

UKC 1XX Experimental course

10 ways of thinking about climate change in Kentucky

Term: Spring 2023

Credit hours: 3

Meeting days/time/location: Tuesday 9:30am-12:15pm

Instructor Information

Name: Dr. Lauren Cagle

Email: lauren.cagle@uky.edu

Office building and room number: 1351 Patterson Office Tower

Office phone: (859) 257-1115

Office hours: Wed/Fri 10:30-11:30am and by appointment

Name: Dr. Alice Turkington

Email: alice.turkington@uky.edu

Office building and room number: 109 Bradley Hall

Office phone: (859) 257-3738

Office hours: Monday 9:30-11am and by appointment

Course Description

The climate crisis continues to unfold at a rapid pace, resulting in a range of impacts that are already apparent in Kentucky. In this course, we will examine 10 impacts of climate change locally, and will discuss the potential solutions to each, including adaptation and mitigation practices. Impacts may include, but are not limited to, changes in hydrology, health, housing, agriculture, weather extremes, and the biosphere. Perspectives from researchers, stakeholders and policymakers will be presented, and students will participate in proposing solutions to climate change issues.

Course Prerequisites

None.

Required Materials

All reading materials will be provided through the Canvas course shell.

Skill and Technology Requirements

For technical/account help, students can contact Information Technology Services by phone 859-218-HELP (4357) and via the [ITS Customer Services](#) page.

(<https://www.uky.edu/its/customer-support-student-it-enablement/customer-services>)

Student Learning Outcomes

After completing this course, the student will be able to:

1. Communicate a summary of multiple perspectives on approaches to a climate change impact and propose a solution.
2. Understand the physical, social, political and historical contexts that have led to climate change impacts in Kentucky, and understand how these impacts intersect with environmental and social justice in Kentucky.
3. Evaluate information about climate change for accuracy, trustworthiness and relevance in Kentucky.
4. Understand the importance of taking action on climate change issues.

Course Details

Tentative Course Schedule

	Dates	Topics	Assignments
WEEK 1	Tuesday Jan 9	Introduction	
WEEK 2	Tuesday Jan 16	Impact 1: Heat waves in Kentucky towns	1 Reflection on urban design
WEEK 3	Tuesday Jan 23	Impact 2: Tornado outbreaks in western Kentucky	2 Reflect on evidence for eastern migration of "tornado alley"
WEEK 4	Tuesday Jan 30	Impact 3: Invasive species in rural communities	3a Reflection on invasive species in agriculture and communities
WEEK 5	Tuesday Feb 6	Impact 4: Flooding in Hazard	OR 3b Reflection on flood recurrence intervals, prediction and FEMA recovery grants
WEEK 6	Tuesday Feb 13	Impact 5: Declines in crop production in western Kentucky	4 Reflection on harvest changes and range of contributing factors

WEEK 7	Tuesday Feb 20	Impact 6: Soil erosion in fields	
WEEK 8	Tuesday Feb 27	Impact 7: Flash droughts	5a Reflection on mitigation of drought impacts
WEEK 9	Tuesday Mar 5	Impact 8: Thunderstorm intensity	OR 5b Reflection on role of thunderstorms
<i>WEEK 10</i>	<i>Tuesday Mar 12</i>	<i>Spring break</i>	<i>Spring break</i>
WEEK 11	Tuesday Mar 19	Impact 9: Indoor radon concentrations	
WEEK 12	Tuesday Mar 26	Impact 10: Displacement of climate change refugees	6 Reflection on migration, past, present and future
WEEK 13	Tuesday Apr 2	Planning for group projects in class	7 Topic proposal
WEEK 14	Tuesday Apr 9	Planning for group projects in class	8 Outline of project
WEEK 15	Tuesday Apr 16	Group presentations on projects	9 Group written report 10 Oral presentation by group
WEEK 16	Tuesday Apr 23	Reflection on course	

This schedule is tentative and subject to change.

Course Activities and Exams

Students will complete 10 assignments in this course.

The assignments are divided up into categories:

6 assignments attached to the 10 climate change impacts in Kentucky.

4 assignments are components of the final group project.

Assignments 1-6

Students will submit a written reflection on the materials provided and the class discussions. The format of the written assignment will be defined each week and may include options such as: an essay, a discussion board post, a letter to a politician, an op-ed, a report, a blog, a lesson plan, an artist's statement, etc. Students will be graded based on their understanding of and insights about the concepts under discussion, rather than on the style of their writing.

Assignments 7-10.

Students will work in assigned groups to complete a final group project. We will select a site in Kentucky experiencing climate impacts, and students will then work in teams to collect primary and secondary data, analyze the data and then develop collectively chosen mitigation and/or adaptation plans related to those impacts. To support their recommended plans, students will be required to draw on secondary research using library and other information sources to compare their proposed plans with prior variations and implementations in other contexts.

The assignments will be in 4 parts:

7. Project proposal and short description of project to be completed. Each student should have responsibility for a part of the proposal.
8. Outline of the project, including data collection, analyses and preliminary data.
9. Project report from group, with summary of contributions from each member.
10. Presentation to class of project outcomes, by all students.

Students will be graded by instructors on their contributions to the written and oral submission, and students will complete a peer assessment of each group member to grade their contribution.

Grading Scale

Grading scale for 10 assignments (each worth 10% of final grade):

9-10 assignments completed at acceptable level	= A
8 assignments completed at acceptable level	= B
7 assignments completed at acceptable level	= C
6 assignments completed at acceptable level	= D
5 or less assignments completed at acceptable level	= E

For each assignment, students will be given feedback and an assessment of whether the assignment is acceptable or unacceptable. If unacceptable, students may redo the assignment, based on instructor feedback, and submit the assignment a second time for re-evaluation. Each second submission must be within one week of receiving the feedback and/or before the first day of final examination week, whichever is earliest. ALL assignments and discussion board posts must be submitted, and completed, to receive a passing grade in the course.

Late assignments must have a university approved excuse for lateness, or the assignment will be marked unacceptable and will not be eligible for a second submission.

Midterm Grades

For undergraduates, midterm grades will be posted in myUK by the deadline established by the University Senate and published in the [Academic Calendar](#).

Attendance Policy/Acceptable Documentation

If you miss class, assignment or presentation date without properly excused absence (see UK Senate Rule 5.2.5.2) no credit will be given for the missed work. Similarly, assignments handed in after a due date without reasonable cause will not be accepted. If a student is forced to miss class for an appropriate reason, please provide one week's prior notice to allow for possible flexibility in rescheduling course work.

We will take attendance each class period. Your attendance is mandatory and your final grade will have 5% deducted for every unexcused absence. The success of this course depends on everyone's participation, so attendance is strongly encouraged.

Please note, you are responsible for checking your UKY email account. We will use the class listserv (through Canvas) to send communications outside of class, and email is the best way to contact us outside of office hours. Please allow 24 hours for a response, and 72 hours over the weekend.

All Academic Policy statements can be found [here](#).

Assignment Policies

Assignment Submissions

Assignments will be submitted through the canvas course shell. Feedback from instructors can be accessed in the submission portal in canvas.

Late Assignments

Late assignments must have a university approved excuse for lateness, or the assignment will be marked unacceptable and will not be eligible for a second submission. Per the [University Senate Rules](#), late assignments are accepted for excused absences. Please submit your documentation for the excused absence as soon as possible on your return to campus.

Academic Policy Statements

For [Academic Policy Statements](#), please follow the link provided for the University Senate web page.

Academic Integrity

A definition of academic offenses from the University Senate may be accessed [here](#). If you are unsure about the possibility of violation of academic integrity, please speak with your instructors, we are available to guide you. Should you wish to learn about the process for dealing with academic misconduct, you can learn more [here](#).

Resources

There are many [resources](#) available for UK students – please use them. You have support in all aspects of your college career, available to you at no cost. If you would like any further information, please reach out to your instructors or advisors.

Diversity, Equity, and Inclusion

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued. We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the Office of Institutional Equity and Equal Opportunity. Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

Non-discrimination policy

The University of Kentucky faculty are committed to supporting students and upholding the University's non-discrimination policy. Discrimination is prohibited at UK. If you experience an incident of discrimination we encourage you to report it to Institutional Equity & Equal Opportunity (IEEO) Office, 13 Main Building, (859) 257-8927.

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, the Violence Intervention and Prevention (VIP) program (Frazee Hall – Lower Level; <http://www.uky.edu/StudentAffairs/VIPCenter/>), the Counseling Center (106 Frazee Hall, <http://www.uky.edu/StudentAffairs/Counseling/>), and the University Health Services (<http://ukhealthcare.uky.edu/uhs/student-health/>) are confidential resources on campus.

Policy on children in class

Currently, the university does not have a formal policy on children in the classroom. The policy described here is just a reflection of our commitment to students, staff and faculty parents.

1. All breastfeeding babies are welcome in the classroom as often as necessary.
2. For older children and babies, we understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
3. We ask that all students work with us to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
4. In all cases where babies and children come to class, please sit close to the door and take breaks when needed to minimize disruptions.
5. Finally, we understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. While we maintain the same high expectations for all students in my classes regardless of parenting status, we are happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Course Recordings

The University of Kentucky Code of Student Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress.

Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

Course Copyright

All original instructor-provided content for this course, which may include handouts, assignments, and lectures, is the intellectual property of the instructor(s). Students enrolled in the course this academic term may use the original instructor-provided content for their learning and completion of course requirements this term, but such content must not be reproduced or sold. Students enrolled in the course this academic term are hereby granted permission to use original instructor-provided content for reasonable educational and professional purposes extending beyond this course and term, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship; other uses

of original instructor-provided content require written permission from the instructor(s) in advance.

**Course Review Form
U.S. Citizenship/Diversity/Community**

Reviewer Recommendation

Accept Revisions Needed

Course: TEK 200: 10 Ways of Looking at Climate Change in Kentucky

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:

1) Modules in Weeks 1-10 that present various climate impacts in Kentucky; 2) Final Group Project

Brief description or example:

1) During the course's modules presenting various climate impacts in Kentucky, students will be presented with materials (e.g., readings, videos, lectures, in-class activities) about the causes, contexts, and consequences of each impact. Students will then compose critical and/or creative responses on those materials (e.g., written reflections, creative artwork with an artist's statement). Through these responses, students will be prompted to demonstrate their understanding of the experiences and perspectives of community members, community leaders, and state bodies, as well as the physical, chemical, and biological processes taking place on Kentucky landscapes and in communities.

2) For the final group project, we will select a site in Kentucky experiencing climate impacts, and students will then work in teams to collect primary and secondary data, analyze the data and then develop collectively chosen mitigation and/or adaptation plans related to those impacts. At the start of the project, students will hear from stakeholder experts, such as citizen activists, elected officials, government agency scientists, and scholars in relevant fields. These experts' input will help students understand and frame the issue.

Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:

Modules in Weeks 1-10 that present various climate impacts in Kentucky

Brief description or example:

In each module, through instructor-provided materials and written reflections on those materials, students will examine issues of climate justice, with an emphasis on the causes (at global, national and local scales) and controls, as well as considering the vulnerabilities of certain groups (environmental, economic, political, social) and the various insecurities that affect their resilience (housing, food, income, education, health, accessibility, etc.). Each of these issues is the outcome of a multifaceted environmental issue, triggered not only by a rapidly changing global climate, but also by factors such as changing agricultural practices, funding for farmers, use of water resources, urbanization and unequal development and planning, political rhetoric and legislation. The climate impact often exacerbates pre-existing problems.

Readings, lectures, or presentations that encourage student s to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:

Modules in Weeks 1-10 that present various climate impacts in Kentucky

Brief description or example:

Each module will include the following:

- readings, lectures, and other resources that outline differing perspectives on each topic. For example, a module's resources might include a scientific research article, a citizen science report, city or state legislation, a farmer cooperative discussion, local journalism, an art exhibit, a short story, etc.

- written discussions in which students reflect and respond. In these discussion forums, students will also respond to their classmates, facilitating collaborative learning between students and instructors. This collaborative approach to learning will highlight cultural and social differences among Kentuckians, as students from all over the state will discuss their own responses to the content, as well as understand the differing perspectives presented in the materials provided.

Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:

- a. Societal, cultural, and institutional change over time
- b. Civic engagement
- c. Regional, national, or cross-national comparisons
- d. Power and resistance

Date/location on syllabus of such evidence:

Final Group Project

Brief description or example:

For the final group project, we will select a site in Kentucky experiencing climate impacts, and students will then work in teams to collect primary and secondary data, analyze the data and then develop collectively chosen mitigation and/or adaptation plans related to those impacts. Through this project, students will be required to engage in (a), (c) and (d) and will potentially be engaged in all four foci.

For (a), student teams' proposed plans will be required to address how their plan will lead to societal, cultural, and institutional change in the context of the project site. They may also reflect on how historical change has created the conditions for their proposed plan to be successful.

For (b), student teams' proposed plans may involve civic engagement, either by team members themselves, or as a part of the proposed solution to a climate impact.

For (c), student teams' proposed plans must incorporate comparisons at either the regional, national, or cross-national scale, depending on which is most appropriate for the plan. To assess their plans' likelihood of success, student teams must provide a comparison to implementations of such plans in these other contexts and explain how this comparison informs similarities and differences between such prior implementations and their own recommendations.

For (d), student teams' proposed plans must engage realistically with the question of how power structures and the potential for resistance--whether from individuals, social groups, institutions, or systems--affects their plans' potential for success. Student teams will address how elements of their proposed plans are intended to preemptively respond to power dynamics and the likelihood of resistance.

At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:
Final Group Project

Brief description or example:

For the final group project, we will select a site in Kentucky experiencing climate impacts, and students will then work in teams to collect primary and secondary data, analyze the data and then develop collectively chosen mitigation and/or adaptation plans related to those impacts. Students will be guided in best practices in collaboratively communicating their ideas, both orally and written. Their final deliverables will be required to identify and evaluate conflicts, compromises, and ethical dilemmas associated with their proposed mitigation and/or adaption plans.

Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:
Final Group Project

Brief description or example:

For the final group project, we will select a site in Kentucky experiencing climate impacts, and students will then work in teams to collect primary and secondary data, analyze the data and then develop collectively chosen mitigation and/or adaptation plans related to those impacts. To support their recommended plans, students will be required to draw on secondary research using library and other information sources to compare their proposed plans with prior variations and implementations in other contexts.

Reviewer Comments:

TEK 200: Misinformation and Society

Spring 2024

MWF 11:00-11:50 a.m.

Instructor Information

Name	Dr. Troy Cooper	Dr. Chris Huggins
Email	troy.cooper@uky.edu	christopher.huggins@uky.edu
Office Phone	859-257-9589	859-257-6425
Office Location	332 Lucille Little Library	1575 Patterson Office Tower
Office Hours	MWF 9:30-10:30 a.m. or by appointment	MWF 12:00-1:00 p.m. or by appointment

Course Description:

This course seeks to promote an understanding of misinformation in American society by considering them in the context of communication, information science, and sociology. Misinformation may come from a lack of information, conflicting information, biased information, or deliberately false information. Topics may include the role of media, education, and politics in the creation and dissemination of misinformation, as well as the health, crime, and cultural consequences of misinformation.

Student Learning Outcomes:

By the end of this course, students should be able to:

1. Explain the societal, cultural, and historical effects of misinformation as it pertains to various social groups within American society.
2. Design projects within teams to evaluate the societal responses to various engines of misinformation.
3. Evaluate personal biases and assumptions regarding information retrieval and assessment.

Course Readings and Materials

Course Readings:

- Debunk It! Fake News Edition: How to Stay Sane in a World of Misinformation by John Grant (2019)
- Fake News: Understanding Media and Misinformation in the Digital Age (Information Policy) by Melissa Zimdars and Kembrew MacLeod (2020)
- Additional readings and materials will be posted on Canvas.

Course Policies and Expectations

Communication

The best way to communicate with your instructors is through email. Here are a few things to keep in mind in terms of email etiquette:

- Email us (Dr. Cooper and/or Dr. Huggins) directly at troy.cooper@uky.eu or christopher.huggins@uky.edu.
- Include “TEK 200” in your email’s subject line to help us distinguish between courses.
- We typically respond to email inquiries within 24 hours.
- Please use your university email address for all correspondence (@uky.edu), and be sure to check your email daily for any updates.
- We typically check email during regular business hours (9:00 a.m.-5:00 p.m.)

Participation and Engagement

Active discussion will be expected and encouraged. We want this course to be engaging and useful, and as such, we expect that students will contribute to the class discussions in a productive way. Students are expected to have read all of the assigned readings in advance of each class and should come prepared to discuss. Participation is part of the course grade, which reflects the importance of continued engagement.

Grading Policies

This course will be assessed on a point based system. Therefore, grades will not be rounded up or down (see grading scale below). **If you have concerns about your grade or feedback on any assignment, you have five (5) days after the grade is posted to email us.** Please do not wait until the end of the semester to inquire about grade issues. Typically, grades will only be changed due to a miscalculation.

Late Work Policy

Late assignments will only be accepted under extraordinary circumstances, and in accordance with the university’s excused absence policy (see below). Due dates are posted well in advance, so make sure to plan accordingly. If you know that you will have to miss class or a due date for any reason, please reach out to the instructor(s) to make any necessary arrangements for makeup work. This will be done on a case by case basis. Please note that University Health Service Tier 1 notes are not considered sufficient documentation for an excused absence. Students should view due dates as the last possible time to turn in assignments, not when the work should begin.

Canvas

Information, grades, and readings will be posted to Canvas. Please make sure to check our Canvas page often (multiple times per week). All assignments will be submitted to Canvas unless otherwise specified in class.

Flexibility Clause

As this course's instructors, we reserve the right to modify the course requirements, mode of delivery, and other related policies as circumstances may dictate with sufficient notification to all students. We recognize that unanticipated emergencies may arise that require modifications to our class schedule and/or requirements. *We do not expect to invoke this clause*, but if we need to, you will be notified as soon as possible. Any change will be posted on Canvas and sent to your university email address.

We're Here to Help!

Your educational growth and success are very important to us. We want to see each student perform well in this class. Therefore, please know that we are here to support your learning and success! You are welcome to stop by our office hours or email us if you have any questions. Let's have a great semester!

Course Requirements and Methods of Assessment

- 1. Course Requirement #1:** Students will write a paper assessing the impact of misinformation on different social groups according to their own academic discipline.
Designed to support learning objective 1.
- 2. Course Requirement #2:** Students will collaborate to create a multimedia campaign designed to inform multiple audiences about the identification and combatting of misinformation.
Designed to support learning objective 2.
- 3. Course Requirement #3:** Students will complete a survey about their information literacy at the beginning of the semester, then assess their growth by writing a reflection paper at the conclusion of the course.
Designed to support learning objective 3.
- 4. Course Requirement #4:** Students will attend classes and be an active participant in class discussion and activities.
Designed to support learning objectives 1, 2, and 3.
- 5. Course Requirement #5:** Students will complete various homework assignments throughout the semester.
Designed to support learning objectives 1, 2, and 3.

Assessments

- | | |
|---------------------------------------|------------|
| 1. Misinformation Paper | 100 points |
| 2. Combatting Misinformation Campaign | 200 points |
| 3. Reflection Paper | 50 points |
| 4. Participation | 50 points |
| 5. Minor Assignments and Homework | 100 points |

Total: 500 Points

Our Grading Scale

A	500 to 450
B	449 to 400
C	399 to 350
D	349 to 300
E	299 to 0

Assignment Descriptions

Misinformation Paper

Students will compose a paper (4-5 pages, plus reference page) identifying a form of misinformation within a specific field of study or area of interest. This paper will cover issues of societal and cultural import in the field and how misinformation affects various stakeholders.

Combatting Misinformation Campaign

Students will work within teams to develop a multimedia campaign designed to combat misinformation within a specific field of study or area of interest. This project will combine multiple media to address a variety of audiences in a public-facing manner (e.g. website, PSA, brochure, etc.). Students will present their projects in class toward the end of the semester.

Reflection Paper

Students will compose a self-reflection paper evaluating their own biases and assumptions regarding misinformation and identifying practices and concepts from the course that have shaped their perceptions of misinformation.

Participation

Students will be expected to be fully engaged in class discussions and activities. Attendance does not count as participation.

Minor Assignments/Homework

Students will complete various assignments both in and out of class that will count toward the final grade. These will be announced in class and/or on Canvas.

Representative Examples:

- Work in teams to trace a fake news story back to its origins
- Students create a fake story and groups must discern true from fake news stories
- Students create and index of trustworthy/verifiable sources (databases, etc.)

Tentative Semester Schedule (specific details in Canvas)

Date	Topic(s)	Assignment(s) Due	Instructor's Notes
Weeks 1-3 Unit 1	Introduction to the Course/Intro to Misinformation	Weekly Minor Assignments	
Weeks 4-6 Unit 2	Social Effects of Misinformation	Weekly Minor Assignments	
Weeks 7-9 Unit 3	Media, Politics, and Education and Misinformation	Weekly Minor Assignments	
Weeks 10-12 Unit 4	Health, Crime, and Cultural Consequences Misinformation	Misinformation Paper	
Weeks 13-15 Unit 5	Creating Practical Resources for Combatin Misinformation	Campaign Reflection Paper	

University [Policies](#)

Excused Absences and Acceptable Excuses

Excused Absences: *Senate Rules 5.2.5.2.1* defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a “W,” or the Instructor of Record may award an “I” for the course if the student declines a “W.” (*Senate Rules 5.2.5.2.3.1*)

Religious Observances

Religious Observances: Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. *Senate Rules 5.2.5.2.1(4)* requires faculty to include any notification requirements within the syllabus. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud’s website](#) or calling 859-257-3737.

Verification of Absences

Verification of Absences: Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.5.2.1* states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

Make-Up Work

Make-Up Work: Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the

semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing. According to *SR 5.2.5.2.2*, if a student adds a class after the first day of classes and misses graded work, the instructor must provide the student with an opportunity to make up any graded work.

Excused Absences for Military Duties

Excused Absences for Military Duties: If a student is required to be absent for one-fifth or less of the required course interactions (e.g., class meetings) due to military duties, the following procedure (per *SR 5.2.5.2.3.2*) shall apply:

1. Once a student is aware of a call to duty, the student shall provide a copy of the military orders to the Director of the Veterans Resource Center. The student shall also provide the Director with a list of his/her courses and instructors.
2. The Director will verify the orders with the appropriate military authority, and on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence.
3. The Instructor of Record shall not penalize the student's absence in any way and shall provide accommodations and timeframes so that the student can make up missed assignments, quizzes, and tests in a mutually agreed upon manner.

Unexcused Absences

Unexcused Absences: If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the instructor cannot penalize a student for any unexcused absences. (*SR 5.2.5.2.3.3*)

Prep Week and Reading Days

Prep Week and Reading Days: Per *Senate Rules 5.2.5.6*, the last week of instruction of a regular semester is termed "Prep Week." This phrase also refers to the last three days of instruction of the summer session and winter intersession. The Prep Week rule applies to ALL courses taught in the fall semester, spring semester, and summer session, including those taught by distance learning or in a format that has been compressed into less than one semester or session. This rule does not apply to courses in professional programs in colleges that have University Senate approval to have their own calendar.

Make-up exams and quizzes are allowed during Prep Week. In cases of "Take Home" final examinations, students shall not be required to return the completed examination before the regularly scheduled examination period for that course. No written examinations, including final examinations, may be scheduled during the Prep Week. No quizzes may be given during Prep Week. No project/lab practicals/paper/presentation deadlines or oral/listening examinations may fall during the Prep Week unless it was scheduled in the syllabus AND the course has no final examination (or assignment that acts as a final examination) scheduled during finals week. (A course with a lab component may schedule the lab practical of the course during Prep Week if the lab portion does not also require a Final Examination during finals week.) Class participation

and attendance grades are permitted during Prep Week. The *Senate Rules* permit continuing into Prep Week regularly assigned graded homework that was announced in the class syllabus.

For fall and spring semester, the Thursday and Friday of Prep Week are study days (i.e. “Reading Days”). There cannot be any required "interactions" on a Reading Day. "Interactions" include participation in an in-class or online discussion, attendance at a guest lecture, or uploading an assignment. See *Senate Rules 9.1* for a more complete description of required interactions.

Accommodations Due to Disability

Accommodations Due to Disability: In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in a course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754, [via email \(drc@uky.edu\)](mailto:drc@uky.edu) or visit their [website \(uky.edu/DisabilityResourceCenter\)](http://uky.edu/DisabilityResourceCenter). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

Non-Discrimination Statement and Title IX Information

Non-discrimination and Title IX policy: In accordance with federal law, UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK’s prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK’s Administrative Regulation 6:1 \(“Policy on Discrimination and Harassment”\)](https://www.uky.edu/reg/ar6-1) (<https://www.uky.edu/reg/ar6-1>). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \(“Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation”\)](https://www.uky.edu/reg/ar6-2) (<https://www.uky.edu/reg/ar6-2>). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (Institutional Equity), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [Institutional Equity’s website \(https://www.uky.edu/eo\)](https://www.uky.edu/eo).

Faculty members are obligated to forward any report made by a student related to discrimination, harassment, and sexual misconduct to the Office of Institutional Equity. Students can

confidentially report alleged incidences through the [Violence Intervention and Prevention Center](https://www.uky.edu/vipcenter) (<https://www.uky.edu/vipcenter>), [Counseling Center](https://www.uky.edu/counselingcenter) (<https://www.uky.edu/counselingcenter>), or [University Health Service](https://ukhealthcare.uky.edu/university-health-service/student-health) (<https://ukhealthcare.uky.edu/university-health-service/student-health>). Reports of discrimination, harassment, or sexual misconduct may be made to Institutional Equity [here](#).

Academic Offenses [Rules](#) for Undergraduate and Graduate Students

Senate Rules 6.3.1 ("Plagiarism")

Plagiarism: Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.

Senate Rule 6.3.1 states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be, except under specific circumstances (e.g. Writing Center review, peer review) allowed by the Instructor of Record or that person's designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the Instructor of Record (e.g. individual take-home exams). However, the actual work must be done by the student, and the student alone, unless collaboration is allowed by the Instructor of Record (e.g. group projects).

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules

shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Senate Rules 6.3.2 ("Cheating")

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Senate Rules 6.3.3 ("Misuse of Academic Records")

Misuse of academic records: Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

**Course Review Form
U.S. Citizenship/Diversity/Community**

Reviewer Recommendation

Accept Revisions Needed

Course: UKC TBD

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:

This learning objective is addressed in the unit on the social effects of misinformation.

Brief description or example:

Students will be given examples of how misinformation has led to different outcomes for different societal groups. For example, how COVID vaccination rates varied across groups and why that might be linked to race, political, and SES differences. Students will then demonstrate this LO in the paper assignment.

Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:

This learning objective is addressed in the unit on health, crime, and cultural consequences of misinformation.

Brief description or example:

Students will be taught about the media's role in constructing crime and how that has contributed to racial differences in criminal justice outcomes. Students will then demonstrate this LO in a homework assignment where they are asked to view local news reports about crime, then analyze tables of crime data broken down by race.

Readings, lectures, or presentations that encourage student s to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:

This learning objective is addressed in the unit on the introduction to misinformation.

Brief description or example:

Students will receive lectures and readings on how misinformation is constructed today, how it has been constructed in the past, and how it will likely continue in the future.

Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:

- a. Societal, cultural, and institutional change over time
- b. Civic engagement
- c. Regional, national, or cross-national comparisons
- d. Power and resistance

Date/location on syllabus of such evidence:

This learning objective is addressed in the unit on media, politics, and education.

Brief description or example:

Students will be taught about how political misinformation has affected civic engagement in small (voting) and large (January 6th type insurrection) ways. Similarly, students will learn how misinformation has been used to subjugate certain groups and foment violence, such as in Rwanda, that created a genocide.

At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:

This learning objective is addressed in the campaign assignment and homework assignments.

Brief description or example:

The campaign assignment will ask students to team up to design a public service announcement campaign designed to target multiple audiences. This will require students to decide the best strategy for reaching and informing different groups through different media, such as a video clip and a pamphlet. In a separate homework assignment, students will be asked to argue for or against content moderation on social media sites. This will require students to evaluate the ethical concerns in such a policy.

Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

This learning objective is addressed in the campaign assignment and the misinformation paper.

Brief description or example:

Both the campaign assignment and the misinformation paper will require students to locate and synthesize information from academic sources. Both assignments will require bibliographies that will require students to build and use information literacy.

Reviewer Comments:

Spring 2023
UKC 200

Teamwork and Creativity for Impact

Course Syllabus

A. Course Instructor, Contact Information

Faculty: Ryan A. Hargrove

Contact: ryan.hargrove@uky.edu
Phone: (office) 859.257.3980
(cell) 859.948.3155

Faculty: John B. Nash

Contact: john.nash@uky.edu
Phone: (office) 859.257.7845

Office Hours: Zoom by appointment

Office Hours: Zoom by appointment

Course

Description: This course focuses on a transdisciplinary approach to challenges in wellbeing. The course provides you with the skills, tools, and mindsets to enable you to discover solutions to society's challenges. The techniques and skills learned during the course apply equally well to the business and social sectors as they do to the education sector.

B. Student learning outcomes for the course.

Learning

Outcomes: The following list of outcomes is intended for students participating in this course. By the end of this course, students will be able to...

...**identify** and articulate multiple perspectives on a complex community challenge through research, stakeholder interviews, and expert input.

...**reflect** on their personal growth, team dynamics, and problem-solving process through guided self-assessment activities after each project milestone.

...**effectively** communicate key insights, proposed solutions, and thinking process through public demonstrations of learning at project milestones.

...**collaborate** effectively in diverse teams to scope, investigate, ideate, prototype, and refine solutions for a complex community challenge.

...**apply** human-centered design principles to deeply understand community needs and co-create solutions.

Please see the appendix for a crosswalk of outcomes in the course with TEK learning outcomes and **Core Curriculum Outcome for “Intellectual Inquiry in Arts & Creativity” Area.**

C. Readings

Online Texts (FREE)

- [Remote Design Thinking: A study on how remote teams can apply design thinking effectively](#)
- [6 Tips from IDEO Designers on How to Unlock Insightful Conversations](#)

PDF Texts (FREE)

- [2010 Bootcamp Bootleg](#) (AKA *Bootcamp Bootleg*)
- [Design Thinking for Educators](#) (AKA *DTFE*)
- [Design Thinking for Educators Workbook](#) (AKA *Designer’s Workbook*)
- [The Field Guide to Human Centered Design](#) (AKA *TFGTHCD*)
- [IDEO Human Centered Design Toolkit](#) (AKA *Toolkit*)

Required Videos

- Nightline Episode: The Deep Dive <https://www.youtube.com/watch?v=2Dtrkrz0yoU>
- Getting People to Talk: <https://vimeo.com/138902087>
- Others as assigned

Other reading assignments will be posted in Canvas.

D. Course organization and scope.

Course

Expectations: Students will be exposed to modes of thinking including the discovery, application, integration, and the sharing of knowledge. This will be accomplished in lectures, discussion sessions, and a comprehensive class project.

Creative Challenge Project:

At the core of your course experience are the projects you develop or those brought in by the community partners or by the instructor (depending on the semester the course is taught). The projects establish the instructional foundation of the course to create educational experiences for students.

Where do The Projects Come From?

The students address design challenges that are relevant to their lives and settings in the community. Projects will commonly have the following aspects.

1. Challenge students' creative and intellectual abilities.
2. Be conceptually and technically challenging while retaining minimal cost and physical size.
3. When partners are involved, the project is of deep concern to them, but not on a critical policy or production path.
4. Give the relevant student learning team considerable freedom of action and decision-making authority.

How Long Are the Projects?

The projects will be carried out for a large part of the semester and depend on the partner and the challenge. You can expect the project to start about the third week of the semester and last the rest of the term (again, this could change depending on the challenge and partner).

What Do You Deliver for the Project?

You will create three types of deliverables throughout the semester from student teams, Prototypes, Presentations, and Documentation. You show these in class via four *Show What You Know Days* and a *Project Website*.

Show What You Know Days #1, #2, #3 & #4

On these days, your team shows what they know and are graded according to [this rubric](#).

See the course calendar on Canvas for due dates.

Major Project Website and Brief

Project teams will be required to develop a project website using Google Sites, Weebly or another free platform of their choice.

Assignment: Turn in Website Part 1: User Profile and User Need Documentation

Due Date: See Course Calendar in Canvas.

The following sections must be completed in your project website:

- The **Need**: What is the need your design addresses?
- Your **User**: Show the character composite, Point of View Want Ad, and other user characteristics as you see fit.

Assignment: Turn in Website Part 2: Process and Solution Sections Complete

Due Date: See Course Calendar in Canvas.

Teams should have completed the Solution and Prototype sections of their website.

Assignment: Turn in Website Part 3: All sections complete with case brief

Due Date: See Course Calendar in Canvas.

Submit the URL of your team's documentation website. The website should have pages for the key components of the site (use the titles shown below in bold). The **Team** component should be filled out with team member information:

- Your **Team**
- The **Need**: What is *the need* your design addresses?
- Your **User**: Show the character composite or persona for your user, describing their characteristics
- The **Process**: What was your design approach? The alternatives you considered along the way, how you evaluated them.that led to your design?
- Your **Solution**: What you decided to create. Why.
- Your **Prototype**: A picture, video, sketch, slide deck, etc. of the prototype.
Remember: *Show don't tell.*
- **Lessons Learned**: What did you learn from the process.
- **Case Brief**: Each team must write 100-200 words describing the project which includes
 - the problem
 - the method or design
 - the intended consequences or benefits.
 - at least one link to supplemental information about the project (for instance, a publicly viewable project website, a PDF of a presentation, or a video)
 - One image which will appear with the project brief text. Choose a tasteful image that best represents the project.

Reflection on Your Journey This Semester: Two Forms

During-Term Reflections

Throughout the term, students will complete weekly reflection assignments inside the Unrurl app. These reflections will provide an opportunity for students to pause and think deeply about their learning journey so far. Students will respond to prompts that ask them to consider how their thinking has evolved, what insights they have gained, what concepts they are struggling to grasp, and how their perspective has changed. The goal is for students to become more metacognitive about their learning process and track their growth over the course of the term. Reflections will be graded primarily on completion and quality of insight demonstrated. Roughly one reflection will be assigned per week, for a total of around 15 over the term.

End of Term Reflection

The purpose of this assignment is to prompt you to reflect on our collective experiences this semester.

Please arrange a 30-minute appointment with us on either RANGE OF END OF TERM DATES TO BE ENTERED by [SCHEDULING LINK].

To prepare for our meeting, you will need to complete the following tasks. You should then submit a document based on these tasks, which we will discuss during our appointment. It is estimated that the preparation will take approximately 2-3 hours.

Get comfortable. Equip yourself with your laptop, folders, books, a beverage, and a snack. Open all your necessary folders, Canvas assignments, Word docs, etc.

Task 1

Assemble all your semester work, including:

- Your team formation process
- The quality of your work during various phases:
 - Discovery
 - Synthesis
 - Brainstorming
 - Prototyping
 - Testing and feedback
- Contributions to "Show What You Know" days
- The evolution of your thought process.

Task 2

Review all the assembled work comprehensively.

Task 3

Begin a journal (could be a Word doc, Google doc, paper journal, etc.). Log responses to the questions in this assignment. Share this journal with me before our meeting.

Task 4

Answer the following:

- What parts of your work do you believe were particularly strong? Describe its merits.
- What was less impressive? What facets lacked strength?
- What topic or concept did you glean the most knowledge about?

Task 5

Reflect on your journey:

- What goals did you set at the beginning of the semester? Were they met?
- Did you attempt any unconventional presentation methods?
- Did you uncover insights that you hadn't anticipated?

Task 6

Ponder on the course content:

- Which activity left the most lasting impression? Why?
- List three course readings that resonated with you:
 - 1.
 - 2.
 - 3.
- Which topic piqued your interest the most? Explain.
- Which assignments posed the greatest challenges?
- Highlight any work that you take particular pride in.
- Were there any elements of the course that caught you off-guard?
- Reflect on any lingering or newfound queries or concerns.
- Have you observed any shifts in your thinking patterns?

Task 7

Evaluate your engagement:

- Rate your in-class engagement:
 - Completely absorbed _____
 - Basically paid attention _____
 - Spoke occasionally but remained attentive _____
 - Mostly disinterested; distracted by phone or social media _____

- Gauge your reading completion rate:
 - 90-100% _____
 - 75-89% _____
 - 50-74% _____
 - 25-49% _____
 - Less than 25% _____
- Were your assignments submitted punctually? Number of late submissions: _____
(If applicable, provide reasons and mention if they were communicated in advance.)
- Did you discuss class content externally?
 - Frequently _____
 - Occasionally _____
 - Seldom _____
- Reflect on which aspects of the course you frequently discussed and with whom.
- Your Team's Project Evaluation:
 - Strengths:
 - Weaknesses:
 - Learning points:
 - Missed opportunities:
- Overall Learning Experience: Reflect on the beginning, midpoint, and conclusion of the course.

Final Task (Task 8)

Recommend a grade for yourself: _____

Provide an explanation for your proposed grade.

Ensure you bring your responses, all your work, self-assessments, and any other pertinent materials to our conference.

E. Projected schedule of reading assignments.

Reading

Assignments: Weekly reading assignments are assigned as a supplement to lectures and discussions. These assignments are intended to promote further exploration of creative thinking and aid in the development of responses to contemplation exercises. Students will be responsible for posting two chapter responses each week.

F. Projected schedule of assignments and final project.

See Canvas for the planned schedule

Please note that adjustments may be made to this schedule over the course of the semester. Students will be given ample warning of any changes.

G. Explanation of Grading

This course is comprised of the modules, each addressing an evolving phase of your project design. We use a *learning by doing* approach in this course. The design modules are presented in order with readings, viewings, and assignments in each.

You complete the assignments, which create the building blocks of the creative project.

The Ungraded Part

Assignments are not graded in the traditional sense that each assignment is a percentage of the final grade.

Instead, you will complete assignments and will be provided critical, formative feedback on your work which contributes to developmental improvements in that assignment.

A grade for the course is determined in large measure by you through a [reflective activity](#) and conference with the professor. In the reflective activity, the student assembles all their work for the semester including professor comments and answers reflective questions about what they did, how their goals were met, what they believed they learned, and how much effort they put into their work. Students then suggest a grade for themselves along with a rationale. Students bring their reflection to their conference with the professor along with all their work and anything else they feel is relevant.

Reflective conferences are one-on-one meetings and are held the last week of the semester.

Why?

We were inspired to move to ungraded classes by the work of Professor Susan Blum, who is convinced grades are a barrier: between students and professors, between students and learning. (login with linkblue to [see the articleLinks to an external site.](#))

This approach is also related to a movement known as [labor based gradingLinks to an external site.](#), in which your grades are based on your labor -- on the time and intensity, you put into your writing. It asks you to:

- Focus on ideas
- Write for yourself
- Take risks
- Have a do-over
- Put in the effort

This lets you focus on your ideas and lets us, as instructors, focus on giving you feedback.

Policy on incomplete grades and late assignments

Expectations: Each student's academic assessment is primarily based on the milestones set by teams for their community projects. These milestones play a crucial role in defining the learning and performance objectives throughout the semester.

Public Demonstrations: There will be four designated "Show What You Know Days" where teams present their efforts to the larger community. These dates are predetermined at the beginning of the semester and are pivotal moments for public assessment. Given the nature of these demonstrations, it is fundamentally impossible to make "late" submissions. Public demonstrations either occur as scheduled, or they do not.

Implications for Non-Participation: If a team fails to present during a scheduled public demonstration, it will considerably affect each team member's self-assessment and eventual grade. These public milestones are central to the course and serve as the primary benchmark for evaluating a student's contribution and understanding.

If you have special learning requirements, or learning disabilities, please make your needs known to the instructors as soon as possible so that necessary arrangements can be made if it is appropriate.

H. Policies on attendance, absences, and scheduling makeup work.

Class

Attendance: This course has a Required attendance designation, as attending class is critical for both individual student learning and the overall success of project teams. Much of the work in this course involves team projects, where students depend on each other to collaborate and contribute. When a student is absent, it negatively impacts the rest of their team who are counting on them.

If students miss more than 2 class sessions, they should expect to meet with the instructor to discuss how the absences impact their team and determine if accommodations need to be made. Multiple absences may result in lower peer evaluation scores from teammates for group work. Significant absences may necessitate the student withdrawing and retaking the course so as not to unduly disadvantage the rest of their team.

If an absence is anticipated, students should notify the instructor and their team beforehand. In cases of documented illnesses, family emergencies, or unavoidable circumstances, the instructor will work with the student and their team on reasonable accommodations. Ultimately, attendance is crucial not only for individual learning, but for maintaining a positive team environment where students can rely on each other.

I. Academic Integrity Statement

University

Academic

Integrity

Policy:

We will all follow the rules governing us set forth by the University of Kentucky. For more information, see Part II of “The Code of Student Conduct” which can be viewed online at <http://www.uky.edu/StudentAffairs/Code/part2.html> or can be obtained in the Dean of Students Office. The instructor(s) and the University of Kentucky respect the dignity of all and value differences among members of our academic community. This course contains a lot of discussion. There might even be some debate. This is part of academic discovery and you may respectfully disagree from time-to-time. As a student, you clearly have the right to take reasoned exception - and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, the faculty member has an obligation to ensure that all academic discourse occurs in a context of mutual respect and civility. This does not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other irrelevant factors. If this type of behavior occurs, it will subject to the appropriate course of action prescribed by university policy. You are enrolled in a professional preparation course of study. Part of this course is learning how to work in and create a professional working environment. You should consider our meeting times like a business meeting, please do not disturb the class with mobile telephones, pagers, alarms, or other disruptive behaviors, etc.

Use of Generative AI

GenAI tools such as ChatGPT may be used in this course for the purposes of pre-submission activities such as brainstorming, testing out ideas, editing text, outlining, or structuring an argument. However, learners are responsible for submitting work that meets the assignment standards for quality and factual accuracy. Before submitting any assignment that was aided in any way by GenAI, students are responsible for fact-checking all statements and ensuring that any content drawn from other sources—including the use of GenAI—is appropriately acknowledged through the citation practices used in this course. By keeping track of your AI use and sharing your experiences, we all gain understanding, identify potential issues in this rapidly changing field, and discover better ways to use the resources for our objectives. If you have any questions or concerns about this policy, contact us before submitting any assignments.

Right of

Inquiry:

University of Kentucky Student Code of Conduct and Information Technology:

We will follow policies and procedures set forth by the University of Kentucky. More information can be found at <http://ukcc.uky.edu/policies> and related pages. More information about student conduct can be found at <http://www.uky.edu/StudentAffairs/Code/>.

J. Statement for students with disabilities

If you have a documented disability that requires academic accommodations, please see Henry Jackson as soon as possible during scheduled office hours or another time. In order to receive accommodations in this course, you must provide Henry Jackson with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu).

K. Class Recording Notification

The University of Kentucky Student Code of Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress.

Meetings of this course may be recorded. All video and audio recordings of lecturers and class meetings, provided by the instructors, are for educational use by students in this class only. They are available only through the Canvas shell for this course and are not to be copied, shared, or redistributed.

As addressed in the Student Code of Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.

If the instructor or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an "authorization of use" form by a faculty member.

Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

All content for this course, including handouts, assignments, and lectures are the intellectual property of the instructors and cannot be reproduced or sold without prior permission from the instructors. A student may use the material for reasonable educational and professional purposes extending beyond this class, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship.

L. Diversity, Equity, and Inclusion

<https://www.uky.edu/universitysenate/syllabus-dei>

Note: Syllabus Subject to Change:

The instructor reserves the right to modify this syllabus and subsequent course assignments during the semester to meet the learning objectives of this course. Prior notice will be given when this occurs.

Appendix

Learning Intention	TEK Learning Outcome	Core Curriculum Outcome for “Intellectual Inquiry in Arts & Creativity” Area
Students will be able to identify and articulate multiple perspectives on a complex community challenge through research, stakeholder interviews, and expert input.	Identify Multiple Viewpoints	Evidence that students utilize readings, lectures, presentations or other resources to define and distinguish approaches (historical, theoretical, and methodological issues) to "creativity" as appropriate to the disciplinary practices specific to the subject, medium, or approach of this course.
Students will be able to reflect on their personal growth, team dynamics, and problem-solving process through guided self-assessment activities after each project milestone.	Reflect on Process and Growth	A process whereby students evaluate the process and results of their own creative endeavors and, using that evaluation, reassess and refine their work.
Students will be able to effectively communicate key insights, proposed solutions, and thinking process through public demonstrations of learning at project milestones.	Communicate Ideas	Students create an artifact (e.g. an object, product, installation, presentation, record of a performance etc.) that demonstrates personal engagement with the creative process either as an individual or as part of a collaborative.
Students will be able to collaborate effectively in diverse teams to scope, investigate, ideate, prototype, and refine solutions for a complex community challenge.	Collaborate in Teams	Assignments or exercises that require students to demonstrate the ability to critically analyze work produced by other students in this course and in co-curricular events using appropriate tools.
Students will be able to apply human-centered design principles to deeply understand community needs and co-create solutions.	Identify Multiple Viewpoints	Processes and assignments where students apply the logic, laws, and/or constraints of the area of study, (e.g, "out of the box" thinking or application of given rules or forms).

**Course Review Form
Intellectual Inquiry in Arts & Creativity**

Reviewer Recommendation

Accept Revisions Needed

Course: Teamwork and Creativity for Impact

Using the course syllabus as reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

An artifact (e.g. an object, product, installation, presentation, record of a performance etc.) that demonstrates personal engagement with the creative process either as an individual or as part of a collaborative.

Example(s) from syllabus:

- The Creative Challenge Project (CCP);
- Reflections

Brief Description:

- In the CCP, students conduct user research, interview users, and incorporate expert advice
- Students reflect on their metacognitive journey within the course at critical transition points in the CCP.

Evidence that students utilize readings, lectures, presentations or other resources to define and distinguish approaches (historical, theoretical, and methodological issues) to “creativity” as appropriate to the disciplinary practices specific to the subject, medium, or approach of this course.

Example(s) from syllabus:

- The Creative Challenge Project (CCP)

Brief Description:

- Completion of necessary tasks in the discovery phase of the CCP.

The processes and assignments where students apply the logic, laws, and/or constraints of the area of study, (e.g. “out of the box” thinking or application of given rules or forms).

Example(s) from syllabus:

- The Creative Challenge Project (CCP)

Brief Description:

- The CCP is comprised of 5 phases, each of which has subcomponents which define the quality of the phase.

Assignments or exercises that require students to demonstrate the ability to critically analyze work produced by other students in this course and in co-curricular events using appropriate tools.

Example(s) from syllabus:

- Show What You Know Days

Brief Description:

- On these 4 occasions, student teams publicly demonstrate their learning and classmates offer structured critical feedback.

The process whereby students evaluate the process and results of their own creative endeavors and, using that evaluation, reassess and refine their work.

Example(s) from syllabus:

- Reflections;
- Show What You Know Days;
- Course meetings

Brief Description:

- Students reflect on their metacognitive journey within the course at critical transition points in the CCP.
- During Show What You Know Days students reflect on the quality of the presentation based on peer feedback;
- In course meetings, instructors offer real-time feedback on project process. .

Describe how students demonstrate the use of information literacy resources:

Reviewer's Comments:

TEK 200:

Reimagining Creative Spaces Across the Commonwealth

Core Area: Inquiry in Arts and Creativity
T/TH 9:30-10:45 AM

Instructors

Patrick Lee Lucas, Professor
School of Interiors, College of Design
patrickleelucas@uky.edu

Rose Winter Phong, Assistant Professor
Department of Arts Administration, College of Fine Arts
winter.phong@uky.edu

Rachel Shane, Professor and Chair
Department of Arts Administration, College of Fine Arts
rachel.shane@uky.edu

Course Description

Arts and cultural organizations of varying sizes have the same goal to attract audiences and participants to wide-ranging spaces and locations, often in older cultural facilities or in old buildings adapted for creative purposes. In Kentucky's small towns, particularly, these organizations provide significant community spaces for sharing, sometimes serving as the only spaces in the community where citizens connect. The rejuvenation of these important creative spaces brings vitality to Kentucky with significant economic, cultural, and social impact. Through TEK200, we address this critical issue – how arts and cultural organizations provide quality spaces for encountering and understanding others – that remains at the forefront of the healthy and livable communities we all seek to advance Kentucky in the twenty-first century.

Learning Objectives

- I. Define and distinguish different approaches (historical, theoretical, and methodological issues) to “creativity” by identifying multiple points of view for problem-solving in transdisciplinary ways.

- II. Apply the logic, laws, or constraints of the area of study by collaborating in teams to create tangible products that use transdisciplinary approaches to solve real-world and workforce problems.
- III. Demonstrate the ability to critically analyze work produced by other students in this course by communicating ideas as they develop and disseminating transdisciplinary approaches to address critical issues.
- IV. Evaluate the results of their own creative endeavors and, using that evaluation, reassess and refine their work by reflecting on their process and growth in navigating complex real-world and workforce problems through transdisciplinary approaches.

Required Texts

Primary Reading Selections:

Borrup, Tom. 2006. *The Creative Community Builder's Handbook : How to Transform Communities Using Local Assets, Art, and Culture*. Saint Paul, Minn: Fieldstone Alliance.

Borwick, Doug. 2012. *Building Communities, Not Audiences: The Future of the Arts in the United States*. Winston-Salem, North Carolina: ArtsEngaged.

Goldbard, Arlene. 2006. *New Creative Community: The Art of Cultural Development*. Oakland, California: New Village Press. Optional

Stephenson, Max O. and A. Scott Tate. 2015. *Arts and Community Change: Exploring Cultural Development Policies, Practices and Dilemmas*. New York, New York: Routledge. Optional

All additional readings will be provided on Canvas. Students needing to request print copies of readings should do so before the reading is due and by sending an email to the instructors. All links will be converted to pdf copies and use text recognition to allow for screen reader use.

Major Assignments

Team-based Project

Collaboration to investigate, research, and undertake transdisciplinary analysis for artist and creative-based spaces. These student teams will be working with real community spaces to examine needs.

Within the teams, students will complete the following assignments:

Community Map (Outcome III)

Working on teams, students will create a community map to identify all the artist and creative spaces along with tangential community spaces.

Assessment Framework (Outcome I)

Student groups will create an assessment framework and implement it within the course.

- Organizational Analysis - strengths, weaknesses, opportunities, threats, diversity, equity inclusion, accessibility, and sustainability (administrative perspective)
- Community Analysis - political, economic, social, technology, legal, and environmental (policy perspective)
- Visual Analysis - diagramming spaces to understand relationships, observe wear and tear, observation of users, a material study of space, HVAC assessment (design perspective)

Inventory Analysis (Outcome II)

After completing readings and considering the approaches, student teams return to each site to share the data and feedback gathered with each other and community-based partners.

The objective of this project is to develop and apply an assessment framework to gain insights into various aspects of a community arts space. This assessment will be shared with the community-based partners.

Organizational Analysis

From the organizational perspective, assess the strengths, weaknesses, opportunities, threats, diversity, equity, inclusion, accessibility, and sustainability of the organization within the community. Provide evidence-based insights into these aspects, using data and research to support your findings.

Community Analysis

From a policy perspective, analyze the political, economic, social, technological, legal, and environmental factors impacting the community where the arts organization is located. Identify key trends and challenges within these areas, and discuss the related implications.

Visual Analysis

Conduct a visual analysis of the space, focusing on understanding relationships of those within the space, wear and tear on the facility, attendee experience, user observations, materials used, and HVAC (Heating, Ventilation, and Air Conditioning) assessments. Present your visual findings through diagrams, photographs, and descriptions.

Community Map

Share a comprehensive community map that identifies and categorizes all the artist and creative spaces within the community. Include tangential community spaces such as parks, cultural landmarks, and community centers. Use

appropriate symbols or legends to represent different types of spaces on the map.

Inventory Analysis Presentation

The Inventory Analysis will be shared as a presentation with the community partners. Each group should present their assessment framework, key findings, and the community map. Use visuals, charts, and diagrams to enhance the clarity and impact of your presentation.

Inventory Analysis Final Report

The Inventory Analysis Final Report will combine the information shared with the community partners in the presentation modified with the feedback from instructors and community partners.

Additionally, the Inventory Analysis Final Report will include a final progress memo and each student will complete a personal reflection.

Progress Memos (Reflection) (Outcome IV)

Students will provide updates and reflections on the group's work and what steps are left to be completed. Each progress memo will reflect the tasks completed and findings thus far. For each task, students should describe the purpose, the experience of completing the task, the impact of the task on the overall project, and a reflection on the takeaways learned since the last progress memo. Additionally, students will describe the next steps between now and the next progress memo and ask questions that they have about moving forward.

Personal Reflection (Outcome IV)

Students will reflect on their own experiences and what they have learned about transdisciplinary approaches. They will examine the approaches they have learned and put into action and the impacts on their own ways of working.

Course Schedule

Course syllabus subject to change.

Week One: January 8-12		
Date	Topic	Assignments
January 9	Importance of arts and cultural spaces to small communities, Transdisciplinary approaches	
January 11	Who are key stakeholders in a small community?	
Week Two: January 15-19		
January 16	Primary and secondary data <ul style="list-style-type: none"> • What is it? What does it tell you? 	Assign towns and groups
January 18	Arts extension agent group interviews	
Week Three: January 22-26		
January 23	Gathering information and data onsite in arts and cultural facilities	Schedule Site Visits
January 25	Writing questions, mapping info, making sense of data, telling the story	
Week Four: January 29- February 2		
January 28	Singletary Center for the Arts	Singletary Center Assessment – guided activity with instructors
February 1	UK Art Museum	Art Museum Assessment – guided activity with instructors
Week Five: February 5-9		
February 6	Translating Singletary exercises to visual graphics and written reports <ul style="list-style-type: none"> • using visual assessment, 	Observation activity at an arts and cultural space

	<ul style="list-style-type: none"> ● using photography, ● seat wear, ● accessibility, ● traffic patterns, ● “from the car door closing and back to the car” 	
February 8	Translating Singletary and UK Art Museum, Part 2	
Week Six: February 12-16		
February 13	Translating Singletary and UK Art Museum to small-town contexts	Developing a Community Map – summarize information, and context for community space
February 15	Translating Singletary and UK Art Museum to small-town contexts	Due: <ul style="list-style-type: none"> ● Community Map draft
Week Seven: February 19-23		
February 20	Understanding, Translating, & Connecting Primary and Secondary Data <ul style="list-style-type: none"> ● What to collect and why? 	Due: <ul style="list-style-type: none"> ● Progress Memo #1 Small Group Site Visits
February 22	Continue: Primary and Secondary Data	Small Group Site Visits
Week Eight: February 26-March 1		
February 27	Understanding, Translating, & Connecting Primary and Secondary Data <ul style="list-style-type: none"> ● Census data ● Social media posts ● City documents 	Small Group Site Visits
February 29	Translating data/surveys	Small Group Site Visits
Week Nine: March 4-8		
March 5	Compiling and Designing Primary and Secondary Data	Due: <ul style="list-style-type: none"> ● Progress Memo #2

	<ul style="list-style-type: none"> Visual Materials: infographics, charts, tables, slides, photos, etc. 	
March 7	Compiling and Designing Primary and Secondary Data <ul style="list-style-type: none"> Visual Materials: infographics, charts, tables, slides, photos, etc. 	Due: <ul style="list-style-type: none"> Assessment Framework: Share Version 1 with the class
Spring Break: March 11-15		
Week Ten: March 18-22		
March 19	What's missing?	Small group follow up with assigned towns for additional questions and data needs
March 21	What's missing?	Small group follow up with assigned towns for additional questions and data needs
Week Eleven: March 25-29		
March 26	Project work days	Reviews in class by instructors and peers; workshops about presenting, sharing, eliciting feedback
March 28	Project work days	Due: <ul style="list-style-type: none"> Progress Memo #3 Reviews in class by instructors and peers; workshops about presenting, sharing, eliciting feedback
Week Twelve: April 1-5		
April 2	Practice presentations: Groups 1, 2, & 3	Reviews in class by instructors and peers
April 4	Practice presentations: Groups 4 & 5	Reviews in class by instructors and peers
Week Thirteen: April 8-12		
April 9	Group 1 & 2 Site Analysis	Presentations to community groups

	Presentations: <ul style="list-style-type: none"> ● 20-minute presentations ● 10 feedback ● 15 overall to discuss 	
April 11	Group 3 & 4 Site Analysis Presentations: <ul style="list-style-type: none"> ● 20-minute presentations ● 10 feedback ● 15 overall to discuss 	Presentations to community groups
Week Fourteen: April 15-19		
April 16	Group 5 Site Analysis Presentation: <ul style="list-style-type: none"> ● 20-minute presentation ● 10 feedback ● 15 overall to discuss 	Presentations to community groups
April 18	Final marching orders for the groups to prep for week 15	Due: <ul style="list-style-type: none"> ● Progress Memo #4
Week Fifteen: April 22-26 (Prep Days 22-24; Reading Days 25-26)		
April 23	9:30-9:50: Group 1 Meeting with Instructors 9:50-10:10: Group 2 Meeting with Instructors 10:10-10:30: Group 3 Meeting with Instructors	
April 25	9:30-9:50: Group 4 Meeting with Instructors 9:50-10:10: Group 5 Meeting with Instructors	
Finals Week: April 29-May 2		
<i>Submission of Final Community Project Due Tuesday, April 30 by 10:00 AM</i> <ul style="list-style-type: none"> ● <i>Community Map</i> ● <i>Assessment Framework</i> ● <i>Final Progress Memo</i> ● <i>Personal Reflections</i> 		

Assessment + Evaluation

Students in this course will use a variety of approaches to uncover approaches to creative spaces in the Commonwealth. . Assignments are distributed as follows:

Team-Based Project	60%
Progress Memos	20%
Personal Reflection	10%

Students learn through a combination of lectures, discussion, web experiences, exercises, field visits, and in-class exercises applying concepts and evaluating creative spaces . It is our responsibility as a teaching team to give lectures, facilitate and grade discussions, and answer questions. It is your responsibility to attend all lectures, make good notes, read the required readings, turn in all assignments on a timely basis, participate fully, and share any questions.

Grades for assignments in this course will be dispersed by the instructors after the completion, submission, and evaluation of each assignment. In addition to evaluation by your instructors, your projects may also be scored by professional designers, project clients, industry representatives, other University instructors, and your peers or a combination thereof.

Late work submitted without prior approval and arrangements with the instructors will be subject to a grade reduction. Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Letter grades shall be understood to represent:

- A – Assigned work completed substantially above the final expectation for the course level. Work represents exceptional understanding of design issues in relation to the subject matter of the course. Work relies upon both consideration of relevant analysis and original design investigations for the deliverable. (U.S.R. 5.1.1: “Represents an exceptionally high achievement as a result of aptitude, effort and intellectual initiative.”)
- B – Assigned work completed above the final expectation for the course level. Work demonstrates strong understanding of design issues in relation to the subject matter of the course. Work shows relevant analysis and a strong level of design investigation for the deliverable. (U.S.R. 5.1.1: “Represents a high achievement as a result of ability and effort.”)
- C – Assigned work completed at the average expectation for the course level. Work represents good (or basic) understanding of design issues in relation to the subject matter of the course. Work does not exhibit significant strong analysis or investigation. (U.S.R. 5.1.1: “Represents satisfactory achievement for undergraduates.”)
- D – Assigned work completed below average expectations for the course level. Work demonstrates potential to improve at least one grade level in regards to design issues. While one aspect of the work may be average, strong, or exceptional, the overall work does not illustrate strong analysis or investigation. Work may rely solely upon student talent or preferences without consideration of academic design issues. (U.S.R. 5.1.1: “Represents unsatisfactory achievement and is the minimum grade for which credit is given.”)

- E – Assigned work that fails to demonstrate understanding or recognition of design issues for the subject matter of the course. Work does not exhibit the potential to improve to average expectations. (U.S.R. 5.1.1: “Represents unsatisfactory performance and indicates failure in the course.”)

Grading scale for undergraduates:

90 – 100% = A 80 – 89% = B 70 – 79% = C 60 – 69% = D Below 60% = E

Attendance Policy

For excused absences, students need to notify the professor of absences prior to class when possible. Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, (e) interviews for full-time job opportunities post-graduation and interviews for graduate or professional school, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, <http://www.uky.edu/ombud/excused-absences>).

If a student has excused absences in excess of one-fifth of the class contact hours for that course (participation activities for an online course, as defined in 5.2.4.1.A), the student shall have the right to receive a “W”, or the Instructor of Record may award an “I” for the course if the student declines to receive a “W”.

Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences: Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Late Work

Unless previous arrangements have been made with the instructor, late assignments will not be accepted. Approved late assignments will receive the equivalent of a one-letter grade deduction per calendar day late. (On the numeric scale, a one-letter grade deduction will equal the

corresponding point deduction.) Assignments submitted late, as the result of an excused absence, will not be penalized.

Accessibility Statement

The University of Kentucky offers academic accommodations through the Disability Resource Center (DRC) for qualified students with documented disabilities. If you require accommodations, please see me as soon as possible during office hours or by scheduling an appointment. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the DRC, located at 725 Rose Street, Suite 407. For more information, visit: <https://www.uky.edu/DisabilityResourceCenter/>.

Inclusive Learning Statement

Students are entitled to receive instruction free from interference by other members of class. Therefore, whenever you are present in class, you are expected to participate and contribute in a non-disruptive manner. Verbally or physically aggressive behavior will not be tolerated. Avoid racist, sexist, homophobic, or other negative language that may exclude or denigrate members of our campus and our classroom. Additionally, avoid unnecessary disruptions during class time, including but not limited to private conversations, reading outside material, doing work for other classes, making/receiving phone calls or text messages. Any student engaging in these kinds of aggressive or disruptive behaviors will be asked to leave the classroom.

Statement on Diversity, Equity, and Inclusion

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community ([Governing Regulations XIV](#)). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the [Office of Institutional Equity and Equal Opportunity](#). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

Statement on the Use of GenAI Tools

GenAI tools may be used in this course for the purposes of pre-submission activities such as brainstorming, testing out ideas, editing text, outlining, structuring an argument, preliminary/working image development, etc. However, learners are responsible for submitting work that meets the assignment standards for quality and factual accuracy. Before submitting any assignment that was aided in any way by GenAI, students are responsible for fact-checking all

statements and ensuring that any content drawn from other sources – including the use of GenAI – is appropriately acknowledged through the citation practices used in this course. By keeping track of your AI use and sharing your experiences, we all gain understanding, identify potential issues in this rapidly changing field, and discover better ways to use the resources for our objectives. If you have any questions or concerns about this policy, contact your instructor before submitting any assignments.

University Resources

The Writing Center. Call (859) 257-1368, or visit the Writing Center – located in room B108B of the W.T. Young Library. For more information, visit: <https://wrd.as.uky.edu/writing-center>.

Presentation U! Peer Tutoring. Visit Pres. U! Peer Tutoring if you need help with any of the following: (1) brainstorming project topics, (2) creating outlines, essay writing, research papers, (3) effectively using APA/MLA style, (4) practicing oral presentations, and (4) designing and constructing effective visual aids including PowerPoint, Prezi, websites, videos, and digital projects. Pres. U! Peer Tutoring is conveniently located at the Hub in W. T. Young Library and at the eStudio located in the Student Commons of the R.G. Anderson Building. Visit www.uky.edu/UGE/pres-u for complete hours. Tutoring services are available on a drop-in basis, as well as a scheduled face-to-face or online appointment. For questions about this service, please contact Rachael Deel at rachael.deel@uky.edu.

Presentation U! Academic Coaching. Academic Coaching is an opportunity for students to work with an undergraduate peer or graduate student to identify strengths and weaknesses related to their learning and study strategies. Our CRLA certified trained coaches will collaboratively work with you on an ongoing basis to develop an action plan, fill in the gaps, and support you to meet your goals. You can schedule an individual coaching appointment or drop-in. Visit <http://www.uky.edu/tl/academic-coaching> to view the drop-in schedule or make an appointment. For questions about this service, please contact Rachael Deel at rachael.deel@uky.edu.

The Study. The Study offers free, drop-in peer tutoring for over 40 UK CORE Math, Science and Business courses. The Study is open Monday-Thursday, 2-10pm in two locations:

The Study North and The Study Central. This year The Study will be open Sundays, 4pm-10pm!

Counseling Services. There are often many pressures and stresses associated with balancing school, work, family, relationships, along with the general complexities of our lives. If you are having personal difficulties, please consider talking with someone at the University Counseling Center (859) 257-8701. For more information visit:

<http://www.uky.edu/StudentAffairs/Counseling/>.

VIP Center and Bias Incident Response Team (B.I.R.T.) If you experience a bias incident, you can receive support at the VIP Center, located in the basement of Frazee Hall, Monday – Friday from 8:30 am – 5:00 pm. To make a report about a bias incident, you can fill out the Bias Incident Report Form here: https://cm.maxient.com/reportingform.php?UnivofKentucky&layout_id=20. For more information on the VIP Center and bias incident support services, visit:

<http://www.uky.edu/vipcenter/>

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The

minimum penalty for a first significant offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to, a published article, book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be, except under specific circumstances (e.g. Writing Center review, peer review) allowed by the instructor of record or that person's designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor. Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the instructor of record (e.g. individual take-home exams). However, when the actual work must be done by the student, and the student alone, unless collaboration is allowed by the instructor of record (e.g. group projects).

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Class Recording Notification

The University of Kentucky Student Code of Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress. Meetings of this course may be recorded. All video and audio recordings of lecturers and class meetings, provided by the instructors, are for educational use by students in this class only. They are available only through the Canvas shell for this course and are not to be copied, shared, or redistributed. As addressed in the [Student Code of Conduct](#), students are expected to follow appropriate university

policies and maintain the security of linkblue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments. If the instructors or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an “authorization of use” form by a faculty member. Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructors.

All content for this course, including handouts, assignments, and powerpoint lectures are the intellectual property of the instructors and cannot be reproduced or sold without prior permission from the instructors. A student may use the material for reasonable educational and professional purposes extending beyond this class, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship.

Face-Covering/Distancing Policy

The Senate Council endorses the following recommended syllabus statements for faculty teaching face-to-face courses.

- In accordance with University guidelines, students must wear UK-approved face coverings in the classroom and academic buildings (e.g., faculty offices, laboratories, libraries, performance/design studios, and common study areas where students might congregate). If UK-approved face coverings are not worn over the nose and mouth, students will be asked to leave the classroom.
- Students should complete their daily online wellness screening before accessing university facilities and arriving to class.
- Students should not move chairs or barriers in classrooms and should socially distance at all times, leaving a six (6) foot radius from other people. Masks and hand sanitizer can be found {specific location in building} if needed.
- Students should leave enough space when entering and exiting a room. Students should not crowd doorways at the beginning or end of class.
- The instructor may choose to remove a mask when pedagogically necessary at the front of the classroom and behind a clear barrier. The instructor's mask will be replaced when it is no longer necessary to have it removed, or when the class meeting is complete.

Course Review Form
Intellectual Inquiry in Arts & Creativity

Reviewer Recommendation

Accept Revisions Needed

Course: Re-Imagining Creative Spaces Across the Commonwealth

Using the course syllabus as reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

An artifact (e.g. an object, product, installation, presentation, record of a performance etc.) that demonstrates personal engagement with the creative process either as an individual or as part of a collaborative.

Example(s) from syllabus:
Community Map

Brief Description:

Working in teams, students will create a community map to identify all the artist and creative spaces along with tangential community spaces.

Evidence that students utilize readings, lectures, presentations or other resources to define and distinguish approaches (historical, theoretical, and methodological issues) to “creativity” as appropriate to the disciplinary practices specific to the subject, medium, or approach of this course.

Example(s) from syllabus:
Inventory Analysis

Brief Description:

With readings, lectures, presentations, interviews, and other forms of community engagements, students will develop an inventory analysis to present to their peers and community-based partners.

The processes and assignments where students apply the logic, laws, and/or constraints of the area of study, (e.g, “out of the box” thinking or application of given rules or forms).

Example(s) from syllabus:
Assessment Framework

Brief Description:

Students will learn organizational, community, and visual analysis techniques to re-imagine creative spaces in the Commonwealth, resulting in the Assessment Framework.

Assignments or exercises that require students to demonstrate the ability to critically analyze work produced by other students in this course and in co-curricular events using appropriate tools.

Example(s) from syllabus:
Progress Memos

Brief Description:

Students will provide reflections on individual and group work at several points during the course through Progress Memos. These will be reviewed during share sessions in class.

☒ The process whereby students evaluate the process and results of their own creative endeavors and, using that evaluation, reassess and refine their work.

Example(s) from syllabus:
Personal Reflection

Brief Description:

At the end of the course, students will complete a personal reflection to examine their own growth, their understanding of transdisciplinary education, and their contributions to creative communities.

Describe how students demonstrate the use of information literacy resources:

Students will gather, analyze, interpret, and translate quantitative and qualitative data in the Assessment Framework , paying careful attention to fidelity and accuracy of information sources.

Reviewer's Comments:

UKC Experimental Course Submission Form

The UKC prefix allows for faculty to propose a course for the UK Core and to teach it up to two times prior to submitting it for formal approval. We encourage faculty to be “experimental” in their approaches, while also ensuring that the course meets the learning outcomes for a UK Core course area as defined by the relevant course template.

Date of submission: 09/25/2023

Course Title: Reimagining Creative Spaces in the Commonwealth
Patrick Lee Lucas/Rose Winter

Instructor/Contact: Phong/Rachel Shane Department:
patrickleelucas@uky.edu; winter.phong@uky.edu;

Email: rachel.shane@uky.edu Phone:

Check which course area you are submitting to (course number assigned after approval):

- | | |
|---|---|
| <input checked="" type="checkbox"/> UKC 100-109 – Arts and Creativity | <input type="checkbox"/> UKC 300-309 – Arts and Creativity - UD |
| <input type="checkbox"/> UKC 110-119 – Humanities | <input type="checkbox"/> UKC 310-319 – Humanities – UD |
| <input type="checkbox"/> UKC 120-129 – Nat/Phys/Math Sci | <input type="checkbox"/> UKC 320-329 – Nat/Phys/Math Sci - UD |
| <input type="checkbox"/> UKC 130-139 – Social Sciences | <input type="checkbox"/> UKC 330-339 – Social Sciences – UD |
| <input type="checkbox"/> UKC 140-149 – Comp & Com I | <input type="checkbox"/> UKC 340-349 – Comp & Com I – UD |
| <input type="checkbox"/> UKC 150-159 – Comp & Com II | <input type="checkbox"/> UKC 350-359 – Comp & Com II – UD |
| <input type="checkbox"/> UKC 160-169 – Quant. Foundations | <input type="checkbox"/> UKC 360-369 – Quant. Foundations – UD |
| <input type="checkbox"/> UKC 170-179 – Stat. Infer. Reasoning | <input type="checkbox"/> UKC 370-379 – Stat. Infer. Reas. – UD |
| <input type="checkbox"/> UKC 180-189 – US Citizenship | <input type="checkbox"/> UKC 380-389 – US Citizenship – UD |
| <input type="checkbox"/> UKC 190-199 – Global Dynamics | <input type="checkbox"/> UKC 390-399 – Global Dynamics - UD |

Approvals

Proposer:		9/26/23	
	<i>Rose Winter</i> <i>Rachel Shane</i>	Date	<i>25 Sept 2023</i>
Dept Chair:		Date	9/26/2023
Dean:		Date	9/26/2023

In addition to this form also provide:

- A completed UK Core Course Review form for the area to be addressed, e.g., Inquiry in Humanities. This insures alignment with the area template.
- A course syllabus that addresses all learning outcomes from the relevant course template. The syllabus must also conform to Senate Syllabi Guidelines.

Please submit this signed form, or have it forwarded electronically from the Deans office, which will suffice as evidence of College approval, along with the relevant course review form and syllabus to Mrs. Joanie Ett-Mims (joanie.ett-mims@uky.edu) in the Office of Undergraduate Education for review.

UKC Experimental Course Submission Form

The UKC prefix allows for faculty to propose a course for the UK Core and to teach it up to two times prior to submitting it for formal approval. We encourage faculty to be “experimental” in their approaches, while also ensuring that the course meets the learning outcomes for a UK Core course area as defined by the relevant course template.

Date of submission: 10/03/2023

Course Title: HJS 324

Instructor/Contact: Martin Luther Chan

Department: MCL

Email: martinluther@uky.edu

Phone: 859-257-3761

Check which course area you are submitting to (course number assigned after approval):

- | | |
|---|---|
| <input type="checkbox"/> UKC 100-109 – Arts and Creativity | <input type="checkbox"/> UKC 300-309 – Arts and Creativity - UD |
| <input type="checkbox"/> UKC 110-119 – Humanities | <input type="checkbox"/> UKC 310-319 – Humanities – UD |
| <input type="checkbox"/> UKC 120-129 – Nat/Phys/Math Sci | <input type="checkbox"/> UKC 320-329 – Nat/Phys/Math Sci - UD |
| <input type="checkbox"/> UKC 130-139 – Social Sciences | <input type="checkbox"/> UKC 330-339 – Social Sciences – UD |
| <input type="checkbox"/> UKC 140-149 – Comp & Com I | <input type="checkbox"/> UKC 340-349 – Comp & Com I – UD |
| <input type="checkbox"/> UKC 150-159 – Comp & Com II | <input type="checkbox"/> UKC 350-359 – Comp & Com II – UD |
| <input type="checkbox"/> UKC 160-169 – Quant. Foundations | <input type="checkbox"/> UKC 360-369 – Quant. Foundations – UD |
| <input type="checkbox"/> UKC 170-179 – Stat. Infer. Reasoning | <input type="checkbox"/> UKC 370-379 – Stat. Infer. Reas. – UD |
| <input type="checkbox"/> UKC 180-189 – US Citizenship | <input type="checkbox"/> UKC 380-389 – US Citizenship – UD |
| <input checked="" type="checkbox"/> UKC 190-199 – Global Dynamics | <input type="checkbox"/> UKC 390-399 – Global Dynamics - UD |

Approvals

Proposer: _____ Date _____

Dept Chair: _____ Date _____

Dean: _____ Date _____

In addition to this form also provide:

- A completed UK Core Course Review form for the area to be addressed, e.g., Inquiry in Humanities. This insures alignment with the area template.
- A course syllabus that addresses all learning outcomes from the relevant course template. The syllabus must also conform to Senate Syllabi Guidelines.

Please submit this signed form, or have it forwarded electronically from the Deans office, which will suffice as evidence of College approval, along with the relevant course review form and syllabus to Mrs. Joanie Ett-Mims (joanie.ett-mims@uky.edu) in the Office of Undergraduate Education for review.

🚩 Hebrew & Jewish Studies 324

Proposed New Title:

Jewish Civilization I: From Bible Times to 1492

היסטוריה יהודית חלק א': מימי קדם עד 1492

סמסטר האביב / Spring 2023

אוניברסיטת קנטקי – University of Kentucky

Professor Name:	Dr. Martin Luther Chan
Contact Information:	martinluther@uky.edu
Course Meeting times:	TR, 2: 00-3: 15pm
Office Hours & Location	TR, 12: 00 -1: 30; 1469 Patterson Office Tower

COURSE DESCRIPTION

An overview of the history and cultural evolution of the Jewish people from the Biblical Period until 1492.

GLOBAL DYANMICS: STUDENT LEARNING OUTCOMES

By the end of the course, students should be able to do the following:

- **To make sure that students demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world**, students will learn to pinpoint key developments and formative periods in the development of Jewish identity.
- **To make sure students demonstrate an understanding of the civic and other responsibilities of participating in a diverse, multiethnic, and multilingual world community**, students will be able to engage in discussions surrounding the political and social structure of ancient Israel.
- **To make sure students demonstrate an awareness of how individual and collective decision-making often generate ethical dilemmas, conflicts, and trade-offs**, students will be able to critically analyze the formative events that would come to define the Jewish people.

- **To make sure students develop an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context**, students will be asked to draw comparison between ancient Israel and current issues in the Jewish community today.
- **To make sure students demonstrate an understanding of how local features of communities are often linked to global trends and characteristics**, students will study Israel in the context of the Ancient Near East and the greater Mediterranean world.

REQUIRED MATERIALS

Students are required to acquire the following books and to read the indicated portions before each lecture.

- Ben-Sasson, H.H., *A History of the Jewish People*, Harvard University Press: 1969.

ONLINE RESOURCES

- Sefaria.com, *The Tanakh*: This is considered to be both a modern as well as linguistically accurate translation of the Hebrew Bible.
- Selected readings: These will be posted on Canvas for you.

RECOMMENDED TEXTS

Students may also acquire the following texts, as course lectures will occasionally draw information from them.

- Collins, John, *Introduction to the Hebrew Bible: Third Edition*, Fortress Press, 2018
This book uses clear language to explain the historical and political context behind the writing of the Bible, as well as the different critical theories surrounding its interpretation

ASSIGNMENTS AND EVALUATION

In addition to attendance and participation, your academic performance will be evaluated based on the following: (1) three exams on lecture content, (2) a final paper or project.

EXAMS

Over the course of the term, there will be 3 exams. They will contain multiple-choice and fill-in-the-blank sections that test you on key terms and themes that were covered in lecture. In addition, there will be short-essay questions. Exam dates are listed on the syllabus. You will be given a study guide in advance of the exam, and a review session will be held in lieu of a regular lecture the class before the exam date. You **must** be in class for the exam; make-ups are only allowed in the case of a documented emergency. If you are entitled to more time for an exam, please ask the Disability Resource Center to contact me at the beginning of the semester, so I can make alternate arrangements for you in advance.

SHORT RESPONSE PAPERS

Throughout the semester, there will be two short response papers on the following topics. Each response paper will be 2-3 pages and will contain a summary of what we have learned so far in the course as well as synthesis of your own academic opinions:

- 1) How did ancient Israel feature in the greater political and economic arena of the Ancient Near East? In your academic opinion, to what extent was ancient Israel a product of its environment? But also: how did the religion, literature, and language of ancient Israel shape and influence surrounding nations and communities?
- 2) How can we apply our knowledge of the formation of Israelite/Jewish identity to discussing modern-day Jewish identity politics and religious practice? Some possible examples include: American Jewish identity, founding of the Modern State of Israel, Israel judicial reform

FINAL PAPER OR PRESENTATION

You are required to submit a final assignment that synthesizes what you have learned in the course as well as demonstrates your ability to think critically and/or creatively.

The content of your project must engaging with the political, religious, or linguistic dynamics of ancient Israel and the Jewish people.

However, you have freedom to decide the kind of project you wish to work on. The following are some possible categories of acceptable project types.

- 1) **Research Paper:** write an in-depth paper of 7-8 pages, where you research a particular topic or event in Jewish history that interests you. You are expected to read extensively and cite both primary and secondary sources. You must also mention various historical theories as well as existing debates in the scholarship surrounding the topic (if there are any). For those wishing to write a paper, a more detailed rubric will be given to you closer to date.
- 2) **Presentation:** Similar in content and breadth to a paper but given in oral format. The oral presentation should last between 7-10 minutes and include a PowerPoint and discussion questions.. If you choose to present, please let me know in advance so that I can schedule a slot for you during the last 2 weeks of the semester.

Library Information:

UK's Distance Library	https://libraries.uky.edu/DLLS	Accessible for students enrolled at UK or another institution
	https://libguides.uky.edu/digital-humanities	For access to UK's digital humanities content
	https://libraries.uky.edu/teaching-support/request-library-instruction	Library online information course

GRADING BREAKDOWN

Your final grade in the course will be weighted by the following components:

Attendance & Participation	In-Class Exams	Response Papers	Final Project
20%	45%	15%	20%

CLASSROOM ETIQUETTE

The classroom is meant to a safe space for everyone to express themselves freely and to encourage free-flowing discussion. You will be encouraged to actively engage in discussions with the instructor and your classmates. While you may not necessarily agree on certain issues or may be especially passionate about a topic, under no circumstances may you do the following:

- 1) Show disrespect or disdain to the opinion of a classmate or the instructor
- 2) Voice disagreement in a disruptive and discourteous manner

- 3) Engage in open confrontation or hostility with anyone in the course

In academia, it is quite common to have disagreements and even vehement debates, as long as we treat one another with respect and professionalism. You can always free to speak with me after class if you have a concern about anything

IMPORTANT DISCLAIMER

While we will be drawing significantly from Biblical literature, the course is **strictly academic**, as these texts are meant for the sole purpose of understanding history. As such, we will frequently challenge their historicity and accuracy, and we can never assume that they are perfect representations of the events that took place.

By taking part in the course, you commit to the following:

- 1) **Practicing Objectivity and neutrality:** The classroom is a secular and areligious space. While many of these texts were written for the purpose of religion, we will practice academic objectivity when discussing the Bible as a religious or historical text; we **do NOT integrate personal beliefs and biases** into our discussions:
- 2) **Respecting each other:** Each person has the right to hold their own beliefs and religious convictions or not to have any beliefs at all. We **do NOT impose our beliefs our others**; **we respect everyone for who they are**.
- 3) **Respecting the scholarship:** The history and interpretative methods you learn in this class will likely differ significantly from what you may have learned elsewhere. These theories are part of the academic study of the Bible and are not meant to contradict, refute, or disqualify anyone's beliefs. You do not need to agree with everything, but **you must accept the literature as what it is**: a collection of academic theories and debates.

ATTENDANCE POLICIES

Attendance will be taken at every class session. In order to receive credit for the day, you must arrive on time and stay throughout the entire period.

There are two kinds of absences:

Excused (No-Penalty) Absences: Including but not limited to the following: COVID-related symptoms, required quarantine, doctor's appointment, family emergency, illness (physical or

psychological), hospital admission, accident, and religious holiday. For these absences, please provide documentation in order for the absence to be excused.

Unexcused (Penalty) Absences: simply not showing up without a reasonable explanation or documentation. If a student accrues more than 1, there will be deductions to the final grade.

Throughout the semester, you are allowed **2 unexcused absences** (equivalent to 1 full week). For each **unexcused absence** beyond the 2nd absence, the final grade will be reduced by half a letter grade (5%).

In addition to unexcused absences, you are allowed as many **excused absences with documentation** as needed. If you have documentation to back up your absence, you do not need to use your unexcused absence. **Please communicate with me if something happens, so that you do not use up your unexcused absences unnecessarily!**

TARDINESS

If you come in late more than 15 minutes (without a documented reason), this will count as 1/3rd unexcused absence. If you have a reason to be late, please reach out to me to let me know in advance so that I can excuse you.

LATE ASSIGNMENTS & MAKEUP POLICIES

EXAMS: Exams must be taken in-person on the scheduled date. Exceptions are only made in the case of a documented reason. In such a situation, please send me the documentation, and I will arrange an alternate time for you to take the exam with a proctor.

FINAL ASSIGNMENT: For the final assignments – paper, presentation, or creative projects – I will not be able to grant an extension beyond May 4th, as all professors are required to submit grades to the registrar in a timely manner. If there are documented extenuating circumstances preventing you from submitting the final assignment, please contact me as soon as possible, as this will help us to figure out what the best course of action is.

PLAGIARISM AND ACADEMIC INTEGRITY

For any class assignments, essays, and presentations, you are required to do your own research and writing. While you may certainly borrow ideas/ gain inspiration from others, under no circumstances can you claim them as your own. With modern scanning technologies, it is very

easy to identify cases of plagiarism in written work. Plagiarizing someone else’s work constitutes a very serious academic offense and could result in severe consequences, including and not limited to failing the course, academic suspension, and even expulsion from the university.

Any student who engages in plagiarizing or cheating will be reported to the college for an investigation. Please do not jeopardize your academic future by engaging in academic dishonesty. If you feel overwhelmed by your coursework, you can and should reach out to ask for academic, professional, or psychological assistance.

For more information about plagiarism, please visit: <https://www.uky.edu/universitysenate/ao>

MENTAL HEALTH AND BASIC NEEDS

College and academic life can be very difficult and trying. But it is important to remember that you are NOT ALONE. Furthermore, a mental health situation or crisis is absolutely a valid reason for an excused absence, as long as documentation is provided.

The University of Kentucky has the following resources to help students who feel challenged by various circumstances, including the following:

Mental Health Resources & Counselling

<https://www.uky.edu/counselingcenter/>

Reach out to schedule an appointment with a professional. A counselor can also provide a note to excuse missed classes, exams, or unfinished assignments.

Basic Needs Hub

<https://www.uky.edu/basicneeds/home>

Reach out if you are lacking food or adequate housing. If there is any adverse circumstance impeding your ability to perform, the office can help solve

UNIVERSITY-WIDE POLICIES

Academic Policy Statements

Please peruse the following university senate’s approved academic policy, which you can find at the URL link pasted below.

<https://www.uky.edu/universitysenate/acadpolicy>

Resources:

The university has the following resources available for students. I highly encourage you to explore and use them:

Tutoring and Coaching services <https://www.uky.edu/studentacademicsupport/free-tutoring-and-coaching-resources>

UK's Distance Library https://libraries.uky.edu/page.php?lweb_id=1020

Diversity, Equity, and Inclusion:

It is essential to create an inclusive environment conducive to learning and community-building and to make the classroom a safe space for open expression. We welcome and embrace the diversity of our community and viewpoints in the classroom. Please read the following statement issued by the university regarding diversity, equity, and inclusion (DEI):

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the Office of Institutional Equity and Equal Opportunity. Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

HOLIDAYS

The following days will be cancelled due to Jewish holidays this year.

Thursday, April 6

Beginning of Passover

In addition, students missing class for religious reasons will be excused on the following days:

Thursday, April 13

End of Passover

TENTATIVE COURSE SCHEDULE

Readings should be done before class meetings and include both primary texts (Bible) as well as secondary texts (the textbook).

The instructor reserves to make modifications and adjustments to the syllabus as needed.

WEEK 1:		
Introduction to the Course		
Tuesday, January 10 th		LECTURE: Introduction to Jewish History Introduction to the course, Jews, Judaism, Israel/Judah
Thursday, January 12	Readings: <u>Bible:</u> Genesis 22	LECTURE: Origin Narratives – Abraham & Isaac Wandering Aramean, Migration Narrative, Binding of Isaac, Ishmael & Isaac
WEEK 2:		
Origin Narratives: Exodus and Mt. Sinai		
Tuesday, January 17	Readings: <u>Bible:</u> Exodus 14 <u>Textbook:</u> ch.3 (pp.40-46)	LECTURE: The Exodus & Nation Building Exodus: Fact or Fiction or both? <u>Origin of Pesach</u>
Thursday, January 19	Readings: <u>Bible:</u> Exodus 20-21	LECTURE: Mt. Sinai: The Ten Commandments & Mosaic Law The Ten Commandments & Mosaic Law; Social Contract, <u>Origin of Shavuot, Sukkot, & Yom Kippur</u>
WEEK 3:		
The Conquest of Canaan		
Tuesday, January 24	Readings: <u>Bible:</u> Joshua 6-8, <u>Textbook:</u> ch.3 (pp.47-54)	LECTURE: Joshua, the Promised Land, and the Canaanites Conquest of the cities of Jericho & Ai; historical accuracy of the account
Thursday, January 26	Readings: No readings	LECTURE: Joshua and the Canaanites: What really happened? Were the Israelites themselves actually Canaanites? Response Paper #1 Due

WEEK 4: From Judges to Monarchy		
Tuesday, January 31	Readings: <u>Bible:</u> Judges 3-4, 16 <u>Textbook:</u> Ch. 5, pp.67-73	LECTURE: The Judges: Tall Tales or Historical Heroes? Ehud, Deborah, Jephthah, Samson
Thursday, February 2	Readings: <u>Bible:</u> Judges 19-21, 1 Samuel 8	LECTURE: Judges to Kings: From Anarchy to Monarchy Civil war within Israel, the appointment of King Saul
WEEK 5: Review and Exam		
Tuesday, February 7	Refer to Study guide	REVIEW FOR EXAM
Thursday, February 9	EXAM #1: In-Class	
WEEK 6: The United Monarchy		
Tuesday, February 14	Readings: <u>Bible:</u> 2 Samuel 7, 11-13 <u>Textbook:</u> Ch.7, pp.95-102	LECTURE: The United Monarchy under David King David's successes and failures; the rise of King Solomon
Thursday, February 16	Readings: <u>Bible:</u> 1 Kings 5, 10-11 <u>Textbook:</u> Ch. 7, pp.102-106	LECTURE: The Incredible Life of King Solomon Solomon's wealth and accomplishments; too good to be true?
WEEK 7: The Divided Monarchy		
Tuesday, February 21	Readings: <u>Bible:</u> 1 Kings 12-13; <u>Textbook:</u> Ch.7, pp.106-109; Ch.8, pp.112-120	LECTURE: A Tale of Two Kingdoms: Israel & Judah Rehoboam vs. Jeroboam; King Omri & Samaria
Thursday, February 23	Readings: <u>Bible:</u> 2 Kings 17-18; <u>Textbook:</u> Ch.8,	LECTURE: The Assyrians & the End of Israel The Assyrian deportation of the North; Sennacherib's Siege of Jerusalem

	pp.133-138; Ch.9, 139-145	
WEEK 8: The Babylonians and Persians		
Tuesday, February 28	Readings: <u>Bible:</u> 2 Kings 25; Jeremiah 38; <u>Textbook:</u> Ch.10, pp.152-158	LECTURE: The Babylonian Exile The destruction of the Temple; captivity of the people <u>Origin: Tisha b'Av</u>
Thursday, March 2	Readings: <u>Bible:</u> Ezra 1, 6; Nehemiah 1-2; <u>Textbook:</u> Ch.11, pp.166-178	LECTURE: Rise of the Persians & Return to Jerusalem Ezra-Nehemiah; Achaemenid Empire
WEEK 9: Review and Exam		
Tuesday, March 7	Refer to Study guide	REVIEW FOR EXAM
Thursday, March 9	EXAM #2 – In-class	
SPRING BREAK - March 13-17th Check online for Midterm grades Deadline: Decision for Type of Final Project		
WEEK 10: The Second Temple Period		
Tuesday, March 21	Readings: <u>Bible (Apocrypha):</u> 1 Maccabees 1, 4 <u>Textbook:</u> Ch.13, pp.202-210,	LECTURE: Hellenism & the Hasmonean Dynasty Antiochus IV & Judas Maccabeus <u>Origin of Hanukkah</u>
Thursday, March 23	Readings: <u>Bible (New Testament):</u> Matthew 1-2 <u>Textbook:</u> Ch.16, pp.239-254	LECTURE: Roman Rule and the Herodian Dynasty Judea as a Roman province, Herod, New Testament
WEEK 11: Jews under Roman and Byzantine Rule		

Tuesday, March 28	<u>Textbook</u> : Ch.19, pp.296-303; Ch.20, pp.332-336	LECTURE: The Great Revolt and the Bar-Kokhba Revolt Rabbi Yochanan Ben-Zakai, Yavne, Masada
Thursday, March 30	TBD	LECTURE: Jews under the Byzantine Empire
WEEK 12: Jews under Islamic Rule		
Tuesday, April 4	TBD	LECTURE: Jews under Islamic Rule
Thursday, April 6	<i>Class Cancelled for Passover</i>	
WEEK 13: Jews in Medieval Europe		
Tuesday, April 11	Readings: <u>Textbook</u> : Ch.27. pp.410-419; Ch.30, p.486-487	LECTURE: Persecution of Jews in Europe Crusades, Black Death, Expulsion from England
Thursday, April 13	TBD	LECTURE: Jews in Spain until 1492
WEEK 14:		
Tuesday, April 18	REVIEW FOR EXAM	
Thursday, April 20	EXAM #3	
WEEK 15 & 16		
Tuesday, April 25	PRESENTATION DAY If you choose to give an in-class presentation (or showcase your creative project) you can do so on this day.	
Tuesday, May 2	FINAL PROJECT DUE AT 11:59PM Response Paper #2 Due Last day to submit your final project (non-presentation)	

**Course Review Form
Global Dynamics**

Reviewer Recommendation

Accept Revisions Needed

Course: HJS 324

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:

p.9 on the attached syllabus

Brief Description:

The first three lectures of the course discuss the origins of the Jewish people and the development of their unique religious and ethnic identity in ancient times. In the course lectures, students learn how ancient Jewish identity developed as a way to demarcate themselves from surrounding civilizations and cultures.

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:

p.9

Brief Description:

The lecture "Mt. Sinai: The Ten Commandments and Mosaic Law" is a lecture which explains that the giving of the Ten commandments to the people of Israel constitutes an early form of social contract between God and the Israelites, where God grants the people security and a homeland in exchange for obedience and piety. In this lecture, I explain that ancient Israel is a theocracy, where God is the monarch, and the people are expected to do their civic duty by adhering to the laws of Moses (Mosaic law).

Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/location on syllabus of assignment:

p.12

Brief Description:

The lecture "The Great Revolt and the Bar-Kokhba Revolt" discusses in detail how the Jewish factional leaders were divided during the time of the rebellion against the Romans, with two ideological camps: pro-rebellion, pro-surrender. Students are then asked to engage in an in-class discussion and debate about which side they would have chosen and what ethical and moral dilemmas they would have encountered if they were the leaders of the time. The point of the lecture is to show that sometimes both ideologies can have deadly consequences.

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:
p.3, p.12

Brief Description:

Students are asked to write two short response papers (2-3 pages) throughout the semester. One of them is about the following topic:

How can we apply our knowledge of the formation of Israelite/Jewish identity to discussing modern-day Jewish identity politics and religious practice? Some contemporary issues include: American Jewish identity, founding of the Modern State of Israel, Israel judicial reform.

Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/location on syllabus of assignment:
p.3, p.9

Brief Description:

Students are asked to write two short response papers (2-3 pages) throughout the semester. One of them is about the following topic:

How did ancient Israel feature in the greater political and economic arena of the Ancient Near East? In your academic opinion, to what extent was ancient Israel a product of its environment? But also: how did the religion, literature, and language of ancient Israel shape and influence surrounding nations and communities?

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:

- social, cultural, and institutional change;
- civic engagement;
- regional, national or cross-national comparisons;
- power and resistance.

Date/location on syllabus of such evidence:
p.9-12

Brief description:

The lecture content throughout the semester covers 3 of these components:

1) social, cultural & institutional change - throughout their history, the Jews have had to adapt to turbulent social changes and political upheaval. Being exiled twice, Judaism had to be reformed and adapted in order to ensure its survival under various rulers, time periods, and political regimes.

2) power & resistance - We discuss the following topic at length in the lectures about the Babylonians and Romans: although the Jews were a small people compared to the empires that occupied them, there were two ways that they demonstrated power & resistance to advance their cause:

(1) outright resistance to injustice in the form of rebellion, revolts, and warfare.

(2) cultural, religious, linguistic preservation - in many cases, the best form of resistance was to preserve all facets of their identity in spite of external pressure to assimilate and conform.

3) regional, national, and cross-national comparisons: Throughout the semester, students are asked to compare the politics, beliefs, and ideologies of ancient Israelites/Jews with those of America and other countries in modern times. We use ancient Israelite/Jewish society as a way to launch our discussion in forming comparisons across various nations and time-periods.

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:

p.3

Brief description:

Students are given a choice between a final in-class presentation or a paper, where they must engage with the material as well as synthesize their knowledge regarding the political and religious dynamics of ancient Israel and the Near East. Furthermore, they must answer the question: how is knowledge of the region's history and vicissitudes still relevant to us today?

The non-US focus constitutes at least 50% of the course.

Brief Description:

The non-US focus constitutes the overwhelming majority of the focus of the course. We focus almost exclusively on the history, politics, and religion of ancient Israel and the Jewish diaspora in the Middle East, North Africa, the Iberian Peninsula, and Medieval Europe.

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

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Brief description:

Students are asked to conduct original research, reading secondary and primary sources (in translation) about a topic to make a cogent and compelling argument for the final paper/ presentation.

The links to the library website are given on the syllabus, and in class, I explain how to fully maximize the library's digital resources.

Reviewer Comments: