

NEW COURSE FORM

1. General Information.				
a.	Submitted by the College of: Arts and Sciences	Today's Date: 9/16/2011		
b.	Department/Division: History			
c.	Contact person name: Paul Chamberlin	Email: ptch222@uky.edu	Phone: 7-4346	
d.	Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year ¹ : _____	
2. Designation and Description of Proposed Course.				
a.	Prefix and Number: HIS 122			
b.	Full Title: War and Society since 1945			
c.	Transcript Title (if full title is more than 40 characters): _____			
d.	To be Cross-Listed ² with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	2 Lecture	_____ Laboratory ¹	1 Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system: <input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g.	Number of credits: 3			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES: Maximum number of credit hours: _____			
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin: Historical studies of warfare around the world and their impact on society since 1945			
j.	Prerequisites, if any: _____			
k.	Will this course also be offered through Distance Learning?			YES ⁴ <input type="checkbox"/> NO <input checked="" type="checkbox"/>
l.	Supplementary teaching component, if any: <input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both	
3.	Will this course be taught off campus?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
4. Frequency of Course Offering.				
a.	Course will be offered (check all that apply): <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer			
b.	Will the course be offered every year?			YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ 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, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

	If NO, explain: _____		
5.	Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If NO, explain: _____		
6.	What enrollment (per section per semester) may reasonably be expected?	150	
7.	Anticipated Student Demand.		
a.	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, explain: The first half (HIS 121) already attracts a large number of students from outside the major		
8.	Check the category most applicable to this course:		
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere		
	<input checked="" type="checkbox"/> Relatively New – Now Being Widely Established		
	<input type="checkbox"/> 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 <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, name the proposed new program: _____		
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁵ , list affected programs: _____		
10.	Information to be Placed on Syllabus.		
a.	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)		
b.	<input checked="" type="checkbox"/> 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.		

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: HIS 122

Proposal Contact Person Name: Paul Chamberlin Phone: 7-4346 Email: ptch222@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
History, DUS Curriculum Committee	9/21/11	Phil Harling / 7-8354 / harling@uky.edu	
History	9/21/11	Karen Petrone, Chair / 7-4345 / petrone@uky.edu	
		/ /	
		/ /	
college of A&S, Assoc. Dean	11/08/11	Anna Bosch / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	4/10/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

History 122
War and Society, 1945-2001
Instructor: Paul Chamberlin
Scheduled meeting day(s), time and place: TBA

Preferred method of contact: <i>see policy section below</i>	TA: TBA Preferred method of contact: TBA
Office Phone: TBA	Office phone: TBA
Office: Patterson 1751	Office: TBA
Email: paul.chamberlin@uky	UK email: TBA
Office hours: <i>see policy section below</i>	Office Hours (note if appointment needed): TBA

Course Description in UK Bulletin:

Historical studies of warfare around the world and their impact on society since 1945.

Course Overview with Goals and Objectives

This course surveys the second half of the most violent century in human history. It examines the intersection of war and human society in the years between 1945 and 2001 by focusing on two monumental and intertwined historical processes: Decolonization and the Cold War. While the conflict between the United States and the Soviet Union would fail to produce any general wars between two belligerents, this superpower rivalry would help to make the global process of decolonization in the developing a particularly violent affair. In this course, we will examine the intersection of this two processes and their impact on the nature of war and society from 1945-2001 by looking a number of major themes:

- The transformation of warfare
- The impact of nuclear weapons on war and society
- The end of empire and rise of the postcolonial world
- The role of warfare in the making of the postcolonial nation-state
- The impact of the Cold War on armed conflict and society in the First, Second, and Third Worlds
- The resurgence of ethnic and religious conflict at the end of the Cold War
- The impact of war on civilian populations
- Evolving concepts of citizenship, society, and sovereignty

Rather than presenting a comprehensive global history of warfare during the period, this course will focus on a series of conflicts that signaled the changing nature of war and society during second half of the twentieth century.

Course Student Learning Outcomes:

Students will be able to:

- Engage with a diverse range of global perspectives on war and international conflict through a series of writing assignments and in class discussion based on readings, films, and lectures that present differing viewpoints on global events
- Demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.
- Show an awareness of major elements of non-US cultures and societies, and their relationship to the 21st century world.

- Demonstrate an understanding of the interaction of local, regional, and global factors over the course of the post-1945 era.
- Demonstrate an understanding of social, cultural, and institutional change over time
- Develop an appreciation of the dynamics of power and resistance in contemporary human history
- Demonstrate information literacy through engagement with competing perspectives displayed in novels, historical accounts, films, and discussions

Readings:

John Le Carre, *The Spy Who Came in From the Cold* (Any Edition)

Bao Ninh, *The Sorrow of War: A Novel of North Vietnam* (Riverhead Books, 1996)

Mark Danner, *The Massacre at El Mozote* (Vintage, 1994)

Philip Gourevitch, *We Wish to Inform You that Tomorrow We Will be Killed with Our Families: Stories from Rwanda* (Picadour, 1999)

The following books are optional. You should be able to follow my lectures without the two books, but those of you who would like deeper background may wish to consult them.

Melvyn Leffler, *For the Soul of Mankind: The United States, the Soviet Union, and the Cold War* (Hill and Wang, 2008)

Vijay Prashad, *The Darker Nations: A Peoples History of the Third World* (New Press, 2008)

Films (to be screened in class):

Dr. Strangelove, Or: How I learned to Stop Worrying and Love the Bomb (1964)

The Battle of Algiers (1966)

Waltz With Bashir (2008)

Course Requirements:

There are four main requirements of this course. The first is regular attendance and participation in discussion of assigned texts, and films. Regular participation is expected, and it counts for a major part of your final grade.

The second course requirement is the timely completion of all assigned written work. You will submit four essays (varying in length between 500-800 words and 800-1,000 words) on topics pertaining to class readings and films. I will discuss these assignments at greater length in separate handouts. Due dates are listed below in the course schedule.

Writing Assignment 1: Compare and contrast the portrayals of the Cold War in *The Spy Who Came in From the Cold* and *Dr. Strangelove*. How does each deal with the moral and ethical dilemmas of the superpower struggle?

Writing Assignment 2: What does *The Battle of Algiers* reveal about the tensions between empire, decolonization, and warfare during the Algerian War? How might a French, Algerian, and American audiences from the 1960s react to it?

Writing Assignment 3: Compare and contrast the depictions of war in *The Massacre at El Mozote* and *Waltz with Bashir*. What do they tell us about the impact of war on civilians and societies in the developing world?

Writing Assignment 4: How does *We Wish to Inform You that Tomorrow we Will Be Killed with our Families* explain the motivations between different groups in the Rwandan genocide? To what extent was the genocide a post-Cold War phenomenon?

The third course requirement is a mid-term examination, based on all readings and lectures to that point. The date of the mid-term is listed below in the course schedule.

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

The fourth and last requirement is a final examination. The date of the final exam is listed below in the course schedule. The final will cover the entire chronological and thematic range of the course, with the emphasis placed on the second half of the semester.

The components of the course grade are as follows:

Class Participation (reading responses and discussions):	20%
Writing Assignment 1:	10%
Writing Assignment 2:	10%
Writing Assignment 3:	15%
Writing Assignment 4:	15%
Mid-term examination:	15%
Final examination:	15%

Final grades will be based on the total percentage earned, and will be assigned as follows:

- A: 90%-100%
- B: 80%-89%
- C: 70%-79%
- D: 60%-69%
- E: Less than 60%

Office Hours: ... and by appointment

Generally the fastest way to contact me is through e-mail. I try to respond to emails within 24 hours (except on weekends).

For face-to-face or telephone appointments: e-mail me to set up a meeting time.

The syllabus conforms to the Senate Syllabi requirements **Attendance policies:**

Attendance is mandatory, and I'll be taking attendance every time we meet. **Your course participation grade will drop 25% for every unexcused absence from class, and four or more unexcused absences will result in failure of the course.** Acceptable reasons for excused absences include serious illness, illness or death of a family member, University-related trips, and major religious holidays (S.R. 5.2.4.2). For an absence to be excused, you must present me with the proper documentation no later than the next scheduled class meeting. Students anticipating an absence for a major religious holiday are responsible for notifying me in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class.

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

Make-up opportunities:

Students who are granted an excused absence will be given the opportunity to make up missed work. It is your responsibility to inform me of the absence – preferably in advance, but no later than one week after it. It is very important that exams be taken at scheduled times to the fullest extent possible. Exam make-up opportunities will only be considered in cases of documented conflict. An unexcused absence from a scheduled exam will result in a grade of “E” for that exam.

Penalties for late written assignments:

All papers are due at the beginning of the class meeting designated in the course schedule below. I will give no extensions, except in cases of emergency for which the student can furnish a written excuse from the proper authority. **Late papers will be penalized a full letter grade per calendar day.**

Documented 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) for coordination of campus disability services available to students with disabilities.

Academic dishonesty:

Academic dishonesty is a serious offense. Neither plagiarism nor any other form of cheating will be tolerated in this course. I will see to it that plagiarists and cheaters are disciplined in accordance with University regulations. For University policies regarding plagiarism and cheating, please consult:

<http://www.uky.edu/USC/New/SenateRulesMain.htm>

To facilitate your understanding of plagiarism, please consult the following:

<http://www.uky.edu/Ombud/Plagiarism.pdf>

http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064,00.html

At an early point in the semester we will also be discussing what plagiarism is, so you can take proper care to avoid it.

Classroom Policies:

Students are expected to attend all class meetings and recitations or provide a written excuse for their absence

Attendance and active participation in discussion sections are required components of the course

Students are expected to come to class on time

Late work will be penalized one letter grade per day

Make-up exams will not be administered without documented evidence of illness or accident

If you are unable to take an exam because of some time conflict must inform the instructor and present documentation prior to the scheduled assignment

No food may be eaten in the classroom

Students are expected to be respectful to their instructors and their fellow class members This includes turning off cell phones and other electronic devices that may distract the class

The use of laptops and other electronic devices for purposes not related to the class is prohibited; repeated violations will result in a reduction of participation grade; should this become an issue, the instructor reserves the right to ban the devices from the classroom

Schedule of Class Meetings:

Part I: From Empire to Cold War:

1. Introduction: The Cold War and Decolonization in Global History
2. Berlin and Beijing 1949
3. **Discussion: How did the Cold War and Decolonization interact after 1945?**
4. The Cold War and American Society
5. The Cold War and Soviet Society
6. **Discussion: Compare and contrast the ways that the Cold War affected Soviet and American society**
7. Film: *Dr. Strangelove*, Pt. I
8. Film: *Dr. Strangelove*, Pt. II
9. **Discussion: *Dr. Strangelove* and *The Spy Who Came in From the Cold***

Writing Assignment 1 Due

Part II: From Empire to Independence

10. Intervention: Suez and Budapest 1956
11. Algerian War
12. **Discussion: Why was decolonization such an important event in world history?**
13. Film: *Battle of Algiers*, Pt. I
14. Film: *Battle of Algiers*, Pt. II
15. **Discussion: *Battle of Algiers***

Writing Assignment 2 Due

16. Cuban Revolution

17. Cuban Missile Crisis

18. Discussion: How did the dynamics of the Cold War and Decolonization influence events in Cuba in the early 1960s?

Midterm Exam

Part III: Cold War Moves into the Third World

19. Vietnam I

20. Vietnam II

21. Discussion: How did French, Vietnamese, and American perspectives of the war differ?

22. Arab-Israeli Conflict I

23. Arab-Israeli Conflict II

24. Discussion: Compare and contrast Israeli, Egyptian, and Palestinian understandings of the Arab-Israeli conflict

25. The Struggle for Southern Africa

26. Iranian Revolution and Afghanistan

27. Discussion: What impact did the Cold War have in parts of the Third World like Africa, Iran, and Afghanistan?

28. Film: *Waltz with Bashir* I

29. Film: *Waltz with Bashir* II

30. Discussion: *Waltz with Bashir* and *The Massacre at El Mozote*

Writing Assignment 3 Due

31. The Struggle for Central America: Nicaragua and El Salvador

Part IV: The “New World Order”:

32. End of the Cold War: Beijing and Berlin 1989

33. Iraq War and Somalia

34. Discussion: How did the end of the Cold War change the place of the United States in the world?

35. Yugoslavia

36. Rwanda

37. Discussion: How did the end of the Cold War impact Yugoslav and Rwandan society?

Discuss *We Wish to Inform You that Tomorrow We Will be Killed with our Families*

Writing Assignment 4 Due

38. Conclusion: September 11 and the 21st Century

Final Exam

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.

General Education Course Approval Cover Sheet

Date of Submission 9/16/2011

1. Check which area(s) this course applies to

- | | | | |
|----------------------------------|--------------------------|--|-------------------------------------|
| Inquiry - Arts & Creativity | <input type="checkbox"/> | Composition & Communications - II | <input type="checkbox"/> |
| Inquiry - Humanities | <input type="checkbox"/> | Quantitative Foundations | <input type="checkbox"/> |
| Inquiry - Nat/Math/Phys Sci | <input type="checkbox"/> | Statistical Inferential Reasoning | <input type="checkbox"/> |
| Inquiry - Social Sciences | <input type="checkbox"/> | U.S. Citizenship, Community, Diversity | <input type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/> | Global Dynamics | <input checked="" type="checkbox"/> |

2. Provide Course and Department Information.

Department: History

Course Prefix and Number: HIS 122 Credit hours: 3

Course Title: War and Society since 1945

Expected # of Students per Calendar Yr: 150 Course Required for Majors in your Program (check one)? Yes No

Prerequisite(s) for Course? None

This request is for (check one) A New Course An Existing Course

Departmental Contact Information

Name: Paul Chamberlin Email: paul.chamberlin@uky.edu

Office Address: POT 1751 Phone: 859.257.4346

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: Karen Petrone Date: 9/21/11

Dean: APB Date: 11/8/11

All proposals are to be submitted from the College Dean's Office
Submission is by way of the General Education website <http://www.uky.edu/gened>

**Course Review Form
Global Dynamics**

Reviewer Recommendation

Accept Revisions Needed

Course: HIS 122

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:
Lectures 1,-2, 7-8, 13-17, 23-25; Discussions throughout

Brief Description:

In discussions on topics like the Algerian War, the Vietnam War, the Arab-Israeli Conflict, and the struggle for liberation in Southern Africa students will be introduced to a range of historical perspectives that reflect and demonstrate the impact of human diversity on the shaping of major events in the post-1945 era.

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:
Discussions 3, 6, 12, 18, 24, 27, 37

Brief Description:

In discussions of topics like decolonization, civil wars/ethnic conflicts, postcolonial revolutions, and superpower interventions in the Third World, students will have the opportunity to analyze the interaction of a diverse range of societies on critical issues in 20th century world history

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:
Discussions, Writing assignments 1-4

Brief Description:

In class discussions and in four short writing assignments, students will have the opportunity to examine the ways in which societies and institutions around the world have generated conflicts and come to terms with the ethical dilemmas of war in human society

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:

All lectures (except #4), discussions, readings, and assignments

Brief Description:

All course activities focus on the historical evolution of key themes of contemporary relevance like social and political relations, conflict, and warfare across a broad range of human societies in Europe, Asia, Africa, Latin America, and the Middle East.

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:

Discussions, Assignments 1-4, Midterm and Final Exam

Brief Description:

Discussions, readings, and assignments engage with a diverse range of societies in Europe, Asia, Africa, Latin America, and the Middle East, linking them to global issues like decolonization and the Cold War

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

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

Date/location on syllabus of such evidence:

Discussions, writing assignments 1-4, and exams

Brief description:

Discussions, writing assignments and exams are geared toward explorations of power and resistance in regional, national, and transnational contexts

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:

Writing Assignment 3 due during Discussion 30

Brief description:

Students will complete a paper that deals with the above issues within the context of the Lebanese Civil War and the Salvadoran War during the 1980s

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

Brief Description:

All lectures (except for #4), readings, and assignments focus on non-U.S. subjects. Together, they deal with topics in Europe, Asia, the Middle East, Africa, and Latin America

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:

Meetings 7-9, 13-15, 28-30

Brief description:

Students will be asked to interpret three films, two novels, and two journalistic books and relate their content to each other and to course lectures and broader themes

Reviewer Comments:

Pending Senate Review