MEMORANDUM

TO: Debra Jackson, Institutional Effectiveness and Assessment  
Nadim Aziz, Interim Vice President for Academic Affairs and Provost

FROM: Janice W. Murdoch, Chair, Undergraduate Curriculum Committee

DATE: May 12, 2014

SUBJECT: Administrative Approval of Curriculum Items

The Undergraduate Curriculum Committee met on April 4, 2014 to approve the attached curriculum/course changes received in the Office of the Provost, May 12, 2014. The purpose of this memorandum is to respectfully request that you review this information and concur by giving final signature approval.

APPROVED:

[Signatures]

DR. DEBRA JACKSON, INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT

DATE: 5/19/2014

DR. NADIM AZIZ, INTERIM VICE PRESIDENT FOR ACADEMIC AFFAIRS & PROVOST

DATE: 7/1/14

/rft

C: File

Attachments
AGENDA
University Undergraduate Curriculum Committee Meeting
Friday—April 4, 2014—1:30 PM
E304 Martin Hall

I. Call to order

II. Introductions

III. Consideration of March meeting minutes

IV. New Business

V. Old Business
   A. Language Requirement for International Students – Appling
   B. Student Report about Issues with General Education - Thompson
   C. e-Portfolio Update – Ring

VI. Committee reports
   A. Arts & Humanities – Bruce Whisler – The subcommittee recommends approval
      of ART 3750 as an Arts and Humanities, non-lit, General Education credit.
   B. Mathematical & Natural Sciences – Bob Green
   C. Social Science – Laura Olson
   D. Cross Cultural Awareness – Mike Coggeshall
   E. Science & Technology in Society – Pam Mack
   F. Ethical Judgment – Dan Wueste
   G. Critical Thinking – Sarah Winslow
   H. Communication – Michael LeMahieu

VI. Curricula/course approvals - attached

VII. Other business

VIII. Adjourn
University Undergraduate Curriculum Committee  
Minutes Meeting  
E304 Martin Hall  
March 7, 2014, 1:30 PM

Members Present:  Jeff Appling, chair; Michael Silvestri; Graciela Tissera; Mike Coggeshall; Laura Olson for Angela Morgan; Bob Kosinski; Cheryl Ingram-Smith; Brian Dominy; Bob Horton; John Whitcomb; Jan Comfort; Zachariah Talley for Maddy Thompson; Sissy Hamby; Mary Huff; Donna Barrett; Pam Mack; David Knox; Gail Ring and Rhonda Todd

Guests:        Agnieszka Skrodzka-Bates (World Cinema)

Appling convened the meeting at 1:33 PM

Approval of minutes
The committee approved the February meeting minutes with a note from Kosinski to give more detail about the ePortfolio update. Appling agreed to review. If changes are made to the minutes, Todd will redistribute to the committee.

Old Business

A. Language Requirement for International Students – Appling stated that a subcommittee was to meet to review the proposals. Dominy reported that the subcommittee has not been able to meet to date.

B. ePortfolio Update – Ring reported that ePortfolio scoring has shifted from undergraduate students to a graduate student scoring model. She stated that this has been very productive with grad students providing excellent feedback to students for corrections or updates to their artifacts. Ring reported they are providing mandatory workshops for students who have missed the deadline. Committee members discussed options to remove the current graduation requirement from ePortfolio. Ring explained that the ideal model would be to have students submit artifacts in real-time, but this would require more faculty involvement and a better software system to implement such a change. She reported CCIT is working with her to update the current system for better function. Kurz stated that her college is currently working on a proposal to eliminate the graduation requirement, and suggests an infrastructure that will work for faculty teaching General Education courses.

C. Student Government Report, Issues with General Education – Talley stated that since Thompson could not be here today, they will postpone their report for next month. Knox reported they are currently preparing a survey for students to assess General Education issues and provide feedback for the committee.

D. Cross-listing Issues – Appling asked for feedback from the colleges about issues with cross-listed courses. Committee members reported there were no real issues among their colleagues. Kosinski proposed changing from current cross-listing to cross-referencing. Committee members discussed issues with setting everything back to zero, and concerns about identical courses being taught across campus. Pennebaker stated that this would create a great deal of problems across campus especially since more than half are graduate courses. Appling suggested that since this is a non-issue for most departments, we might continue to let the college deans work out a solution.
E. Committee Reports
   a. Arts & Humanities – Bruce Whisler – The subcommittee recommended approval of REL 3130 (Buddhism), and REL 3120 (Hinduism) for A&H General Education credit. The committee approved.
   b. Mathematical & Natural Sciences – Appling reported that Bob Green is retiring soon, and he has requested to be replaced as chair of this subcommittee. He charged CAFLS and CES colleges with finding a replacement for the chair and one other member.
   c. Social Science – Laura Olson
   d. Cross Cultural Awareness – Mike Coggeshall - The subcommittee recommended approved H2240 Global Issues. The committee approved.
   e. Science & Technology in Society – Pam Mack
   f. Ethical Judgment – Dan Wueste
   g. Critical Thinking – Sarah Winslow
   h. Communication – Michael LeMahieu

B. Curriculum/course approval – See attached.

The meeting adjourned at 3:48 PM.

Minutes respectfully submitted by Rhonda Todd
Rhonda Todd

From: Bruce Whisler
Sent: Thursday, February 20, 2014 9:51 AM
To: Rhonda Todd
Cc: Janice Murdoch; Jeffrey Appling; benjaminwhite1@gmail.com; Thomas Oberdan (oberdat@g.clemson.edu); Joseph P Mazer
Subject: Arts & Humanities Approvals

Rhonda:

The Arts & Humanities sub-committee has reviewed and approved two courses for Arts & Humanities non-literature Gen Ed credit. They are:

Buddhism (REL 3130)
Hinduism (REL 3120)

Thanks, Bruce Whisler
Dear Mike and Rhonda,

I am attaching the (unsigned) curriculum paperwork for a new Honors course, HON H2240: Global Issues. This course is being proposed for Gen Ed CCA credit. Thanks, Mike, for working with your committee and Bill on this proposal, which previously was tabled.

Unless I’m somehow mistaken, this course should now be ready for consideration at the next UUCC meeting. Someone (Lynn?) will need to print it and get the ball rolling to secure all the necessary signatures.

Please let me know if you have any questions.

Thanks,
Laura

Laura R. Olson
Centennial Professor
Department of Political Science
Clemson University
232 Brackett Hall
Clemson, SC 29634-1354
864-656-1457
laurao@clemson.edu
I. College of Art, Architecture, and Humanities

A. Department of Art

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 4720</td>
<td>Bfa Senior Studio II - change of credit from 5(0,15) to 4(0,12)</td>
<td>2</td>
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<tr>
<td>ART 4740</td>
<td>Senior Exhibition Internship - new course</td>
<td>4</td>
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II. Calhoun Honor’s College

<table>
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<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 4010</td>
<td>Interdisciplinary Honors Independent Study - new course</td>
<td>6</td>
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III. College of Agriculture, Forestry and Life Sciences

A. Forestry and Natural Resources

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>FNR 4900</td>
<td>Field Training - change course modifier</td>
<td>3</td>
</tr>
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B. Entomology Minor - change minor requirement

10

C. Agriculture

<table>
<thead>
<tr>
<th>Description</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Precision Agriculture - add minor</td>
<td>11</td>
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D. Biological Sciences

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<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>BIOL 2300</td>
<td>Emergency Medical Responder - new course</td>
<td>3</td>
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</table>

E. Packaging Science

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<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PKSC 4230</td>
<td>3D Parametric Design Online - new course</td>
<td>3</td>
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<tr>
<td>PKSC 4240</td>
<td>Structural Packaging Design Online - new course</td>
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IV. College of Health, Education, and Human Development

A. Athletic Leadership Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AL 3490</td>
<td>Princ of Coaching - change prerequisite</td>
<td>3</td>
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<tr>
<td>AL 3500</td>
<td>Sci Basis I/Ex Phy - change prerequisite</td>
<td>3</td>
</tr>
<tr>
<td>AL 3530</td>
<td>Athletic Injuries - change prerequisite</td>
<td>3</td>
</tr>
<tr>
<td>AL 3600</td>
<td>HS Athl Ethics &amp; Law - change prerequisite</td>
<td>3</td>
</tr>
<tr>
<td>AL 3610</td>
<td>Admin/Org Athletics - change prerequisite</td>
<td>3</td>
</tr>
<tr>
<td>AL 3620</td>
<td>Psych of Coaching - change prerequisite</td>
<td>3</td>
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<tr>
<td>AL 3710</td>
<td>Coaching Baseball - change prerequisite</td>
<td>1</td>
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<tr>
<td>AL 3720</td>
<td>Coaching Basketball - change prerequisite</td>
<td>1</td>
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<tr>
<td>AL 3730</td>
<td>Coaching Cross Country - change prerequisite</td>
<td>1</td>
</tr>
<tr>
<td>AL 3740</td>
<td>Coaching Football - change prerequisite</td>
<td>1</td>
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<tr>
<td>AL 3750</td>
<td>Coaching Soccer - change prerequisite</td>
<td>1</td>
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<tr>
<td>AL 3760</td>
<td>Coaching Strth/Cond - change prerequisite</td>
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<tr>
<td>AL 3770</td>
<td>Coaching Track/Field - change prerequisite</td>
<td>1</td>
</tr>
<tr>
<td>AL 4090</td>
<td>Athletic Leadership Internship - change prerequisite</td>
<td>0</td>
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<tr>
<td>AL 4530</td>
<td>Athl Injuries, Prevent - change prerequisites</td>
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B. Non-Profit Leadership Minor - change minor requirements

33

C. Parks, Recreation and Tourism Management

<table>
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<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tr>
<td>PRTM 2200</td>
<td>Foundations of PRTM - change catalog title, credit,prerequisite</td>
<td>3</td>
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<tr>
<td>PRTM 3650</td>
<td>Community Sport Practicum - new course</td>
<td>3</td>
</tr>
<tr>
<td>PRTM 3660</td>
<td>Campus Recreation Practicum - new course</td>
<td>3</td>
</tr>
<tr>
<td>PRTM 3670</td>
<td>Intercollegiate Athletic Practicum - new course</td>
<td>3</td>
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<tr>
<td>PRTM 1980</td>
<td>CI in PRTM I - change course modifier</td>
<td>1-8</td>
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<tr>
<td>PRTM 2290</td>
<td>Comp Int in PRTM - change transcript title</td>
<td>3</td>
</tr>
<tr>
<td>PRTM 3600</td>
<td>Recreation and Amateur Sport Management - new course</td>
<td>3</td>
</tr>
<tr>
<td>PRTM 3610</td>
<td>Recreation Sport Facility and Venue Management - new course</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>PRTM 3620</td>
<td>Programming and Trends in Community Sport - new course</td>
<td>3(3,0)</td>
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<tr>
<td>PRTM 3630</td>
<td>Programming and Trends in Campus Recreation - new course</td>
<td>3(3,0)</td>
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<tr>
<td>PRTM 3640</td>
<td>Programming and Trends in Interc Athletics - new course</td>
<td>3(3,0)</td>
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<tr>
<td></td>
<td>Memo - Recreational Sport Management Courses</td>
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**D. Elementary Education**

<table>
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<th>Course Title</th>
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<tbody>
<tr>
<td>EDEL 4520</td>
<td>Elem Meth Math Tchg - add as Honor's course</td>
<td>57</td>
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**E. Early Childhood Education**

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<th>Course Title</th>
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<tbody>
<tr>
<td>ED EC 336</td>
<td>Soc Dev Inf/YG Child - change catalog title, description</td>
<td>3(3,0)</td>
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**V. College of Business and Behavioral Science**

**A. Political Science**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>POSC 4470</td>
<td>International Law - new course</td>
<td>3(3,0)</td>
<td>61</td>
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**The committee tabled the courses highlighted in grey for the May meeting.**
Hi Greg:

The Arts & Humanities Gen Ed committee is pleased to approve ART 3750 as an Arts & Humanities non-lit Gen Ed requirement. The only thing missing is an acknowledgement in the syllabus that this course does fulfill that requirement, and a recommendation for the students as to which assignment(s) might be suitable to include in the Gen Ed ePortfolio.

Certainly, the Spoleto Festival is a unique opportunity to experience numerous high-level artistic events in a short time, and we are pleased to see a course that takes advantage of this.

Bruce Whisler
Course Abbreviation & Number:
.. New Undergraduate Course: HON- 2240
X New Honors Course: --
.. New Graduate Course: -

Effective Term: 05/2014
Catalog Title: Global Issues
Transcript Title: GLOBAL ISSUES
Fixed Credit Course: 3 (3,0)
Variable Credit Course: - (-), (-)

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<th>Method of Instruction</th>
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<tr>
<td>.. A-Lecture Only</td>
<td>.. Pass/Fail Only</td>
<td>.. Creative Inquiry</td>
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<tr>
<td>.. B-Lab (w/fee)</td>
<td>X Graded</td>
<td>.. English Composition</td>
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<tr>
<td>X D-Seminar</td>
<td>.. Variable Title</td>
<td>.. Oral Communication</td>
</tr>
<tr>
<td>.. E-Independent Study</td>
<td>.. Creative Inquiry</td>
<td>.. Mathematics</td>
</tr>
<tr>
<td>.. F-Tutorial (w/fee)</td>
<td>.. Repeatable</td>
<td>.. Natural Science No Lab</td>
</tr>
<tr>
<td>.. G-Studio</td>
<td>maximum credits:</td>
<td>.. Natural Science w/Lab</td>
</tr>
<tr>
<td>.. H-Field course</td>
<td></td>
<td>.. Math or Science</td>
</tr>
<tr>
<td>.. I-Study Abroad</td>
<td></td>
<td>.. A&amp;H (Literature)</td>
</tr>
<tr>
<td>.. L-Lab (no/fee)</td>
<td></td>
<td>.. A&amp;H (Non-Literature)</td>
</tr>
<tr>
<td>.. N/B-Lecture/Lab(w/fee)</td>
<td></td>
<td>.. Social Science</td>
</tr>
<tr>
<td>.. N/L-Lecture/Lab(no fee)</td>
<td></td>
<td>X CCA</td>
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<td>.. STS</td>
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Add cross-listing with the following child course(s):

Catalog Description: Exploration of various global issues across time and space. May be repeated for a maximum of six credits, but only if different topics are covered. Prq: Membership in Calhoun Honors College.

Prerequisite(s): Membership in Calhoun Honors College.

Projected Enrollment:
Year 1 - 19 Year 2 - 19 Year 3 - 30 Year 4 - 30

Required course for students in: N/A

Statement of need and justification based on assessment results of student learning outcomes: There is a need for a broad Honors rubric that covers courses that deal with global issues. These special Honors courses will expose students to cultural diversity in the context of the increasing globalization of our world today and the necessity of being aware of and respectful toward cultural differences in an international context. This course will satisfy the University's Cross-Cultural Awareness General Education requirement.

Textbook(s): EXAMPLE ("The Great War and the Making of 20th-Century Europe"):

Vera Brittain, A Testament of Youth
Clifford Rosenberg, Policing Paris: The Origins of Modern Immigration Control between the Wars
Erich Maria Remarque, All Quiet on the Western Front
Modris Eksteins, Rites of Spring: The Great War and the Birth of the Modern Age
Peter Fritzschke, Germans into Nazis

Learning Objectives: EXAMPLE ("The Great War and the Making of 20th-Century Europe"):

This course aims to confront the history and aftermath of the Great War and contemplate the effects it had on the whole of 20th-Century Europe. It is organized into three sections. The first part requires students to learn the descriptive details of the nature of the conflict. The second part requires students to analyze the political effects of the war, nationalism, migration, Communism, and democracy. The third part will develop students' abilities to analyze and appreciate the war's cultural ramifications in the realms of film, art, music, and literature.

Topical Outline: EXAMPLE ("The Great War and the Making of 20th-Century Europe"):

Week 1: Introduction and Studying the Past
Week 2: Europe on the Eve of the Great War and the Interstate System
Weeks 3-4: The Great War
Weeks 5-6: Experiences of War
Week 7: Collapsing Empires
Week 8: Communism and Democracy
Week 9: Migration, Sovereignty, and Nationalism
Week 10: Traumatic Memories
Weeks 11-13: "Modernity" and the Great War
Week 14: Catastrophic Legacies of War
Week 15: Final Reflections
Week 16: Final Exam
Evaluation: EXAMPLE ("The Great War and the Making of 20th-Century Europe"): 

Discussion and Attendance: 30 percent

Papers: 40 percent

Paper 1: 10 percent
Paper 2: 15 percent
Paper 3: 15 percent

Final Exam: 30 percent

Duplication (if applicable): N/A

Add course requirements for honors and/or 600-level courses (if applicable): Honors students only

Learning Activities associated with General Education competencies (if applicable): E. Cross-Cultural Awareness: Demonstrate the ability to critically compare and contrast world cultures in historical and/or contemporary contexts.

As with all Honors courses, specific learning activities will vary by section. However, all courses taught under this rubric will by definition expose students to cultures other than their own and encourage in them understanding and appreciation cultural theories, issues, and questions.

Form Originator: LAURAO, Laura Olson Date Form Created: 10/12/2010
Form Last Updated by: LAURAO, Olson, Laura R Date Form Last Updated: 2/12/2014
Form Number: 3528

Approval

<table>
<thead>
<tr>
<th>Chair, Department Curriculum Committee</th>
<th>Date</th>
<th>Chair, Undergraduate Curriculum Committee</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair</td>
<td>Date</td>
<td>Chair, Graduate Curriculum Committee</td>
<td>Date</td>
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<tr>
<td>Chair, College Curriculum Committee</td>
<td>Date</td>
<td>Provost</td>
<td>Date</td>
</tr>
<tr>
<td>College Dean</td>
<td>Date</td>
<td>President</td>
<td>Date</td>
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<tr>
<td>Director, Calhoun Honors College</td>
<td>Date</td>
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</table>
HON H 220:
The Great War and the Making of 20th-Century Europe

Prof. Michael Meng
Tuesday and Thursday: 3:30-4:45 in Brackett 233
Office Hours: Tuesday and Thursday, 1:00-3:15PM; by appointment
Office: Hardin 016
mmeng@clemson.edu

Description

In the wake of World War I, millions of people lay dead or injured; four empires stretching across Europe, Central Asia, and the Middle East were gone; new nation-states and mandates were created in their place; hundreds of thousands of Europeans were displaced; liberal parliamentary democracy was introduced across Europe only for it to be destroyed by fascists and authoritarians of various stripes; and global capitalism, burdened by war costs, borrowing, reparations, and a surplus of agricultural goods overproduced during the war, went into depression.

This course explores the history and aftermath of the Great War. It is organized into three sections: the first part looks at the nature of the conflict; the second part examines the political effects of the war, nationalism, migration, Communism, and democracy; and the third part deals with the war’s cultural ramifications in the realms of film, art, music, and literature.

Readings

Vera Brittain, *A Testament of Youth*
Clifford Rosenberg, *Policing Paris: The Origins of Modern Immigration Control between the Wars*
Erich Maria Remarque, *All Quiet on the Western Front*
Modris Eksteins, *Rites of Spring: The Great War and the Birth of the Modern Age*
Peter Fritzsch, *Germans into Nazis*

Film

*Metropolis* (1930)

Course Schedule

Introduction and Studying the Past

08/23: What is history?
Europe on the Eve of the Great War and the Interstate System

08/28: European Nations and Empires
Reading: European Imperialism and Race (Weitz PDF)

08/30: Nationalism and Imperialism
Reading: Nationalism (Nationalism PDF)

The Great War

09/04: Historians Love a Good Argument: It was Germany. No, it was Britain. No, it was Russia!

09/06: Debating the Origins
Reading: Richard F. Hamilton and Holger H. Herwig, Introduction, The Origins of World War I (Origins of World War I PDF)

09/11: The Conflict and Trench Warfare
Reading: Henri Barbusse, “Fire” (Barbusse PDF)

Experiences of War

09/13: A Total War
Reading: Brittain, A Testament of Youth, 9-23

09/18: War Fever and the Home Front
* Paper 1 Due *

09/20: Disillusionment
Reading: Brittain, Testament, 362-377, 399-460

9/25: Postwar Anxiety
Reading: Brittain, Testament, 460-493.

Collapsing Empires

9/27: Lecture: Nation States in Postwar Europe

10/2: Minority Treaties and Nationalism
Reading: Mark Mazower, “Empires, Nations, Minorities” (Mazower PDF)
Communism and Democracy

10/4: What is Communism?
   **Reading:** Karl Marx, The Communist Manifesto (Marx PDF)
   *Paper 2 Due*
   Writing Fellow

10/9: Lecture: Russian Revolution

10/11: Lecture: Democracy in Interwar Europe

10/16: Fall Break

Migration, Sovereignty, and Nationalism

10/18: Refugees, Migration, and Stateless Persons
   **Reading:** Hannah Arendt, “The Decline of the Nation-State and the End of the Rights of Man” (Arendt PDF)

10-23-25: Policing, Surveillance, and Immigration
   **Reading:** Clifford Rosenberg, *Policing Paris*

Traumatic Memories

10/30-11/6: **Reading:** *All Quiet on the Western Front*

“Modernity” and the Great War

11/8: “Modernity”
   Viewing: Stravinsky’s *Rite of Spring* (1913)

11/13-11/15: **Reading:** Modris Eksteins, *Rites of Spring*

11/15: *Paper 3 Due*
   Writing Fellow

11/20: *Metropolis*

11/22: Thanksgiving Holiday

Catastrophic Legacies of War
11/27-12/4: **Reading:** Peter Fritzsche, *Germans into Nazis*

12/6: Final Reflections

Final Exam - Due by Friday, December 14th, 2:00PM (hard copy only)

Course Assignments

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Readings One of the single most important things you can do to be successful in this course is to come to class after having carefully read and thought about the assigned readings.

Attendance I prefer that you miss as few classes as possible, but you can miss two classes without penalty (please be wise about saving your absences for school-related events). Ten points of your attendance/participation grade will be deducted for each absence after the third (exceptions can be made for urgent medical/family emergencies).

Discussion is important. In evaluating your discussion grade, I will be looking for three main things: 1) active, regular participation; 2) direct and specific engagement with the readings that offer reflections, pose questions, point out problems, and so on; and 3) collegial interaction with your peers.

Discussion grades break down accordingly: “A”: you actively participate in almost every discussion and provide serious comments that show a careful reading of the text; your comments provide insights or raise questions that move the discussion forward in interesting, stimulating ways; “B” you participate often, provide generally relevant comments about the readings, and appear interested in the discussion; “C” you participate on occasion, usually make comments vaguely connected to the readings or ones that disrupt the flow of the class discussion, and at times seem disinterested or bored; alternatively, you participate quite often, but your comments have little relation to the readings and the class discussion; “D” you rarely participate, make comments that show little reflection on the readings, and often appear bored; “F” you never participate and rarely show up to class.

Film We will watch one film in this course. I’ll place the film on reserve in the library after we have viewed them for any students who can’t make the evening showing.

Papers You will write three short papers; each paper should be about 4-5 doubled-spaced pages and will respond to a question that I post. In reading and evaluating your papers, I will focus on your engagement with the question, your analysis of the texts, and your ability to pull these together into a concise and compelling paper. In fairness to your classmates who turned their papers in on-time, I will deduct 10 points for every 24-hour period that your papers are submitted after the deadline.
Final Take-Home Exam You will write a final take-home essay exam.

Submitting Papers I only accept paper copies of papers. I do not accept papers submitted by email, except exceptional situations brought to my attention at least 72 hours before the deadline or arranged in class on the day the paper is due (in cases of late papers). If you are submitting a late paper outside class or office hours, you must make sure a history department staff member writes on the paper the date, time of the submission, and his/her initials. If you slip your paper under my door or put it in my box without any date or time written on it by a history department staff member, I will consider it submitted on the day and time that I pick it up. In the case of a paper that has been pre-approved for email submission, it is considered submitted only when I respond to your email with the date and time that I received your email. I have to confirm emailed assignments for them to be counted.

Writing Fellows

Our Honors Seminar is working with the Writing Fellows program this semester, which means that you will have additional resources when it comes time to write your papers. Two Writing Fellows (selected from a highly competitive pool of applicants) will work with you individually in two ways.

- First, you will turn in a completed draft of your paper to a Writing Fellow two weeks after the assignment is given. The fellow will read and comment on a full draft of your paper and return the draft to you. A full draft means that you have completed the paper. It is not an outline, and it is no less than the required length.

- Second, after receiving the comments on your paper, you will meet with the Writing Fellow to go over the feedback and discuss revision. This should happen within one week of turning in your draft. You should come to the meeting ready to talk about your next steps in revising the paper. Writing Fellows are trained to evaluate writing, offer useful feedback for revision, and talk you through your writing process. Writing Fellows are not proofreaders, will not assign grades, cannot speculate on a possible grade that the paper would earn, and will not write any of the paper for you.

- Finally, you will complete a short evaluation form of the Writing Fellow session that is due with your final paper to me.

Grade Calculation

Discussion and Attendance: 30 percent
Papers: 40 percent

  Paper 1: 10 percent
  Paper 2: 15 percent
  Paper 3: 15 percent

Final Exam: 30 percent

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