

**1. General Information**

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 10/14/2013

1b. Department/Division: Arts and Sciences

1c. Contact Person

Name: A Bosch

Email: bosch@uky.edu

Phone: 7-1584

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: A&S 325

2c. Full Title: Special Course in Natural, Physical, or Mathematical Sciences: (SR)

2d. Transcript Title: Spec Crs Nat Sci: subtitle

2e. Cross-listing:

2f. Meeting Patterns

OTHER: 1-6

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 1-6

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 12

If Yes: Will this course allow multiple registrations during the same semester? Yes

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SENATE COUNCIL

2j. Course Description for Bulletin: An interdisciplinary, topical, or experimental course which may be used toward partial fulfillment of the Natural, Physical, or Mathematical Sciences requirement in the College of Arts and Sciences. Each pilot or experimental course must be approved by the department chair and by the Dean of the College of Arts and Sciences; a particular title may be offered no more than three times under this course number. Open to all university students, subject to controlled enrollment or prerequisites as set by the instructor. May be repeated under different subtitles up to 12 SCH.

2k. Prerequisites, if any: none

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Winter,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15-150

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?
2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.
3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.
4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?  
If yes, which percentage, and which program(s)?
5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
6. How do course requirements ensure that students make appropriate use of learning resources?
7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO  
If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
10. Does the syllabus contain all the required components? NO
11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|RHANSON|Roxanna D Hanson|A&S 325 NEW College Review|20131021

SIGNATURE|JMETT2|Joanie Ett-Mims|A&S 325 NEW Undergrad Council Review|20140307

**Courses** | **Request Tracking**

**New Course Form**

<https://myuk.uky.edu/sap/bc/soap/fc?services=>

[Open in full window to print or save](#)

Generate R

**Attachments:**

Upload File

	ID	Attachment
Delete	1983	Letter of support - AS 100_300.pdf
Delete	1984	Memo re A&S 100 etc.docx
Delete	2885	A&S NAT 320-329.docx

**1**

Select saved project to retrieve...

(\*denotes required fields)

**1. General Information**

a. \* Submitted by the College of:  Submission Date:

b. \* Department/Division:

c.

\* Contact Person Name:  Email:  Phone:

\* Responsible Faculty ID (if different from Contact):  Email:  Phone:

d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year <sup>1</sup>

e.

Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

Inquiry - Arts & Creativity  Composition & Communications - II

Inquiry - Humanities  Quantitative Foundations

Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning

Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity

Composition & Communications - I  Global Dynamics

**2. Designation and Description of Proposed Course.**

a. \* Will this course also be offered through Distance Learning?  Yes <sup>1</sup>  No

b. \* Prefix and Number:

c. \* Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):

f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory <sup>1</sup>	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> 1-6 Other	If Other, Please explain:		<input type="text" value="depending on pilot"/>

g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail  Graduate School Grade Scale

h. \* Number of credits:

i. \* Is this course repeatable for additional credit?  Yes  No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

An interdisciplinary, topical, or experimental course which may be used toward partial fulfillment of the Natural, Physical, or Mathematical Sciences requirement in the College of Arts and Sciences. Each pilot or experimental course must be approved by the department chair and by the Dean of the College of Arts and Sciences; a particular title may be offered no more than three times under this course number. Open to all university students, subject to controlled enrollment or prerequisites as set by the instructor. May be repeated under different subtitles up to 12 SCH.

## k. Prerequisites, if any:

none

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

## 6. \* What enrollment (per section per semester) may reasonably be expected? 15-150

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

will serve students across campus depending on topic

## 8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement <sup>§</sup>for ANY program?  Yes  No

If YES <sup>§</sup>, list affected programs::

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

- 
- ⚠ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
  - ⚠ The chair of the cross-listing department must sign off on the Signature Routing Log.
  - ⚠ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
  - ⚠ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
  - ⚠ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal    Save Current Changes

**A&S 320 - 001 /fall**  
**Special Course in Natural, Physical or Mathematical Sciences: (subt req)**  
**Introduction to Evolution**

**Instructor:** Jim Krupa

**TAs:** Sarah Stewart

Dan Wetzel

**Office:** Room 108 of MDR 3

**Office:** 106 of MDR 3

117 of MDR 3

**Phone:** 257-8417

**Phone:** 323-9499

323-9499

**Email:** bio149@uky.edu

**Email:** sarah.martin@uky.edu dan.wetzel@uky.edu

**Office hours:** by appointment

**Lecture:** Room 116, Morgan Building (aka biology building)

**Recitations:** Room 109, Morgan Building; AS 320-002, W, noon to 1:50pm; AS 300-003, W, 2pm to 3:50pm

AS 320-004, F, noon to 1:50pm; AS 300-005, F, 3pm to 4:50pm

**Bulletin Description**

An interdisciplinary, topical, or experimental course which may be used toward partial fulfillment of the Natural, Physical, or Mathematical Sciences requirement in the College of Arts and Sciences. Each pilot or experimental course must be approved by the department chair and by the Dean of the College of Arts and Sciences; a particular title may be offered no more than three times under this course number. Open to all university students, subject to controlled enrollment or prerequisites as set by the instructor. May be repeated under different subtitles up to 12 SCH.

**Book:** Evolutionary Analysis by Freeman and Herron, 4<sup>th</sup> edition

This class will examine a range of topics that are covered by the study of evolution. The class will begin with a review of all the Darwinian theories of evolution including descent with modification, natural selection, and sexual selection. The class will then survey topics such as patterns of evolution, the genetic source of variation, measuring evolution, adaptation, speciation, human evolution, "evo-devo", and evolutionary medicine.

**Student Learning outcomes**

By the end of the course you should be able to:

1. **Demonstrate a thorough understanding of all Darwinian and non-Darwinian theories of evolution**
2. **Describe the evidence all disciplines of biology provide for evolution**
3. **Discuss why evolution is considered a cornerstone of science and foundation of biology**
4. **Describe how physics, chemistry, geology, and mathematics provide support for evolution**
5. **Discuss how evolutionary theory is applied to medicine, agriculture, and conservation**
6. **Describe the mechanisms that shape microevolution and macroevolution**

**Sources of grades:**

**Lecture:**

Exams	400 points
Reading Quizzes	70 points

**Recitation:**

Participation during reading discussions	10 points
Attendance	20 points
Reading questions	20 points
Sexual selection write-up	20 points
Snail activity write-up	20 points
Phylogeny write-up	20 points
Film summaries	20 points

**Total points:** 600 points

**Grading:**

- A = 100% to 90%
- B = 89.9% to 80%
- C = 79.9% to 70%
- D = 69.9% to 60%
- E = 59.9% to 0%

**Attendance:** Even though lecture attendance is not kept, you must attend in order to get a good grade. In the past, most of the students that got low grades are the ones that do not attend. Getting class notes from other students is not a successful substitute. Often I will give hints about upcoming exams and sometimes give actual exam questions. If you miss lectures, you will miss this information. I do not give out my lecture notes. Also, reading newspapers during lectures, reading books, talking to others, and sleeping will not be tolerated. Those doing so will be asked to leave the lecture. **Midterm grades** will be posted no later than XXXX date

**Cheating:** Cheating as defined in the student handbook section 6.3.2, is defined as follows: "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. Any question of definition shall be referred to the University Appeals Board. I have a *zero-tolerance* policy in this class.

**Missing exams or recitations** **Make-up exams and assignments will only be given for excused absences as defined by University Senate Rules. Make-up exams and assignments will be scheduled at a time convenient for Instructor and student.** A missed exam or assignment will result in a score of zero for that exam or assignment, unless an **acceptable** written excuse is presented **within one week of the absence. See Senate Rule 5.2.4.2**

**Absences due to observance of Religious Holidays are excused absences as defined by University Senate Rules. See Senate Rule 5.2.4.2. Make-up exams and assignments will be scheduled at a time convenient for Instructor and student.** A missed exam or assignment will result in a score of zero for that exam or assignment, unless a written excuse is presented **within one week of the absence** This should be in the form of an e-mail to the Instructor stating you missed the exam /assignment due to observation of a Religious Holiday.

**Reading quizzes:** Each quiz will be given at the *very beginning* of class on most Thursdays. The format will be mostly multiple-choice/true-false questions. Questions will be drawn only from the material assigned since the preceding quiz. There will be approximately 8 quizzes. I will drop the lowest score. If you miss class the day of a quiz, the resulting 0% will be the one dropped.

**Grade protests:** If you think I have mis-graded any piece of your work, I ask that you follow 4 simple steps:

- (1) Write a brief explanation of the problem on a sheet of paper;
- (2) attach the quiz/exam/assignment in question to it;
- (3) leave both with me; and
- (4) go away while I read and think about it. I'll return it with my decision later.

**Deadline for any re-grade request is one week (7 days) after the initial grading was *returned to the class*.**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

**Responsibilities:** A Texas legislator once said, "I can *explain* it to you, but I can't *understand* it for you!" -- a pearl of wisdom that might as well have been coined by a teacher. The process of learning by formal instruction is a two-way street with burdens on both sides. I take my part seriously and expect you to do the same. Thus,

**My job is:**

1. To organize an informative, challenging, and hopefully stimulating course of study on the topic;



2. To *explain* things as clearly as I possibly can and to be prepared with other ways of getting the message across if the first way doesn't work (see point 4 on your list below);
3. To show up on time and prepared for each class;
4. To be fair & objective; and
5. To provide accurate feedback (grades) promptly, so you know how you're doing at all times.

**Your job is:**

1. To show up **on time** and prepared for every class period;
2. To **do** all the assigned reading (allow ca 3-4 hr per class period) at least once;
3. To *think* about the material, both as you read and as you participate in class;
4. To let me know when material is not clear to you (see #2 of my list above), especially by raising questions in class and/or in office hours; and
5. To be honest during tests.

**Disabilities:** If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address (jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

**\*\*\*A Note Concerning Academic Offenses (READ THIS INFORMATION CAREFULLY)**

**PLAGIARISM and CHEATING are serious academic offenses.**

The following is an excerpt taken from the "*Students Rights and Responsibilities Handbook, University of Kentucky*" regarding cheating.

*"Cheating is defined by its general usage. It includes, but is not limited to, the wrongful 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 following is an excerpt taken from the "*Students Rights and Responsibilities Handbook, University of Kentucky*" regarding plagiarism.

*"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."*

*When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work..... 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."*

**Charges of an academic offense will be made against any student that cheats or commits plagiarism.** Penalties for such an offense will be assessed according to University Regulations regarding Academic Offenses. The most severe penalties include suspension or dismissal from the University. **I have a zero-tolerance policy regarding academic offenses.**

**NOTE\*** In addition to the circumstances listed above, the following activities are considered evidence of cheating:

- 1) **Any talking** to another student during an examination.
- 2) **Looking** at another students work during an examination, or **allowing** another student to look at your work.
- 3) **Use of a cell phone or any electronic device during an examination** (this includes receiving calls). All cell phones and electronic devices **MUST** be turned off and put away during an examination period. They must not be turned back on again until after exiting the examination room.
- 4) **Collaborating with another student on a homework assignment and/or submitting an assignment that is similar in wording or sentence construction to the work of another student**, even if you acknowledge the participation of the other student. **ALL SUBMITTED WORK MUST BE DONE BY YOU ALONE.**

**Course Policy on Classroom civility and decorum:**

The university, college and department has a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students 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, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would 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 such irrelevant factors.

## Introduction to Evolution

Week	Lecture Topics	Readings
1	Evolution and HIV	Chapter 1
2	Patterns of evolution	Chapter 2
3	Evolutionary theories	Chapter 3
4	Sources of evolution	Chapter 5
5	<b>Exam 1 (Tuesday, 21 September)</b>	
	Population genetics	Chapter 6
6	Population genetics	Chapter 7
7	Adaptation	Chapter 10
7	Sexual selection	Chapter 11
8	<b>Exam 2 (Tuesday, 12 October)</b>	
	Speciation	Chapter 16
	<u>Midterm Grades Posted (based on criteria in syllabus)</u>	
9	Sexual Selection	Chapter 11
10	Behavior	Chapter 12
11	Cambrian explosion	Chapter 18
12	<b>Exam 3 (Tuesday, 9 November)</b>	
	Human evolution	Chapter 20
13	Human evolution, continued	
14	No class (Thanksgiving break)	
15	Developmental biology and evolution, continued	Chapter 19
16	Evolutionary medicine	Chapter 14
Finals week	<b>Exam 4 (1pm to 3pm; Tuesday, 14 December)</b>	

**Introduction to Evolution**  
**Recitation Schedule**

<b>Week</b>	<b>Topics</b>
1	<b>No recitation</b>
2	<b>DVD</b> – What Darwin Never Knew.
3	Discussion of assigned reading: Evolution of human sex
4	<i>Exam preparation and review</i>
5	Measuring variation in a population of grove snails
6	<b>DVD</b> – Evolution of the eye; evolution of sex
7	<i>Exam preparation and review</i>
8	Constructing phylogenetic trees: human skulls and conch shells
9	Computer simulation: sexual selection
10	<b>DVD</b> – How the earth was formed
11	<i>Exam preparation and review</i>
12	<b>DVD</b> – The Human Spark
13	Discussion of assigned readings: Evolution of human skin color
14	No recitation (Thanksgiving break)
15	Discussion and readings: Evolution, intelligent design, and creationism
16	<b>DVD</b> – Creation: film based on Randall Keynes's book on Charles Darwin titled "Annie's box"



Office of Undergraduate  
Admission & University Registrar  
Funkhouser Building  
Lexington, KY 40506-0054

30 May 2013

Whom It May Concern,

Please accept this letter as an endorsement of the College of Arts & Sciences' proposal to realign and increase the number of A&S 100/300-level course offerings into disciplinary areas (Humanities; Natural, Physical or Mathematical Sciences; Social Sciences ). Offering experimental courses under the proposed number scheme has several benefits. First, the new number scheme correlates to the number scheme adopted for UK Core experimental courses (UKC 11X – Humanities; UKC 12X – Natural, Physical or Mathematical Sciences; UKC 13X – Social Sciences). Second, the current course number offerings of A&S 100 and A&S 300 are prohibitive with regard to application in the degree audit system (APEX). The degree audit does not have the programming possibility to identify courses at the section level, leaving Registrar's Office staff attempting to identify A&S 100/300 courses by use of title checks which can be problematic if the same course is offered in two different terms under A&S 100/300 and the title has been altered in the slightest fashion. The proposed number scheme for A&S experimental courses would alleviate this issue by allowing degree audit programming to identify the A&S 100- and 300-level courses by course number and appropriately applying the course to specified degree requirement(s). It is for these reasons we support this proposal.

Please do not hesitate to contact us if you have any further questions.

A handwritten signature in black ink, appearing to read "Sean Cooper".

Sean Cooper  
Associate Registrar for Student Records

A handwritten signature in black ink, appearing to read "Mike Shanks".

Mike Shanks  
Associate Registrar for Transfer Equivalency &  
Degree Planner/APEX

## **A&S 130-xxx Spec. Intro. Course in Social Sciences: Violence and Peace**

Dr. Cristina Alcalde

Office: 212 Breckinridge

Time: TR 9:30-10:45

Office phone number: 257-9719

Location: Keeneland Hall, Classroom 2

E-mail: [cristina.alcalde@uky.edu](mailto:cristina.alcalde@uky.edu)

Office Hours: Tuesday 11-1 in Keeneland Hall; Thursday 3:30-4 in Breckinridge, and by appointment

### **Bulletin Description**

An introductory course of an interdisciplinary, topical, or experimental nature which may be used toward partial fulfillment of the Social Sciences requirement in the College of Arts and Sciences. Each pilot or experimental course must be approved by the department chair and by the Dean of the College of Arts and Sciences; a particular title may be offered no more than three times under this course number. Open to all university students, subject to controlled enrollment or prerequisites as set by the instructor. May be repeated under different subtitles up to 12 SCH.

### **Course Description**

In this course we will critically study approaches to and practices associated with violence, nonviolence, and peace. The course will serve as an introduction to causes and consequences of violence as well as to movements that seek to create culturally grounded practices of peace. In looking at violence, we will examine state violence, individual violence, media violence, and gendered forms of violence. In looking at nonviolence and peace, we will examine historical figures in the practice of nonviolence as well as men's and women's individual and collective efforts to prevent or end violence in the contemporary world. Writings by scholars and activists from diverse backgrounds, case studies, and films will inform our discussions. The course will also include an applied component as we work with the Violence, Intervention, and Prevention (VIP) Center on campus to learn about violence and possibilities for preventing violence on campus and in the broader community.

Because this is a 2-credit class but we only meet twice each week for eight weeks, you are expected to fulfill an extra 325 minutes of class time outside of class. For this class, the outside class time required to complete this course will be satisfied through your participation in the Green Dot Training provided by the VIP Center. The VIP Center has worked hard to accommodate students' schedules and provide two opportunities for trainings. We are very fortunate to collaborate with the VIP Center. These training sessions have been designed for students in this class only. All students must sign up for and participate in the two-part training. Students will be provided with two sets of dates and must select one of those sets of dates by the second day of class. Class discussions will be informed by your participation at this training.

### **Student Learning Outcomes**

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

- Identify and apply key basic terms and theories in the study of violence, nonviolence, and peace
- Identify and critically discuss practices in the study of violence and from historical and contemporary perspectives.
- Critically identify and analyze the interconnections among race/ethnicity, gender, class, and sexuality in experiences of violence and resistance to violence.

### **Required Reading:**

Partnoy, Alicia. 1998. *The Little School: Tales of Disappearance and Survival in Argentina*. San Francisco: Cleis Press.

*you may download the book as an e-book through the free Kindle App. for iPad*

-Individual Articles (see references and links at end of this document)

### **Apps to be used in class:**

Pages

Keynote

iMovie (optional)

iKindle

## Course Requirements:

1) Attendance and Participation: This is a seminar-style course driven by our analyses and discussions. Keeping up with the readings and informed, active participation in class discussions are absolutely necessary for the success of the class. The quality of the discussion and what you learn in this class will depend on how deeply and seriously you take the readings and how seriously you engage in class discussions. I expect all students to be respectful to others in the class and to be prepared with reactions, comments, critiques and/or questions in response to the readings for each class. If you need to arrive late or leave early, you must notify the instructor in advance. While I expect students to *come to class every day*, each student is allowed a maximum of 1 free absence in this short 8-week course. Each additional absence will result in the loss of 3 points from the student's final grade for the course. You are expected to come to class on time; if you are more than five minutes late you will be counted as absent for that day. In addition, students are responsible for viewing all films assigned for this class and for completing all reading assignments, regardless of class absences.

2) Media analysis: Identify a recent story related to violence or peace (should be from the last three months). The story can be from a major newspaper, a popular magazine, or an internet news site. Post a blog entry in which you a) summarize the story; b) provide a link to the story; and c) discuss how violence and/or alternatives to violence are presented (does the piece reinforce or challenge any theories or ideas about violence or peace we have discussed or read about in class?) The entry should be at least 2 paragraphs long.

3) Readings and Discussion Blog: Students will post two substantive discussion points, comments, or questions on the assigned reading by 7pm the night before class on the readings blog (use the discussion tab). We will regularly use these questions and comments as starting points in our discussions. Everyone in Group A will post before the Tuesday class; everyone in Group B will post before the Thursday class.

4) Film Reaction Paper: You are required to watch all films assigned for this class. The films this semester include 1) *Tough Guise*; and 2) *For These Eyes*. Additional films may be shown. You must write a reaction paper on **ONE** of the films. The reaction paper should

a) Summarize the main issues addressed in the film. In particular, discuss how the film presents violence and/or alternatives to violence.

b) Connect the film topic(s) to class readings and discussions, *through the use of specific examples*

c) Briefly offer your own views/reflections on what you heard and observed

Each critical response paper should be one-page, single-spaced, 12 pt. Film reaction papers are to be turned in at the beginning of the class period on which they are due.

## 5) Green Dot Training:

For this class, the outside class time required to complete this course will be satisfied through your participation in the Green Dot Training provided by the VIP Center. The VIP Center has worked hard to accommodate students' schedules and provide two opportunities for trainings. We are very fortunate to collaborate with the VIP Center. These training sessions have been designed for students in this class only. All students must sign up for and participate in the two-part training. Students will be provided with two sets of dates and must select one of those sets of dates by the second day of class. Class discussions will be informed by your participation at this training.

### I. Part One (Pick ONE)

Monday Sept. 10 from 7-9:30pm **or**  
Thursday, Sept. 13 from 5:30-8pm

### II. Part Two (Pick ONE)

Monday, Sept. 17 from 7-9:30pm **or**  
Thursday, Sept. 20 from 5:30-8pm

Green Dot Sign Up Sheet

6) Green Dot Training Reflection Piece: The entry should, at the very least, be two paragraphs long and

a) Discuss what you learned about violence and peace and its connections to your life and our campus from your participation in the Green Dot Training. Provide **at least two** specific examples of how what you learned connects to your previous knowledge or beliefs and/or to our readings and discussions in class.

b) Discuss what, if anything, surprised you the most and why (*use specific examples*)

We will discuss your entries in class. Check the discussion tab of this wiki. Late posts will have ten points deducted for each day they are late.

7) Violence and Peace Project (Annotated Bibliography, Interview, and Presentation): The goal of this project is to help you connect class readings and discussions, and additional social media and scholarly sources on violence and peace, to topics of special interest to you. For this project, you will first select a topic related to violence, nonviolence, social justice, or peace. Some possibilities are provided below. You will then engage in social media and scholarly research on the topic as well as interview someone with knowledge about the general topic (for example, a UK professor who does research on the general topic, a community leader who works on the general topic or issues related to your topic, or a person with the experience you are focusing on). Finally, you will craft a final presentation (5 minutes) using iMovie, Keynote, Prezi, or a combination of these. The final presentation should draw on information from all of the elements for this project (bibliography, interview). This project takes time; make sure you start early in the semester.

Again, there are three parts to this project.

**a) Annotated Bibliography/Web Sources**: You will select two traditional scholarly (academic) articles or books/book chapters and two web or social media sources (for example, blogs, online magazines, web pages) related to your topic and create an annotated bibliography using those four sources. Click here for the [Annotated Bibliography and Web Sources Guidelines.doc](#) **Due Tues, Sept. 18th.**

**b) Interview Guide**. Conduct and record/film a brief interview with at least one specialist, researcher, or leader whose work or experience connects to your topic. It could be a UK professor who does research on the general topic, community leaders who work on the general topic or issues related to your topic, or individuals with the experience you are focusing on. **Before the interview, write out a well-thought out interview guide and turn it in on Tues., Sept. 25th.** What you turn in will have three parts: B1) The name and position of the person(s) you will interview, and a brief (1-2 sentences) explanation of why you selected the person(s); B2) The introductory script (how you will introduce yourself; state the purpose of the interview; explain how long the interview will take; state how you will record the interview (take notes, digital recorder, etc...)). and B3) The 3-5 interview questions. Here's a nice link to information on asking interview questions: <http://ed-web3.educ.msu.edu/digitaladvisor/Research/interviewing.htm>

**c) Presentation**: Once you have information from a) and b), it is time to begin to craft a way to present this information to your classmates and instructor. Be as creative as you would like. Perhaps you want to include video clips, juxtaposed with pictures, and a script based on the sources listed in the annotated bibliography. Perhaps you want to create a Keynote presentation. It is up to you. Each student will have 5 minutes to present. Remember to have fun with this project!

#### **Possible topics for final Violence and Peace final project:**

White Ribbon Campaign	Religion, violence, and nonviolence	environmental degradation/violence and activism (for example, mountaintop removal mining in Appalachia)
A specific war	Rape myths/attitudes toward rape	LGBTQ discrimination/violence
Resistance to a specific war	Sexual harassment	Hate crimes
Violence against immigrants	Gang violence	Pacifism
Racism and violence—	Death penalty	Video game violence



historical or contemporary

Date rape	Domestic violence in a specific community	Human trafficking
Neonazis	Women in the military	Masculinity and militarism
Animal Cruelty	Sexual abuse in the Catholic Church	A profile of a peace organization, social justice, or other antiviolence-related community or campus organization: exs: <u>Kentucky Equal Justice Center, Maxwell Street Legal Clinic, KY Domestic Violence Association</u>

### Grading:

Attendance and Participation 15%

Readings and Discussion Blog 20%

Media Analysis 10%

Film Reaction Paper 10%

Green Dot Training Reflection Piece 15%

Violence/Peace Interview Project 30% (Annotated Bibliography 10%, Interview Guide 10%, Presentation 10%)

**EXTRA CREDIT:** Follow the instructions for the film reaction papers (see above) and write a one-page paper about the film you watch. The papers are due on Tuesday, October 9th, but earlier papers are encouraged. Each paper will add up to 1 point to your final grade for the course. You may add up to three points to your final grade through extra credit. Films you may watch and write about for extra credit (available at the library, local video stores, and/or Netflix) include: *American History X, Kandahar, Missing Young Woman, The Official Story, Crash, Boyz in the Hood, Hotel Rwanda, Schindler's List, Goodwill Hunting, The Blonds, The Hunger Games, Rambo, Natural Born Killers, Saving Private Ryan, The Avengers.*

### Grading Policy

A = 90-100 B = 80-89 C = 70-79 D = 60-69

E = 59 and below

### Final Exam Information

Date, time, location, other information

### Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

### Course Policies:

#### Submission of Assignments:

**\*Late assignments:** All papers must be turned in on time, and all posts must be posted by the designated time. Failure to turn in an assignment on time will result in a lower grade. If the assignment is more than three days late it will not be accepted without an excused absence.

#### Attendance Policy.

See above for attendance policies for the course, in accordance with Senate Policy on excused absences.

#### Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R.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, and (e) 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.

Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **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.

### **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 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.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) 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 the question of plagiarism involving their own 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 anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she 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 (Section 6.3.1).

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

### **Accommodations due to disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257- 2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

### **Classroom Behavior Policies**

\*Classroom Etiquette: You are expected to arrive on time and stay for the entire class period. Cell phones, iPhones, and

blackberries must be turned off during class. iPads should only be used for class projects and readings during class.

\*E-mail Etiquette: I check e-mail regularly. Address the instructor as “Dr.” or “Professor,” not as “Ms.” or “Mrs,” and make sure the email message is professional and courteous. Clearly articulate your question or concern. Please note that I cannot respond to emails immediately and you should not expect a quick response to emails sent at night or on the weekend. Remember that if you send an email question at the last minute it may not be possible to send you a response before an assignment is due.

### Proposed Schedule

DATE	TOPIC	READING
	Introduction to the Course and to Each Other	
	Readings Blog:	
WEEK 1: Thurs, August 23	<u>Group A and Group B.docx</u>	
	Final Presentations schedule	
	Sign-Up for VIP Green Dot Training Component	
WEEK 2: Tues, Aug. 28	Historical and Contemporary Issues, Key Concepts, and Theories I	Fry, <u>Ch. 2</u>
Thurs, Aug. 30	Historical and Contemporary Issues, Key Concepts, and Theories II Historical Figures Tolstoy, Gandhi, MLK, Chavez	Partnoy, 11-43
WEEK 3: Tues, Sept. 4	Life During War Violence and Resistance in Argentina’s Dirty War	Partnoy, 45-79
Thurs, Sept. 6	War and Disappearances Violence and Resistance in Argentina’s Dirty War <i>Film: For These Eyes</i>	Partnoy, 80-103
WEEK 4: Tues, Sept. 11	Discussion of <i>For These Eyes</i> and <i>The Little School</i> <b><i>Film Reaction paper due (if writing on For These Eyes)</i></b>	Finish Partnoy and the following recent article: <a href="http://www.washingtonpost.com/world/the_americas/former-argentine-dictator-jorge-videla-convicted-of-having-babies-stolen-from-slain-dissidents/2012/07/05/gJQAbcLHQW_story.html">http://www.washingtonpost.com/world/the_americas/former-argentine-dictator-jorge-videla-convicted-of-having-babies-stolen-from-slain-dissidents/2012/07/05/gJQAbcLHQW_story.html</a>
Thurs, Sept. 13	Life during War Glimpses from the Iraq War	Enloe, “ <u>Safah: The Girl from Haditha</u> ” (72-83) and “ <u>Charlene: Picking Up the Pieces</u> ” (192-199)
WEEK 5:	Violence, Masculinity, and Popular Culture	Kimmel, “ <u>Masculinity as Homophobia</u> ”

Tues, Sept. 18	<i>Film: Tough Guise</i> <b>Annotated Bibliography Due</b> Discussion of Media Analysis Pieces	
Thurs, Sept. 20	<b>Film reaction paper due (if writing on Tough Guise)</b> <b>Media Analysis Due</b> Violence at Home	
WEEK 6: Violence at Home		
Tues, Sept. 25	<b>Interview Plan and Questions Due</b> Violence on the College Campus	Martin, " <u>Letter from a Battered Wife</u> "
Thurs, Sept. 27	Discussion of Green Dot Training <b>Green Dot Reflection Piece Due</b>	Nabors, " <u>Drug Use and IPV among College Students...</u> "
Tues, Oct. 2	Violence on the College Campus, continued	Casey and Smith, " <u>How Can I Not? Men's Pathways...</u> "
Thurs, Oct. 4	Peaceful Societies?	Connell, " <u>Arms and the Man...</u> "
WEEK 8: Peaceful Societies?		
Tues, Oct. 9	<b>Student Presentations</b>	Fry, <u>Chapter 16</u>
Thurs, Oct. 11	<b>Presentations</b>	
Tues, Oct. 16	<b>Presentations</b> Course Wrap-Up	

### References and Links for Readings:

Martin, Del. 2001. "A Letter from a Battered Wife." In *Woman Battering in the U.S.*, edited by Helen Eigenberg. Prospect Heights: Waveland Press.

Enloe, Cynthia. 2010. "Safah: The Girl from Haditha" (72-83) and "Charlene: Picking Up the Pieces" (192-199). In *Nimo's War, Emma's War: Making Feminist Sense of the Iraq War*. Berkeley: University of California Press.

Kimmel, Michael. 2000. "Masculinity as Homophobia." In *Reconstructing Gender: A Multicultural Anthology*, edited by E. Disch. Boston: McGraw-Hill.

Nabors, Erin. 2010. "Drug Use and Intimate Partner Violence Among College Students." *Journal of Interpersonal Violence* 25: 1043- 1055.

Connell, Robert. 2000. Arms and the Man: Using the New Research on Masculinity to Understand Violence and Promote Peace in the Contemporary World. In *Male Roles, Masculinities, and Violence: A Culture of Peace Perspective*, edited by I. Breines, R.W. Connell and I. Eide. Paris: UNESCO Publishing.

*Journals for research on violence and peace:*

Human Aggression

Violence Against Women

Human Rights Quarterly

Journal of Conflict Resolution

Journal of Peace Research

The International Journal for Peace Research

Journal of Interpersonal Violence

Men and Masculinities

International Journal of Conflict and Violence

Violence and Victims

Psychology of Violence

Terrorism and Political Violence

Trauma, Violence, and Abuse

and many others