

DSP 110-003

DISCOVERY SEMINAR PROGRAM (SOCIAL SCIENCES)

**CITIZEN KENTUCKY:
JOURNALISM AND DEMOCRACY**

SPRING 2010

MWF 11-11:50 a.m., CB 211

Any questions? Please remember our motto: *“If you’re stuck, call Buck”*

BUCK RYAN

DIRECTOR,

CITIZEN KENTUCKY PROJECT

SCRIPPS FIRST AMENDMENT CENTER

OFFICE: 135 GREHAN BUILDING

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or BY APPOINTMENT

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WELCOME

Congratulations, you have joined an important tradition at the University of Kentucky now in its ninth year. This freshman Discovery Seminar Program class, which explores the interconnections among the people, the press and public life, has held public forums around elections for mayor, governor, U.S. senator and president as part of the Citizen Kentucky Project. The project is designed to engage young people in civic life and is supported by UK’s Scripps Howard First Amendment Center. You will make history this semester, as this is the first time the course has been taught in Spring. In so doing, you will benefit yourself and your community. Welcome, good citizens!

COURSE OVERVIEW

This course is designed to meet the university’s general education goals for Community, Culture and Citizenship in a Diverse U.S. Society. It will prepare students to make informed choices in the complex or unpredictable cultural contexts that can arise in U.S. communities. It also will engage students in interactive learning techniques, such as debates, digital documentaries, guided discussions, service-learning projects, and simulations, as well as develop their information literacy.

The focus this semester will be on “coming to public judgment” about Election Day 2010 in Kentucky. Students will write journals, blog items really, as they move from awareness, to comparing candidates and trade-offs. They will then vote in a mock election at the end of the semester using actual voting booths provided by the Kentucky Secretary of State’s office and reflect on their experiences.

Students will combine service-learning with public service as they conduct a public journalism experiment and organize a community forum on April 14 that invites candidates and explores public policy issues discussed as part of Election 2010 campaigns.

In January students will review results from a Nov. 4, 2009, public forum on the U.S. Senate race in Kentucky and prepare a case study summary of young voters’ coming to public judgment. Then in February and March, they will focus on required readings, follow news media coverage and research issues surrounding Election 2010 in Kentucky to improve their information literacy. They will be engaged in class debates involving simulations in which students play the role of candidates and their campaign managers, journalists and common citizens.

Along the way they will work to produce a 30-minute TV program, possibly for KET, on young voters, and work with student media, including the Kentucky Kernel, Wildcat Student TV and WRFL-FM, on coverage of Election 2010 issues.

LEARNING OUTCOMES

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

- A. Demonstrate an 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.
- B. Demonstrate a basic understanding of how these differences influence issues of social justice or civic responsibility, or both.
- C. Demonstrate an understanding of historical, societal and cultural contexts relevant to civic life in the United States and particularly in Kentucky.
- D. Demonstrate an understanding of societal, cultural and institutional change over time as well as an understanding of trends in civic engagement.
- E. Demonstrate an ability to identify and evaluate conflicts, compromises and ethical dilemmas as part of individual and group projects focusing on personal and collective decision making. By participating in these projects, students will gain a basic understanding of effective and responsible participation in a diverse society.

FRINGE BENEFITS

By the end of the course, students will:

- Increase their **confidence in writing** at a college level, especially their ability to research, write and possibly publish a scholarly paper.
- Expand their knowledge of **quantitative and qualitative research** methods.
- Develop a greater understanding **journalism's role in public life**, especially in election years, as well as **develop journalistic skills**.
- Demonstrate the skills and knowledge of **good citizenship**. We want you to graduate from UK as a good citizen!

REQUIRED

1. **Coming to Public Judgment: Making Democracy Work in a Complex World**, Daniel Yankelovich, Syracuse University Press, Syracuse, N.Y., 1991.
2. **Bowling Alone, The Collapse and Revival of American Community**, Robert D. Putnam, Simon & Schuster, New York, 2000.
3. **The Good Citizen, A History of American Civic Life**, Michael Schudson, Harvard University Press, Cambridge, Mass., 1998, 2000.
4. **What Are Journalists For?**, Jay Rosen, Yale University Press, New Haven, 1999.
5. **Writing Baby, Editing Dog & You: A Friendly Place to Begin Improving Your Writing**, Buck Ryan, Maestro Consulting, Lexington, Ky., 2008.

PLEASE NOTE: Profits from the sale of Writing Baby this semester will go toward paying off a \$10,000 donation to the Bill Billiter journalism scholarship fund for a top-notch high school student who has decided to major in journalism at UK.

6. A 1- or 1 ½-inch three-ring binder.

GRADING

Your final grade will be based on four segments of equal weight. A straight calculation will be used to determine an overall letter grade. So, for example, two A's (4.0 + 4.0) and two B's (3.0 + 3.0) divided by 4 would be 3.5, or B as a final grade. A student with three A's and a B would get an A (3.75 or above), and a student with three B's and an A would get a B (3.25). The same calculations apply to letter grades of C (2.0), D (1.0) and E (0.0).

Class Participation (25 percent)

Attendance is absolutely mandatory (don't skip class!). Excused absences require documentation. Each unexcused absence lowers your grade by half a letter grade (A to A-/1 missed class, B+/2 missed classes,

B/3 missed classes and so on). Lack of participation in class will also lower your grade. Each week you are expected to offer a valuable insight to benefit the class in some way.

In addition, you may be assigned a “Daily Workout” in class or as a homework assignment. These smaller assignments, designed to keep you on track, are not listed in the weekly schedule but are important to your final grade for this segment.

Short Papers, Talks and Mock Debates (25 percent)

You will be asked to summarize chapters in required textbooks. You also will be assigned short papers to write with separate guidelines to help you achieve your particular learning outcomes. At times you will be asked to assume the role of candidates and historical political figures in Kentucky in class discussions and mock debates.

Chapter Summary Guidelines

When you are asked to do chapter summaries, please type them in a half-page format (12-point, single-space text, double space between segments) with a heading across the top of the page that lists the class, the book and chapter number, and your name in one boldfaced line like this:

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Bowling Alone, Chapter 1

Your Name

First subhead (bold):

What is the main argument of the chapter?

(Answer in 1 to 3 sentences)

Second subhead (bold):

How does the chapter fit with the main argument of the book?

(Answer in 1 sentence)

Third subhead (bold):

Top 3 most interesting points, with citations.

*(Answer in three segments, each including a **one-paragraph summary** for each interesting point. Follow the summary with a **quotable quote** from the book. Be sure to include the **page number** and be sure to indicate whether the comment comes **from the author** or whether the author is quoting **someone else** or some document.)*

You must keep all this to **one page (half page, if possible)**! If it’s too long, edit, slash, hit the delete button several times—do whatever it takes, but **don’t change the point size or margins**.

Public Journalism Project and Public Forum (25 percent)

You will receive a letter grade for a summary of your contributions to a public journalism project and the overall success of an April 14 public forum. You will receive, actually volunteer for, a series of small assignments leading up to the forum.

Research Paper (25 percent)

You will receive a letter grade for your final research paper based on a 100-point scale (100-90/A, 80s/B, 70s/C and so on). You will receive guidelines on how to research and write the paper; be sure to follow them!

ACADEMIC INTEGRITY

You are expected to adhere to the university's policy on academic integrity. Fabrication, plagiarism, cheating and other violations of the code will not be tolerated in this course. When you are using other people’s ideas to make a point, you must give the source credit through proper attribution. Merely cutting and pasting Web site information into your assignment without attribution is wrong and a resulting charge of plagiarism can mean an “E” for your final grade. When the professor requests that you work quietly on a Daily Workout assignment, talking with a classmate and writing the same ideas for an answer is cheating. Other times, the professor may ask you to work together in a team; that is not cheating. Please ask if you have any questions about what constitutes cheating, plagiarism or other violations.

OVERVIEW OF ASSIGNMENTS: TEAM AND INDIVIDUAL

I. TEAM PROJECTS

Public journalism project and public forum

For your part, you will explain your role and contributions to making our class projects a success. Be sure to distinguish between your personal contributions and decision making compared with your team's collective work and decision making.

Class presentations

You will work in teams to tackle research and reading assignments as well as to address these challenges in class discussions, debates and simulations:

Learning Outcomes A & B: Understanding differences

Imagine that you are the campaign manager for a Democratic or Republican candidate (your choice) for the U.S. Senate from Kentucky in 2010. Advise your candidate on how to deal with the following issues on the campaign trail:

Race

Ethnicity/nationality

Gender

Sexuality

Language

Religion

Political Party Affiliation/Cross-over Voters

Socioeconomic Class

What **ethical concerns** do you face in putting together your campaign?

Learning Outcome C: Historical, societal and cultural contexts

Now imagine that you were the campaign manager for a mayoral candidate in Lexington in 1910. How were the issues different back then? Offer a historical perspective that paints a picture of Kentucky society and culture at the turn into the 20th century.

Learning Outcome D: Change over time, civic engagement

Please explain how Robert Putnam in *Bowling Alone* came to his conclusions about **societal, cultural, and institutional** change in America over time. Be sure to explain his theory of "social capital," his methodology and the time frame for his analysis. Please explain how Robert Putnam offers a **national** perspective in *Bowling Alone* but also distinguishes **regional** differences. In particular, where does Kentucky fall in his analysis and how does it fare in terms of social capital? What **cross-national** comparisons does he offer? Be sure to explain his early research on differences between northern and southern Italy? Compare and contrast how Robert Putnam in *Bowling Alone* and Michael Schudson in *The Good Citizen* describe how **civic engagement** has changed in American society over time.

II. INDIVIDUAL PROJECT

Research Paper: Learning Outcome E

You will write a research paper with the working title of "Coming to Public Judgment: A Young Voter's Account of Election 2010 in Kentucky." As you reflect on how you would vote, you will demonstrate an ability to identify and evaluate conflicts, compromises and ethical dilemmas focusing on personal and collective decision making. In the end, you will gain a basic understanding of effective and responsible participation in a diverse society.

You'll draft segments of the paper, based on a format used in UK's magazine for undergraduate research called Kaleidoscope. As the semester progresses, you will do your revisions and submit your final version of the research paper along with a cover sheet on lessons learned.

To succeed you will need to:

Keep a journal, with two or three blog items a week, on how you are "coming to public judgment" on whom to vote for in Election 2010 races in Kentucky. Explain what role class discussion influences your decision, if at all. Identify any conflicts, compromises or ethical dilemmas you face along the way.

Follow news, public affairs coverage and commentary on election campaigns and add those clippings or summaries as an appendix to your weekly journals. This work will be combined and included as an appendix to your research paper.

Research Paper Guidelines

Your research paper has 12 segments, plus an appendix, and is based on the publishing guidelines for Kaleidoscope, University of Kentucky Journal of Undergraduate Scholarship. Those guidelines are on-line at the Kaleidoscope Web site (www.uky.edu/kaleidoscope). Click on “submission guidelines” to get a pdf copy.

Deadlines: You will have a series of deadlines to help pace you through the research and writing, and some segments you can write completely or partially as the semester progresses. You’ll submit the **final draft** of the research paper on **Friday, April 9.**

I. AUTHOR: Bio and photo. Please write a one-paragraph summary of who you are, your background and interests, and your future plans. Please use this checklist:

- Year in school
- Hometown
- Year expected to graduate
- Academic major
- Highlight from your high school career
- Hobbies and interests
- Future plans and dream job

Be sure to clip a nice **portrait photo** of you (suitable for publishing) to your one-paragraph bio.

Deadlines for Author segment: Submit first draft in class on **Friday, Jan. 22.**

II. MENTOR: Background and photo. Don’t worry—your prof writes this part.

III. TITLE: Our working draft title is, “Coming to Public Judgment: A Young Voter’s Account of Election 2010 in Kentucky.” This is the gist of our challenge, and as you conduct your research and analyze your findings you may narrow the title to reflect your evidence-based conclusions.

IV. ABSTRACT. This is a one-paragraph summary that crystallizes your research findings. Although the abstract appears first under the title, the final version is written last in the writing process. So your final deadline is when you turn in your research paper in class on **Friday, April 9.**

In the meantime we’ll work through a few drafts to test whether you can back up what you say with evidence. As an exercise, I will ask you to make some predictions after doing preliminary research.

V. INTRODUCTION. This is a seven- to 10-paragraph summary that provides background on the topic (see title) and ends with a kicker statement like, “The purpose of the present study was to determine ...” This segment will include several citations from the required textbooks and other readings you may find.

VI. RESEARCH QUESTIONS AND HYPOTHESES. Your introduction sets up three or four research questions, which you will state, then turn into hypotheses, or predictions.

VII. METHODOLOGY. This is a five- to seven-paragraph summary that explains how you conducted your study.

VIII. CONCLUSION. This is a three- to five-paragraph summary that explains what you can conclude from the results. Think of ways to present your findings in clear graphs or charts (called “tables”).

IX. FURTHER RESEARCH. This is a one- to three-paragraph summary where you state the limitations inherent in your study and offer ideas for further research on your topic.

X. ACKNOWLEDGEMENTS. This is a one-paragraph thank you to all the people who helped (including that nice librarian, I hope!)

XI. WORKS CITED. This is a bibliography of books, articles and other sources that you cited in your paper and that you consulted while doing your research.

XII. JOURNAL. This is your journal, segmented weekly, with two to three entries per week on your coming to public judgment about Election 2010 races. Here are sample journal entries. Please note the format: bold weekly heading, italics for time-day-date, text entries may be short or long, serious or funny—just be honest!

WEEK 1, Jan. 13-15

12:15 p.m. Wednesday, Jan. 13

Just left my first Discovery Seminar class and ,wow, I had no idea who was running on the Election 2010 ballot in Fayette County, which I learned was named after the great French Revolutionary War general, Marquis de Lafayette.

WEEK 4, April 1-5

2:15 a.m. Monday, April 1

Now I know who will get my vote for U.S. Senate in Kentucky: Mitch McConnell. April Fool's—he's not on the ballot in November 2010.

APPENDIX. Place your news clippings, printouts from online searches and other background materials neatly in an appendix in a separate folder from your research paper. Be sure your name is on your appendix!

A Word About Your Professor ...

Buck Ryan, director of the Citizen Kentucky Project at the University of Kentucky's Scripps Howard First Amendment Center, is a tenured associate professor of journalism at UK's School of Journalism and Telecommunications. In 2009 he was selected as one of 12 professors in the nation to be a Reynolds business journalism teaching fellow. He won the Provost's Award for Outstanding Teaching in 2003 after serving eight years as director of the School of Journalism and Telecommunications from 1994 to 2002. Ryan is the creator of the Maestro Concept, an innovative approach to story planning, writing and newsroom organization for newspapers. The concept's impact covers 48 states and Washington, D.C., in the United States and 14 other countries (Australia, Brazil, Canada, Colombia, Denmark, England, Korea, the Netherlands, Nicaragua, Poland, Portugal, Sweden, Spain and Vietnam).

Ryan has written three books: *Writing Baby, Editing Dog & You: A Friendly Place to Begin Improving Your Writing* (Maestro Consulting, 2008), a writing textbook; *The Editor's Toolbox, A Reference Guide for Beginners and Professionals* (Blackwell/Iowa State Press, 2001), an editing textbook with co-author Michael O'Donnell; and *Wordwise* (Pug Publishing, 1995), a language skills guide, also with O'Donnell. He has produced four Kentucky Educational Television programs and a training video for the American Society of Newspaper Editors. Ryan has more than 12 years of newspaper experience, working for the Niagara Falls (N.Y.) Gazette, the Buffalo (N.Y.) Evening News and the Chicago Tribune. He has a bachelor's degree (1978) and a master's degree (1990) from the University of Missouri-Columbia, where he studied at the School of Journalism. He has studied as a doctoral student in the UK College of Education's Educational Policy and Evaluation program. He and his wife, Anne, have two children.

A Note about Diversity

I view the diversity that students bring to this class as a resource, strength and benefit. During the semester, we'll be discussing topics that reflect various aspects of diversity, including gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, and other characteristics. I encourage you to voice your thoughts on those topics, as you feel comfortable doing so, relevant to your own background, and to learn from those topics that present a background different from yours.

In scheduling assignments, I have tried to avoid conflicts with major religious holidays. If I have inadvertently scheduled an exam or major deadline that creates a conflict with your religious or family obligations, please let me know as soon as possible so that we can make other arrangements.

Please let me know if you have any questions!

DSP 110-003 GRADE SHEET/SPRING 2010

FINAL _____

NAME _____

MIDTERM _____

PHONE _____-_____-_____ (home or cell) E-MAIL _____

(Print big and clear!)

A, 4.0 A-, 3.8 B+, 3.5 B, 3.0 B-, 2.8 C+, 2.5 C, 2.0 D, 1.0 E, 0

I. CLASS PARTICIPATION (25%)

You will receive a letter grade each week for your class participation, and total points will be calculated to determine your midterm and final grades for this segment.

___/___1. **Friday, Jan. 15:**

___/___9. **March 12:**

___/___2. **Friday, Jan. 22:**

Happy Spring Break!

___/___3. **Friday, Jan. 29:**

___/___10. **Friday, March 26:**

___/___4. **Friday, Feb. 5:**

___/___11. **Friday, April 2:**

___/___5. **Friday, Feb. 12:**

___/___12. **Friday, April 9:**

___/___6. **Friday, Feb. 19:**

___/___13. **Friday, April 16:**

___/___7. **Friday, Feb. 26:**

___/___14. **Friday, April 23:**

___/___8. **Friday, March 5:**

___/___15. **Friday, April 30:**

___/___ **8-Week Average*/Midterm grade**
**May drop lowest first-half grade*

___/___ **15-Week Average*/Final grade**
**May drop 2 lowest grades of 15*

II. SHORT PAPERS OR TALKS (25%)

Midterm _____ Final _____

Chapter summaries (BA, GC, WB or WF):

Analysis (CTPJ):

Learning Outcomes **A&B** _____ **C** _____ **D** _____ **E** _____

III. PUBLIC JOURNALISM PROJECT (25%)

Midterm _____ Final _____

Midterm _____

Final _____

Cover: 1-page typed lessons learned

Contributions to public forum/advance work

Contributions to public forum/April 14 event

Debriefing on event: Were we "bowling alone?"

IV. RESEARCH PAPER (25%)

Midterm _____ Final _____

Cover: 1-page typed lessons learned

Draft Kaleidoscope manuscript

Appendix on journal of blog items

Appendix on news media coverage

DSP 110-003 SPRING 2010
CLASS PARTICIPATION

Name _____

Week 1 _____

- ____ 1. **Wednesday, Jan. 13**
- ____ 2. **Friday, Jan. 15**

Week 2 _____

Monday: King Holiday

- ____ 3. **Wednesday, Jan. 20**
- ____ 4. **Friday, Jan. 22**

Week 3 _____

- ____ 5. **Monday, Jan. 25**
- ____ 6. **Wednesday, Jan. 27**
- ____ 7. **Friday, Jan. 29**

Week 4 _____

- ____ 8. **Monday, Feb. 1**
- ____ 9. **Wednesday, Feb. 3**
- ____ 10. **Friday, Feb. 5**

Week 5 _____

- ____ 11. **Monday, Feb. 8**
- ____ 12. **Wednesday, Feb. 10**
- ____ 13. **Friday, Feb. 12**

Week 6 _____

- ____ 14. **Monday, Feb. 15**
- ____ 15. **Wednesday, Feb. 17**
- ____ 16. **Friday, Feb. 19**

Week 7 _____

- ____ 17. **Monday, Feb. 22**
- ____ 18. **Wednesday, Feb. 24**
- ____ 19. **Friday, Feb. 26**

Week 8 _____

- ____ 20. **Monday, March 1**
- ____ 21. **Wednesday, March 3**
- ____ 22. **Friday, March 5**

Week 9 _____

- ____ 23. **Monday, March 8**
- ____ 24. **Wednesday, March 10**
- ____ 25. **Friday, March 12**

Week 10 _____

- ____ 26. **Monday, March 22**
- ____ 27. **Wednesday, March 24**
- ____ 28. **Friday, March 26**

Week 11 _____

- ____ 29. **Monday, March 29**
- ____ 30. **Wednesday, March 31**
- ____ 31. **Friday, April 2**

Week 12 _____

- ____ 32. **Monday, April 5**
- ____ 33. **Wednesday, April 7**
- ____ 34. **Friday, April 9**

Week 13 _____

- ____ 35. **Monday, April 12**
- ____ 36. **Wednesday, April 14**
- ____ 37. **Friday, April 16**

Week 14 _____

- ____ 38. **Monday, April 19**
- ____ 39. **Wednesday, April 21**
- ____ 40. **Friday, April 23**

Week 15 _____

- ____ 41. **Monday, April 26**
- ____ 42. **Wednesday, April 28**
- ____ 43. **Friday, April 30**

NOTES ON ABSENCES:

DSP 110-003 STUDENT PROFILE SHEET

SPRING 2010

NAME _____ NICKNAME (if any) _____

AGE _____ BIRTHDAY _____

HOMETOWN _____

HIGH SCHOOL _____

CAMPUS ADDRESS _____

HOME ADDRESS _____

PHONE _____(CAMPUS)

_____ (CELL)

_____ (FAMILY BACK HOME)

E-MAIL ADDRESS: Please write REALLY BIG and CLEAR:

PLEASE INDICATE THE ONE YOU CHECK THE MOST

Please write your life story in the space below ending with why you signed up for this class. Be sure to include the one most interesting thing about you.

MEMO

TO: MIKE MULLEN
FROM: BUCK RYAN
RE: GEN ED ASSESSMENT

May 11, 2010

My Discovery Seminar Program class, "Citizen Kentucky: Journalism and Democracy," was redesigned in Fall '09 in keeping with the "U.S. Citizenship" guidelines as part of the General Education reform. The course was offered again in Spring '10 with seven students compared with 21 students in Fall. Together the two course offerings serve as a valuable pilot for assessment of how well freshmen can meet the high expectations of the faculty for learning outcomes as outlined in both the GenEd guidelines and on my course syllabus:

LEARNING OUTCOMES

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

- A. Demonstrate an 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.
- B. Demonstrate a basic understanding of how these differences influence issues of social justice or civic responsibility, or both.
- C. Demonstrate an understanding of historical, societal and cultural contexts relevant to civic life in the United States and particularly in Kentucky.
- D. Demonstrate an understanding of societal, cultural and institutional change over time as well as an understanding of trends in civic engagement.
- E. Demonstrate an ability to identify and evaluate conflicts, compromises and ethical dilemmas as part of individual and group projects focusing on personal and collective decision making. By participating in these projects, students will gain a basic understanding of effective and responsible participation in a diverse society.

Most of the class time centered on Learning Outcome E as the students kept weekly journals of their "coming to public judgment" about which candidate to support in the U.S. Senate race in Kentucky. Typically students entered the class not knowing of the U.S. Senate election or candidates in the race, which began Aug. 1 at the unofficial start of political campaigning in Kentucky since 1880 at the Fancy Farm picnic, hosted by St. Jerome Catholic Church, in an unincorporated community in Graves County. The primary election of May 18, after the regular school year ends, will determine candidates for the Nov. 2, 2010, general election.

To assess whether the students gained "a basic understanding of effective and responsible participation," as stated in Learning Outcome E, they took a multiple-choice survey (Fall '09) or test (Spring '10), which was administered during class but not as part of a Blackboard test shell. The Fall survey and the Spring test are enclosed.

Results from the Fall survey, which was also administered to freshmen in a different Discovery Seminar (Ernie Yanarella's Shakertown class) and two sections of freshmen in UK 101 (one taught by me), revealed a clear difference between students in the "Citizen Kentucky" class and their freshmen counterparts.

For example, the “Citizen Kentucky” students were far more likely to be able to identify Kentucky’s two U.S. senators, Mitch McConnell and Jim Bunning,” and to know when citizens could next vote (May 18 and Nov. 2). Without such basic understanding, students would not be able to participate in civic life in “effective and responsible” ways.

Results from the Spring survey tested their general knowledge of the U.S. Senate race, their civic literacy and key points from textbooks, including “Bowling Alone: The Collapse and Revival of American Community” by Robert Putnam and “The Good Citizen: A History of American Civic Life” by Michael Schudson, who provides a counterargument to the findings in “Bowling Alone” by viewing America over five centuries rather than mostly the 20th century. These readings helped students to tackle Learning Outcome D: Demonstrate an understanding of societal, cultural and institutional change over time as well as an understanding of trends in civic engagement.

To “demonstrate an ability to identify and evaluate conflicts, compromises and ethical dilemmas as part of individual and group projects focusing on personal and collective decision making,” the students:

- Studied candidates’ bios and platforms and assumed the roles of those candidates in mock class debates.

- Organized and invited the candidates to a public forum on the U.S. Senate race. The Fall forum was held Nov. 4 from 11 a.m. to 1:30 p.m. in the Great Hall of the Margaret I. King Library, and the Spring forum was held April 14 from 11:30 a.m. to 1:30 p.m. on the lawn of the Student Center Patio.

- Voted in a mock election with ballots and a voting booth provided by the Kentucky Secretary of State’s Office. They then reflected on their experiences, particularly how they came to public judgment about which candidate to support and what conflicts, compromises and ethical dilemmas they faced along the way.

In a separate exercise, to provide a historical perspective, in keeping with Learning Outcome C—demonstrate an understanding of historical, societal and cultural contexts relevant to civic life in the United States and particularly in Kentucky—the students studied great U.S. senators from Kentucky’s history. In the course of assuming the roles of those historical figures in mock class debates, the students discovered a continuity in the key issues over time confronting Kentucky: war, health care, immigration, civil and constitutional rights.

