter. An introductory paragraph will summarize the main idea/findings of the article. The next three paragraphs will briefly explain the terms and how they relate to the article. The concluding paragraph will relate the terms and article content to the student's experiences or ideas about the topic. Papers will be returned to students with comments. Students are then required to revise and submit a second paper based on written comments from paper 1. Papers are again reviewed and returned to students with comments. Students will revise and submit a third paper based on the written comments from paper 2.

3. **Suggested Course Materials**
   Course Notes: Soc 200, Fall 2003 (optional - also on web site=www.wright.edu/~jballant

4. **Suggested Methods of Evaluation**
   Faculty typically require between 2 and 4 exams, 3 papers, and class projects. Sample below:
   We will have 3 exams, each covering approximately one-third of the material in the course, including readings, lectures, videos, and other class activities. Exams will be multiple choice with approximately 50 questions on each exam. Some examples may have an optional essay.
   All Soc 200 classes are writing intensive. Out of class, written projects will be assigned and are worth 30% of your grade. These projects are a requirement in all Soc 200 classes.

5. **Grading Policy**
   (This section is to be reproduced on all master syllabi exactly as it appears here.)
   All GE courses are graded A-F.
   WI component is graded Pass/Unsatisfactory. (Include only for WI courses.)
6. **Suggested Weekly Course Outline Including Typical Assignments**

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<tr>
<td>8</td>
<td>Exam 2</td>
<td>Exam 2</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Race and Ethnicity</td>
<td>Why do we look different?</td>
<td>T – Ch. 9 Minorities</td>
</tr>
<tr>
<td>10</td>
<td>Population</td>
<td>T - Ch. 15 (pp.434-445)</td>
<td>R - 56 (Mitchell)</td>
</tr>
<tr>
<td>11</td>
<td>Change</td>
<td>T – Ch. 16 Change</td>
<td>R – 62 (Inglehart)</td>
</tr>
<tr>
<td>12</td>
<td>Exam 3</td>
<td>Exam 3</td>
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<tr>
<td>13</td>
<td>Final Exam</td>
<td>OPTIONAL COMPREHENSIVE EXAM</td>
<td></td>
</tr>
</tbody>
</table>

7. **Other** (This section is to be reproduced on all master syllabi exactly as it appears here.)

Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
Master Syllabus

1. Course Information
   College: College of Liberal Arts
   Department: Sociology and Anthropology
   Course Title: The Sociological Imagination
   Course Designation and Number: SOC 205
   GE Areas:
   III: Human Behavior – Sociology
   VI: College Component

   Writing Intensive: X Yes No

   For WI Courses: X All sections Selected Sections are WI

   Method(s) of Instruction: X Lecture
   X Discussion
   __ Web-enhanced
   __ Web-only
   __ Other

2. Objectives

   GE Program Objectives:
   ...to develop skills and knowledge that will form the basis
   for lifelong learning.
   ...sharpen critical thinking, problem solving and communication skills.

   GE Area Three Objectives
   a. use multiple approaches/perspectives to systematically analyze
      complex individual and institutional behavior culturally, subculturally,
      and/or cross-culturally
   b. recognize appropriate use of social scientific knowledge

   GE Area Six Objectives
   a. communicate with individuals who are in the student’s major, in
      allied fields and non-specialists
   b. understand important relationships and interdependencies between
      the student's major other academic disciplines, world events or life
      endeavors
   c. additionally meet the objectives of Area I,II,III,IV, or V.

   Course Objectives and G.E. Learning Outcomes

   The course critically exams four works by a diverse set of sociologists
   (in terms of ethnicity, race, gender and time period) that exemplify
   the critical approach to social knowledge and research
   that C. Wright Mills called “the sociological imagination.” The student
   will develop an appreciation of a variety of ways in which
   humans form associations with one another and understand their
   and others’ relationships. In addressing the texts the student will
   sharpen critical thinking skills; learn about moral, social and cultural
   dimensions needed for participation in the human community and
   increase knowledge and understanding of the past, the present world
   we live in and how both may impact on the future.
Area Three outcomes addressed:
Using multiple approaches of the four texts and their authors, students analyze complex individual and institutional behaviors culturally, subculturally, and cross-culturally. Students also confront questions in regard to the ethical use of social science raised in the books and class.

Area Six outcomes addressed:
Students in this class focus upon C.Wright Mills’ “sociological Imagination” approach which was explicitly developed to help understand and reflect upon the relationship of the students major of sociology and both world events and life endeavors.

For WI Courses: WAC Objectives

- To improve students’ writing proficiency-their ability to develop and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation, and spelling.

- To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

Students will meet the WAC objectives by keeping an on-going journal of their reflections on course materials and discussions which in turn will provide the foundation for a final position paper. The paper will be about 1500 words long. Students will be given the opportunity to revise the final paper after receiving written feedback from the instructor.

3. Suggested Course Materials

Four suggested books to be used in the course are:
   Harriet Martineau, How to observe morals and manners.
   Emile Durkheim, Moral education: a study in the theory and application of the sociology of education.
   Erving Goffman, Stigma, notes on the management of spoiled identity.

4. Suggested Methods of Evaluation

Three to five multiple choice exams covering lecture material

An on-going writing assignment in which students record their own reflections on course materials and which forms the basis for a final position paper

Prepared participation in class discussions

5. Grading Policy

All GE courses are graded A-F.
WI component is graded Pass/Unsatisfactory.

6. Suggested Weekly Course Outline Including Typical Assignments
Week 1 - *The sociological imagination*
Discussion of the nature and purpose of this course is presented focusing on the concept of the sociological imagination as developed in the work of C. Wright Mills. Emphasis is on sociology as *both* a moral discipline and a social science that focuses on empirical material to illuminate the link between social conditions and the generation of individual troubles.

Week 2 - *The language of sociology*
Review of the basis terminology used in sociological discourse. Terms looked at include norm, role, socialization, value, culture, class, gender, ethnic group, deviance, empirical observation and so on.

Week 3 - *Harriet Martineau's How to observe morals and manners: an introduction*
Discussions of Martineau's intellectual background, the state of social science in her time, her prior sociological writings, her purpose in writing the book and her use of the language of utilitarian philosophy to present her ideas. (Read all of Martineau by end of week)

Week 4 - *Harriet Martineau's How to observe morals and manners: its central arguments*
Discussion of Martineau's understanding of empirical observation, her development of a cultural relativist orientation, her presentation of methodological "requisites," the difficulties she saw in achieving objective analysis, and the later influence of her ideas.

Week 5 - *Emile Durkheim's Moral Education: an introduction*
Discussion of the fundamental ideas and assumptions of Durkheim's general sociology including discussions of anomie and anomic suicide, the *sui generis* nature of society, and the use of sociology in planning social reform. (Read all of Durkheim by end of week)

Week 6 - *Emile Durkheim's Moral Education: its central arguments*
Discussion of Durkheim's conceptions of morality, human nature, socialization, the role of the teacher in society, the relationship of student to teacher and the future of education, and some of the influence of these ideas on later sociologists.

Week 7 - *Erving Goffman's Stigma: an introduction*
Discussion of background materials including Mead's and Cooley's respective ideas about socialization and self-identity and Lemert's and Becker's conceptions of deviant identities and interactions. (read all of Goffman by end of week)

Week 8 - *Erving Goffman's Stigma: its central arguments*
Discussion of the variety of ways that, according to Goffman, individuals manage deviant identities, marginal statuses and "damaged" self-identities in difficult and contradictory social settings and the influence of Goffman's ideas on contemporary sociology.

Week 9 - *Elijah Anderson's Code of the Street: an introduction*
Discussion of the development of urban ethnographic race and ethnic studies in the American sociology with an emphasis on the writings of Park and Burgess (and their students) and those of Herbert Gans. (read all of Anderson by end of week)

Week 10 - *Elijah Anderson's Code of the Street: its central arguments*
Discussions of the main themes of Anderson's book emphasizing the distinction between "the code of the street" and the "code of the decency" and the socio-economic forces that support the former and undermine the latter.

7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and course information
- Office of disability service information
- Information on how grades will be determined
- Attendance policy
1. Course Information
College: College of Liberal Arts
Department: Social Work
Course Title: Cultural Competence in a Diverse World
Course Number: SW 272
GE Areas: Area II – Cultural-Social Foundations
Area VI – College Component: College of Liberal Arts Course
Writing Intensive: Yes - All Sections
Methods of Instruction: Lecture
Small and Large Group Discussion
Power Point Presentations
Lab: No
Prerequisites: None

2. OBJECTIVES

General Education Program Learning Objectives:
The General Education Program is broadly based in order to promote intellectual growth, cultivate critical examination and informed understanding, encourage breadth and flexibility of perspective, and provide students an opportunity to develop skills and knowledge that will form the basis for their life-long learning. Accordingly, the General Education program at Wright State University is a planned and coherent program that is designed to help students:

- sharpen critical thinking, problem solving, and communication skills;
- learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community;
- increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

The General Education Program is required of all students and serves as a foundation upon which all baccalaureate programs are built.

General Education Area II Cultural-Social Foundations Learning Objectives:

- describe and analyze historical-social elements of western culture
- describe and analyze historical-social elements of non-western culture
- describe and analyze the global interdependence of groups and of individuals.

General Education College Component Learning Objectives:
• communicate with individuals who are in the student’s major, in allied fields, and non-specialists.
• Understand important relationships and interdependencies between the student’s major and other academic disciplines; world events or endeavors.

Course Objective:
The main objective of this course is to help students understand theories and skills that prepares them to become culturally competent members of their communities, which include their family, Wright State University, local/state/federal governments, non-Western governments, religious and secular organizations, workplaces, and international networks. Cultural competence is "the set of knowledge and skills that a person must develop in order to be effective with multicultural clients. The culturally competent person has the task of bringing together elements from his or her culture of origin and the dominant culture to accomplish bicultural integration and competency" (Lum, 1999, p. 3). "Clients" for this class will include actual and potential members of the communities in which the student participates, including persons from non-Western cultures.

Course Outcomes related to Area II – Social-Cultural Foundations:
The student will be able to:
• Learn concepts of cultural competence to better understand their own cultural behaviors and values as these cultural influences impact their interactions with persons from Western and non-Western cultures. This acquired knowledge will be assessed through course assignments and exams.
• Apply specific skills that demonstrate the acceptance, respect, and appreciation of the values and behaviors of persons from different cultures. These skills will be assessed through course assignments.
• Gain more knowledge about the beliefs and values held by one specific cultural group. Gain knowledge of the diversity within this group within the United States and non-Western cultures. These skills will be assessed through course assignments.
• Write clearly, concisely, and with proper grammar, punctuation, and spelling as observed through the completion and quality of assignments and papers.
• Speak clearly, concisely, and with conviction during class discussions.
• Think critically by applying knowledge, assumptions, and values with rigor during exams, papers, assignments and group discussions.
• Solve problems by critically assessing situations, using one's strengths, and applying appropriate knowledge, skills and values when completing assignments.

Course Outcomes related to Area VI – College Component
• Students will be apply the content of this course to their current major through a written assignment.
• Students will apply the content of this course as it relates to their
major’s interaction with persons from other disciplines.

- Students will learn how the field of social work incorporates the material from this class and how social work applies this material during interactions with persons from other disciplines.

**Writing Across the Curriculum Objectives for Writing Intensive Courses:**
The Writing Across the Curriculum program at Wright State University has three explicitly stated goals:

- To improve students’ writing proficiency – their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation, and spelling.
- To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.
- To demonstrate for students that writing is an integral component to all disciplines and essential to the learning and conveying of knowledge in all fields.

**Course Outcomes Related to Writing Across the Curriculum Objectives:**

- Students will be required to complete a draft and final paper integrating the content of this course. Both papers will be graded for organization, content, grammar, usage, punctuation, and spelling.
- Students will have two shorter writing assignments that help them explore their own values and knowledge of cultural groups in their community.
- Students will learn how their major incorporates cultural competency into required documentation. Students will report this information as part of their final paper.

3. **SUGGESTED COURSE MATERIALS**

Required Texts:


Supplemental Readings:


4. **SUGGESTED METHODS OF EVALUATION**

1. There will be two exams containing Multiple Choice and True/False questions, each worth 25 points.

2. Self-Assessment writing assignments. There will be two assignments where students complete a self-assessment inventory related to the values and beliefs held by you and the cultures to which you identify. Each assignment is worth 5 points.

3. Final paper. Students will complete an institutional assessment related to the cultural competence of a specific community’s inclusion of a specific cultural group. A draft of this paper will be worth 15% and must be a minimum of 6 pages long. The final paper will incorporate revisions to the draft, be a minimum of 10 pages long, and be worth 25% of the final grade. Instructions for this paper are included at the end of the syllabus.

**Final Paper Requirements**

The purpose of this paper is to help students assess a community's cultural competence toward a specific cultural group. The student must first identify the following: 1) A specific macro level community such as a school, employer, neighborhood, organization, or government (local, state, federal, or international). One's own family is not a macro level community for this assignment. 2) A specific cultural group that is represented in this community. A cultural group can be identified based on gender, race, age, physical ability, social class, religion, and/or sexual preference.
The student will use the institutional assessment form from class to identify the ways the specific community has interacted with the specific cultural group. The assignment will require students to apply the knowledge and skills from this class. The students will be required to interview at least one person from the cultural group. The students will be required to consult at least 5 credible resources to complete the project. These resources can include but are not limited to research articles/books, literature, theatre, and film. The specific format of the paper will be distributed in class.

5. GRADING POLICY

All GE courses are graded A-F.
WI component is graded Pass/Unsatisfactory.

ATTENDANCE POLICY
Full attendance and participation in class discussion is expected.

6. SUGGESTED WEEKLY COURSE OUTLINE

Week 1  Overview of the Course: What is Cultural Competence?

Key terms: culture, cultural competence, cultural awareness, diversity, values, beliefs, strengths perspective, cultural competent skills development

Week 2  Cultural Competence rather than Ethnocentrism

Key Terms: Discrimination, oppression, prejudice, ethnocentrism, racism, homophobia, sexism, ageism, elitism, and discrimination toward disabled.

Assignment 1: Complete the cultural competency self assessment tool (Lum, 1999)

Additional Readings:


Week 3  Cultural Awareness: Individual Development

Readings and Tatum’s Black Racial consciousness models and White
Racial consciousness models

Week 4  Cultural Awareness: Institutional Development

Key terms: social institutions, economic institutions, capitalism, political institutions, democracy, manifest and latent functions of social institutions, white privilege

Additional Reading:


Midterm Exam

Weeks 5 & 6  Gender Awareness: Feminisms rather than Sexism
Political, economic, and social rights of women in the U.S. and non-Western cultures

Writing Assignment 2: Family Cultural Life Experiences assessment
(Lum,, 1999)

Additional Readings:


Weeks 7 & 8  Racial Awareness: Cultural Pluralism rather than Ethnocentrism
Political, economic, and social rights of persons of color in the U.S. and non-Western cultures.

Additional Readings:
Draft of Final Paper Due

Weeks 9 & 10 Social Class Awareness: Economic equality rather than Elitism

Additional Reading:

Class Sharing of Final Papers
Final Papers Due

Week 11 Final Exam

7. Other

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- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy

Cfb: 3-4-3
1. Course Information

College: College of Liberal Arts
Department: Theatre Arts
Course Title: Theatre In Western Culture
Course Designation and Number: TH 214
GE Area (s): IV – Human Expression: Fine and Performing Arts

Writing Intensive: ___ Yes ___ No

For W1 Courses: _____ All sections _____ Selected Sections are W1

Method(s) of Instruction: _X_ Lecture
 _X_ Discussion
 ____ Web-enhanced
 ____ Web-only
 ____ Other

Includes Lab: ___ Yes ___ No

Prerequisites: None

2. Objectives

GE Program Objectives:
… to develop skills and knowledge that will form the basis for lifelong learning
… sharpen critical thinking, problem solving and communication skills

GE Area IV Objectives:
… understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgment in such works
… discuss the diverse means of communication in such works

Course Objectives and GE Learning Outcomes:
This course studies the many and diverse arts of the theatre; a mixed form of the communications of feelings and ideas, operating in a world of imitation. This course consists of two major investigations. The first trains the student to recognize and understand current theatrical conventions. The emphasis is on identifying signs, understanding the components of a performance, and equipping the student with a vocabulary necessary to discuss these elements of theatre. The second aspect of the course provides an historical examination concerning how conventions have evolved, and the theatre’s wider cultural context. This part of the course samples scripts representing significant genres in the western theatre tradition.
Area Four learning outcomes addressed:

- Recognize and critically discuss significant creative, philosophical and religious works
- Understand complex blend of personal vision, social-cultural background, ethical values and aesthetic judgment in such works
- Discuss the diverse means of communication in such works

3. **Suggested Course Materials**

<table>
<thead>
<tr>
<th>Texts</th>
<th>Theatre: A Brief Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohen, Robert.</td>
<td></td>
</tr>
<tr>
<td>Rostand, Bernard.</td>
<td>Cyrano de Bergerac</td>
</tr>
<tr>
<td>Williams, Tennessee.</td>
<td>A Streetcar Named Desire</td>
</tr>
<tr>
<td>Shakespeare, William.</td>
<td>Macbeth</td>
</tr>
</tbody>
</table>

4. **Suggested Methods of Evaluation**

Three tests spaced evenly throughout the quarter; weighed evenly

5. **Grading Policy**

All GE courses are graded A-F

6. **Suggested Weekly Course Outline Including Assignments**

   **Week 1**
   - M  Introduction to course
   - W  Ch. 1, What Is the Theatre?
   - F  Ch. 2, What Is A Play?

   **Week 2**
   - M  Ch. 2, What Is A Play?
   - W  Theatrical Organization
   - F  The Theatre Process

   **Week 3**
   - M  Ch. 3, The Actor
   - W  Ch. 3, The Actor
   - F  Ch. 9, The Critic & Appendix

   **Week 4**
   - M  Video and Criticism Exercise
   - W  **EXAM #1**
   - F  Video
Week 5
M  Discussion of Macbeth
W  Discussion of Macbeth
F  Discussion of Macbeth / Macbeth Video

Week 6
M  Professional Theatre
W  Ch. 5, Designers and Technicians
F  Ch. 5, Designers and Technicians

Week 7
M  Ch. 5, Designers and Technicians
W  EXAM #2
F  Ch. 6, The Director

Week 8
M  Discussion of A Streetcar Named Desire
W  Discussion of A Streetcar Named Desire
F  Discussion of Cyrano de Bergerac

Week 9
M  Cyrano de Bergerac, watch video
W  Cyrano de Bergerac, watch video
F  Cyrano de Bergerac, watch video

Week 10
M  MEMORIAL DAY (NO CLASSES)
W  Cyrano de Bergerac, watch video
F  EXAM #3

7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:
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- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
Master Syllabus

1. **Course Information**
   
   College: College of Liberal Arts
   Department: Theatre Arts
   Course Title: Script Analysis
   Course Designation and Number: TH 250
   
   GE Area: VI. College Component
   
   Writing Intensive: X Yes __ No
   
   For WI Courses: X For all sections ___ Selected Sections are WI
   
   Methods of Instruction: X Lecture
   X Discussion
   __ Web-enhanced
   __ Web-only
   __ Other
   
   Includes Lab: __Yes X No
   
   Prerequisites: None

2. **Objectives**

   **GE Program Objectives:**
   
   - Learn about the aesthetic, moral, social, and cultural dimensions of human experience needed for participation in the human community

   **GE Area Objectives:**
   
   Area VI. College Component
   a. communicate with individuals who are in the student's major, in allied fields, and non-specialists
   b. understand important relationships and interdependencies between the students' major and other academic disciplines, world events or life endeavors
   c. bridge General Education and the major

   **Course Objectives and GE Learning Outcomes:**
   
   Course Objectives - TH 250: Script Analysis is designed to offer those students who are interested in the serious investigation of dramatic texts an opportunity to develop analytical skills and research methods to do so.

   GE Learning Outcomes –
   Area VI: a. Communicate with individuals who are in the student’s major, in allied fields, and non-specialists
   b. Understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.

   General Program Outcomes --
   Helps students learn about the aesthetic, ethical, moral, social and cultural dimensions of human experience needed for participation in the human community.

   Increases knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.
**For WI Courses: WAC Objectives**

Objective: “To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.”

Integration Method: Students will apply the analytical methods explored in lectures and discussions to selected theatrical texts through two essay exams and a term paper.

3. **Suggested Course Materials**

   The Poetics by Aristotle, translated by Preston Epps
   Backwards and Forwards by David Ball
   From Page To Stage by Rosemary Ingham
   The Empty Space by Peter Brook
   Medea by Euripides
   Hamlet by William Shakespeare
   Into The Woods by Stephen Sondheim and James Lapine
   Buried Child by Sam Shepard

   Supplementary coursepack materials from:
   - Script Analysis for the Musical Theatre by Joe Deer
   - Actors on Acting by Cole and Chinoy
   - Directors on Directing by Cole and Chinoy
   - Dramatic Theory and Criticism by Bernard F. Dukore

4. **Suggested Methods of Evaluation**

   1) **TERM PAPER**: Students will write a 2500 word term paper applying one or several of the methods discussed in class to a play or musical chosen from an approved list. Students will provide an initial draft of the paper for evaluation and response by the instructor. Upon its return, students will revise the paper for final grading.

   2) **EXAMS**: Students will also take two essay exams (approximately 1000 words each) discussing various topics related to the course material, applying the methods under discussion

   or **ALTERNATE WRITING ASSIGNMENTS**: Instructors may choose to have students write several short papers (approximately 500 words each) on topics being covered in class, discussing some of the supplementary materials, or discussing departmental productions from the perspective of one of the analytical methods covered in class.

5. **Grading Policy**

   All GE courses are graded A-F.
   WI component is graded Pass/Unsatisfactory

6. **Suggested Weekly Course Outline Including Typical Assignments**

   **Week One**
   - *Tuesday* - Introduction To Course, Aristotle and the world of Ancient Greece, Drama as a tool for social discourse, Introduction to Aristotle’s Poetics
   - *Thursday* - Aristotle’s Poetics

   **Week Two**
   - *Tuesday* - Aristotle’s Poetics, begin discussion of Euripides’ Medea
   - *Thursday* - Conclude discussion of Euripides’ Medea using Aristotle’s Poetics

   **Week Three**
   - *Tuesday* - Backwards and Forwards by David Ball
   - *Thursday* - Conclude discussion of Backwards and Forwards by David Ball, begin discussion of Shakespeare’s Hamlet

   **Week Four**
Tuesday - Conclude discussion of Hamlet,
Thursday - Other interpretations of Hamlet, Exam review

Week Five
Tuesday - Exam One, 1000 word essay exam
Thursday - Theatre as a visual medium: Design as an expression of the themes of the play, From Page To Stage by Rosemary Ingham

Week Six
Tuesday - Continue discussion of design and From Page To Stage, begin discussion of Buried Child by Sam Shepard
Thursday - Continue discussion of Buried Child

Term Paper - Draft One Due

Week Seven
Tuesday - Script Analysis for the Musical Theatre, A brief history of Musical Theatre
Thursday - Continue discussion of Script Analysis for the Musical Theatre, Introduction to Stephen Sondheim

Week Eight
Tuesday - Begin viewing Into The Woods
Thursday - Complete viewing Into The Woods, Discuss Into The Woods by Sondheim and Lapine

Term Paper Returned to Students

Week Nine
Tuesday - Conclude discussion of Into The Woods, Begin discussion of The Empty Space by Peter Brooks
Thursday - Conclude discussion of The Empty Space by Peter Brooks

Week Ten
Tuesday - Discuss selected articles
Thursday - Catch up, Final Exam review
Final Draft of Term Paper Due

Final Exam Week
Final Exam - 1000 word essay exam

7. Other
Syllabus distributed to students should employ the format approved by UCAP and must include:
- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
1. **Course Information**
   - **College:** College of Liberal Arts
   - **Department:** Urban Affairs & Geography
   - **Course Title:** Growth and Change in Urban Societies
   - **Course Designation and Number:** URS 200
   - **GE Areas:**
     - II. Cultural—Social Foundations-The NonWestern World
     - VI. College Component
   - **Writing Intensive:** Yes __ No
   - **For WI Courses:** All sections __ Selected Sections
   - **Methods of Instruction:**
     - Lecture
     - Discussion
     - Web-enhanced
     - Web-only
     - Other
   - **Includes Lab:** __ Yes  __ No
   - **Prerequisites:** None

2. **Objectives**

   **GE Program Objectives:**
   - sharpen critical thinking, problem solving and communication skills;
   - learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community;
   - increase knowledge and understanding of the past, of the world in which we live in, and of how both past and present have an impact on the future.

   **GE Area Two Objectives:**
   - describe and analyze historical-social elements of nonwestern culture;
   - describe and analyze historical-social elements of western culture;
   - describe and analyze the global interdependence of groups and individuals.

   **GE Area Six College Component Objectives:**
   - communicate with individuals who are in the student’s major, in allied fields, and non-specialists;
   - understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.
Course Objectives and GE Learning Outcomes:
Growth and Change in Urban Societies examines urbanization from an interdisciplinary and global approach. Students will learn how growth in population and industry are intertwined forces affecting human relations, the development of institutions and the environment. Topics covered include technology, administration, gender, race and values.

Area Two learning outcomes address
… describe and analyze historical-social elements of nonwestern culture;
…describe and analyze historical-social elements of western culture;
…describe and analyze the global interdependence of groups and individuals.

Area Six learning outcomes address
…communicate with individuals who are in the student’s major, in allied fields, and non-specialists;
…understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.

WAC Objectives:
…Improve student understanding through focused responses (assignment 1), definition and application (assignment 2), and position paper (assignment 3).
…Evaluation of writing organization, appropriate writing style, and grammar.

3. Suggested Course Materials
Selected materials from Urbanization (a publication from the Department for International Development) and from Sustainable Communities Review. Students will also access a number of web sites: citiesalliance.org, forumhabitat.polito.it/welcome.htm, iclei.org and inta-aivin.org.

Changing Cities by Janet L. Abu-Lughod


4. Suggested Methods of Evaluation
The instructor will use WebCT quizzes to evaluate progress and three essays describing and analyzing growth and change. Finally, teamwork problem solving exercise will be used to apply information from the course.
5. **Grading Policy**

All GE courses are graded A-F and WI component will be graded Pass-Unsatisfactory

Performance Evaluation:

<table>
<thead>
<tr>
<th>Performance</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>35% (teamwork 10%)</td>
</tr>
</tbody>
</table>

6. **Attendance Policy**

Students are expected to attend all scheduled classes throughout the quarter. Attendance also encompasses arriving to class on time and remaining in class until dismissal.

7. **Suggested Weekly Course Outline Including Typical Assignments**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Assignments / Special Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Urbanization, technology and administration (Dustin)</td>
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<td></td>
<td>-Definitions</td>
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<td>-Growth and spatial patterns</td>
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<td>-Change from nations to neighborhoods</td>
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<td>Week 2</td>
<td>Urbanization (Dustin)</td>
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<td>-Global patterns 1900 to 2020</td>
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<td>-Change in urbanization: central places to multi-nodal metros</td>
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<td>-Rise of administration to manage and order growth and change</td>
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<td>-WebCT quiz</td>
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<td>Week 3</td>
<td>Urbanization (Guest Instructor: Wenning)</td>
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<td>-Gender relationship changes in urban development</td>
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<td>-Cities as cultural constructions</td>
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<td>-Rise of nongovernmental organizations</td>
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<td>-Assignment 1</td>
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<td>Week 4</td>
<td>Administration (Guest Instructor: Pammer)</td>
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<td>-Rise of the administrative state</td>
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<td>-Global patterns of growth</td>
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<td>-World administrative organizations</td>
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Week 5  Administration (Guest Instructor: Pammer)
- Managing systems to stabilize change
- Managing economic life (WTO, IDA)
- WebCT quiz

Week 6  Technology (Dustin)
- Technology and human conditions
- Bridges as art and identity
- The automobile (Guest: ODOT)
- The computer (Guest: IT Alliance)

Week 7  Technology (Dustin)
- Tool vs. life purpose
- Autonomous? Limit to democracy? Salvation?
- Technology and Women (Guest: Women Studies)
- Assignment 2

Week 8  Case Studies-Silicon Valley, USA (Guest Instructor: Killian)
- Urbanization
- Administration
- Technology

Week 9  Case Study, Durban, South Africa (Guest Instructor: Subban)
- Urbanization
- Administration
- Technology
- WebCT quiz

Week 10  Case Study, Technopolis, Japan (Guest Instructor: Oshiro)
- Urbanization
- Administration
- Technology
- Panel (Dustin, Killian, Oshiro, Pammer, Subban, Wenning)
- Assignment 3

8. Other

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- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy
SOCIOLOGY

Master Syllabus

1. Course information
   College: College of Liberal Arts
   Department: Sociology
   Course Title: Approaches to Women’s Studies
   Course Designation/No: WMS 200
   GE Area(s): III Human Behavior: Sociology
                VI College Component

   Writing Intensive: Yes
   For WI Courses: All sections
   Method(s) of Instruction: Lecture
                            Discussion

   Includes Lab: No
   Prerequisites: None

2. Objectives
   GE Program Objectives:
   …learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community.

   GE Area III Objective:
   a. use multiple approaches/perspectives to systematically analyze complex individual and institutional behavior culturally, sub culturally, and/or cross-culturally.

   GE Area VI Objective:
   a. communicate with individuals who are in the student’s major, in allied fields, and non-specialists.

   Course Objectives and GE Learning Outcomes:
   Women’s Studies will introduce students to feminist thought, advocacy, and activism to acquaint students with the diversity of the subject area. It will emphasize gender as a social construction, which varies over time and across cultures, race, class ethnicity, nationality, and sexuality.
Learning Outcomes Addressed:
Gain a portrait of women’s integration into our social system.
Build and enlarge a blended picture of our social world.
Develop strong writing skills to relay ideas and insights from the past into the present and future.

Area III
b. recognize appropriate ethical uses of social scientific knowledge.

Area VI
b. understand important relationships and interdependencies between the student’s major and other academic disciplines, world events or life endeavors.

For WI Courses:
To improve students’ writing proficiency-their ability to develop and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation, and spelling.

To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

Students will be required to complete three writing assignments and a final descriptive project. Writing assignments will be evaluated for content, form, style, and overall writing proficiency, and grades will be calculated as a percentage of the course grade. Students must receive the letter grade of “C” to pass the writing section. The words “No Entry” on Final Grade Reports indicate you have not passed this portion of the class.

Using class readings, suggested readings and library resources, develop a continuum of women’s social locations within the U.S., making sure to label each important aspect of their social integration within society. This may be accomplished by examining social, institutional, and political issues for women in the U.S., using social change and social movements in sociological perspectives.
3. **Suggested Course Materials**
   Text: *Women in 1900: Gateway to the Political Economy of the 20th Century*, by Christine E. Bose.

4. **Suggested Methods of Evaluation**
   Students will be required to complete three in-class essay exams answering each of the questions listed on the first page of the syllabus (sequentially) in relation to first, second, and third wave feminism in conjunction with class assigned reading.

5. **Grading Policy**
   All GE courses are graded A-F.
   WI component is graded Pass/Unsatisfactory. (Include only for WI courses.)

6. **Suggested Weekly Course Outline Including Typical Assignments**
   **Week 1**  
   First Wave Feminist Thought: Lay the Foundation
   **Week 2**  
   Class Reading: Bose Chapter 1 Introduction: “Understanding the Past to Interpret the Present”
   **Week 3**  
   The Second Wave of Feminism Emerges
   **Week 4**  
   Wendy Williams “The Comabahee River Collection: A Black Feminist Statement”
   Bose – Chapter 2
   **Week 5**  
   With and Against Marx
   Bose – Chapter 3
   Short Essay Exam 1
   **Week 6**  
   Gynocentrism
   **Week 7**  
   Patricia Hill Collins – “Defining Black Feminist Thought”
   Bose – Chapters 4, 5, 6
   **Week 8**  
   Theorizing Difference and Deconstructing Identity
   Short Essay Exam II
   **Week 9**  
   The Question of Essentialism
   **Week 10**  
   Uma Narayan – Contesting Cultures “Westernization, Respect for Cultures and Third World Feminists”
   Women and Social Integrations Papers Due
   Short Essay Exam III
7. **Other**

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