

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Nursing Date March 7, 2013

Course No. or Level 212 Title Care of Children in Abusive and Neglectful Environments

Semester hours 1 Clock hours: Lecture 1 Laboratory _____

Prerequisites Admission into the upper division in nursing program

Enrollment expectation 20

Indicate any course for which this course is a (an)

modification N/A

(proposed change in course title, course description, course content or method of instruction)

substitute N/A

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate N/A

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ms. Vicki Martin

Department Chairperson's/Dean's

Provost's Signature _____

Date of Implementation Fall 2013

Date of School/Department approval March 7, 2013

Catalog description:

This elective course is designed to develop and improve knowledge about child abuse and neglect. It will promote knowledge development through on-line discussions, reflections, case studies, and critical thinking activities. The topics will focus on children and the five issues involved in maltreatment, risk factors for the victims and perpetrators, assessment findings, cultural beliefs and customs within families, mandatory reporting, and the care/ safety of suspected abuse victims.

Purpose: 1. For Whom (generally?)

This course will assist learners who are sophomore level or above (interdisciplinary). This is many times needed for off-track who need an extra credit for full time. This situation occurs for students because many of the clinical courses are five credits in nursing. Other disciplines have voiced the same need.

2. What should the course do for the student?

This course will assist the learner to understand more in-depth knowledge about child abuse and neglect. Many states, such as NY, have a mandatory competency requirement for nurses regarding child abuse reporting.

Teaching method planned:

The on-line class will consist of audio-visual aids, podcasts/videos, on-line discussions, PowerPoint lectures, written assignments, case studies, critical thinking activities, and on-line quizzes.

Textbook and/or materials planned (including electronic/multimedia):

E-book:

Potts, N. L. & Mandleco, B L. (2012). *Pediatric nursing: Caring for children and their families* (3rd ed). Clifton Park, NY: Delmar Cengage Learning. pp. 1379-1412.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement.

Include a syllabus for the course.)

Date	Subject	Readings/Viewings	Assignments
Week 1	Course orientation & introduction	Review course syllabus Course On-line tutorials Course resources	Chat room “Icebreaker” Pre-Test
Week 2	Child abuse (misc)	View lecture ppt	Discussion board NCLEX ?
Week 3	Child abuse (statistics)	Read e-book chapter 36 & Refer to ppt	Discussion board Case studies
Week 4	Child abuse (websites)	Refer to ppt & E-book chapter 36	Discussion board Reflection entry

4

Week 5	Child abuse (culture)	Refer to ppt & E-book chapter 36	Discussion board Critical thinking activity
Week 6	Child abuse (history taking)	Refer to ppt & E-book chapter 36	Discussion board NCLEX ?
Week 7	Child abuse (pt & family assessment)	Refer to ppt & E-book chapter 36	Discussion board Case studies
Week 8	Child abuse) (legal issues)	Refer to ppt & E-book chapter 36	Discussion board Reflection entry
Week 9	Child abuse (mandatory reporting)	Refer to ppt & E-book chapter 36	Discussion board Critical thinking activity
Week 10	Child abuse (evidence-based practice)	Refer to ppt & E-book chapter 36	Discussion board NCLEX ?
Week 11	Child abuse (prevention)	Refer to ppt & E-book chapter 36	Discussion board Case studies
Week 12	Child abuse (pt & family resources)	Refer to ppt & E-book chapter 36	Discussion board Reflection entry
Week 13	Child abuse (research)	Refer to ppt & E-book chapter 36	Discussion board Critical thinking activity Post-Test
Week 14	Course evaluations due		Complete course evaluations on- line

When completed, forward to the Office of the Provost. 9/03

Course Title: Course Number: Credit Hours: Semester and Year: Day and time:

Pre-requisites:

Department of Nursing

Care of Children in Abusive and Neglectful Environments

NURS 212

Fall

On-line

Sophomore status or higher

Faculty/Course Coordinator:

Vicki Martin, MSN, RN

Office Number: LNB 127

Office Phone Number: 843-661-1898

Email: vmartin@fmarion.edu

Office Hours: Tuesdays 9:00-12:00; Thursdays 2:30-3:30pm; Additionally by Appointment

Course Description:

This elective course is designed to develop and improve knowledge about child abuse and neglect. It will promote knowledge development through on-line discussions, reflections, case studies, and critical thinking activities. The topics will focus on children and the five issues involved in maltreatment, risk factors for the victims and perpetrators, assessment findings, cultural beliefs and customs within families, mandatory reporting, and the care/safety of suspected abuse victims.

Learning Outcomes:

At the completion of this course, the learner will be able to:

1. Discuss the five types of maltreatment of children.
2. Describe risk, protective factors and prevention strategies related to child maltreatment.
3. Evaluate the clinical manifestations, assessment, and diagnostic findings involved in child abuse.
4. Integrate cultural beliefs and customs involved in the dynamics of the family.
5. Discuss the mandatory reporting and legal, ethical processes involved in child abuse and neglect.
6. Identify the care and safety in the medical management of suspected abuse victims.
7. Apply the principles of prioritization and delegation in planning holistic care for abused children.

6

Program Learning Outcomes:

The baccalaureate generalist program in nursing prepares the graduate to:

1. Utilize the *liberal education* courses as the cornerstone for study and practice of professional nursing.
2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.
3. Provide *safe, effective, and compassionate care* to all individuals and groups across the

- lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.
4. Incorporate **information management**, client care technologies, and communication devices in providing safe and effective client care.
 5. Incorporate information on **healthcare policies**, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
 6. Demonstrate effective **inter-professional communication and collaboration** through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.
 7. Integrate **knowledge and skill** derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
 8. Demonstrate and utilize **principles of legal ethical core values** of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan
 9. Utilize the **roles of provider of care, manager/coordinator of care**, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2009).

Teaching Strategies:

The on-line class will consist of audio-visual aids, podcasts/videos, on-line discussions, PowerPoint lectures, written assignments, case studies, critical thinking activities, and on- line quizzes.

E-book:

7

Potts, N. L. & Mandelco, B L. (2012). *Pediatric nursing: Caring for children and their families* (3rd ed).

Clifton Park, NY: Delmar Cengage Learning. pp. 1379-1412.

Websites: www.cdc.gov www.childwelfare.gov

www.scdhec.gov

Methods of Evaluation:

The learner must receive a grade of “C” (2.0 on a 4.0 scale) or better in order to pass the nursing course. Not achieving a “C” or better in the course work constitutes a course failure, and the course must be repeated and a “C” or better attained before the learner can be considered having completed the nursing program.

No late work will be accepted without prior approval of the instructor.

Course Evaluation Methods:

1. Reading/video assignments – 2 @ 5% each = 10%
2. Reflection entries – 3 @ 5% each = 15%
3. Critical thinking activities - 3 @ 5% each = 15%

4. NCLEX questions - 3 @ 5% each = 15%
5. Case studies – 3 @ 5% each = 15%
6. Quizzes X 2 @ 5% each = 10%
7. Discussion board participation X 12 weeks = 20%

Classroom Grading Scale:

Alphabetic Raw Score A 94-100

B+

B

C+

C

D+

D

F

90-93 87-89 83-86 80-82 76-79 73-75

72 or below

8

Rounding:

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 79.50 is the minimum grade needed to pass this course, as this is rounded to an 80. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Test Taking Guidelines:

There will be a pre-test at the beginning and a post-test at the end of the on-line course. The instructor will have the quizzes posted on Blackboard under Testing. Learners will not have access to the quizzes until the week of the due dates. The students will complete the quizzes at home via open book testing and will email the quizzes back to the instructor on the posted due dates. The instructor will grade and post the scores on Blackboard. Failure to complete the quizzes on the due dates will result in a “0” for the quizzes. Please follow the topical outline for all due dates.

On-line Participation:

The purpose of on-line discussion is to encourage reflection and sharing of different knowledge and experiences. Learners are responsible for reading ALL postings within the discussion board, responding to learner questions directed to you individually, and meeting the discussion board criteria of posting your major response **by midnight on Sunday of the end of the first week of the block**, and responding to at least two of your classmates’ posts by **midnight on Sunday the last day of the second week of the block**.

More detail is provided within the Content section of Blackboard. Because the discussion board adds to the learning of your classmates, discussions and contributions are taken seriously. The learner will be evaluated on the quality of contributions, insights, contributions to knowledge, and by the frequency of postings and reading of the discussion (2-3 times per question is adequate). Although discussion boards will remain open for the duration of the course and continued discussion is permitted, any posting after the due date will not be included in the learner’s discussion board grade for the block. **Please cite references with all discussion board postings.**

On-line Attendance Policy:

Attendance for this on-line course is from Monday through Sunday. To be considered present, learners must log in at least one time and complete the weekly assignment. A learner who does

9

not sign in and/or does not provide any meaningful input for the block will be considered absent and may be at risk for failing the course.

ACADEMIC INFORMATION**Grievance Procedures**

The Department of Nursing adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Grievances should be discussed first with the faculty involved and if unresolved, then with the chair of the department. Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. Following the chain of command is an expected behavior for professional nurses. If the issue(s) cannot be resolved through the procedures below, a formal grievance may be filed as described in the current edition of the *University Student Handbook (current edition)*. Refer also to the *Department of Nursing's Student Handbook (current edition)*.

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all

course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Email Policy:

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and learners; therefore, all learners are required to have an active FMU email account. The FMU email should look like this:

alearner1234@g.fmarion.edu. You **will not** be allowed to enroll in this course until you set up an FMU email account.

Email responses to faculty are expected within 24 hours. Faculty will respond to learners within 24 hours with the exception of weekends and holidays. Email to all faculty and learners in the department **must** be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned

10

with a note that states "please address this email in a professional manner." Each email should address one issue.

Social Networking Policy:

Learners are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU nursing program, faculty, other learners, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

Learner Responsibilities:

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *Francis Marion University Catalog*, the *University Learner Handbook*, and the *Department of Nursing Learner Handbook*. Each learner is responsible for maintaining the grade point average required and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Guidelines for Faculty Appointments:

All nursing faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible, the learner may request the faculty to meet at another time.

Academic Dishonesty:

Failure to cite references in any course assignments may result in discipline.

See Honor Code found in the *University Learner Handbook: Rights and Responsibilities; Standards of Conduct*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Learner Handbook: Academic Integrity*.

Code of Ethics:

The Department of Nursing subscribes to the “Code of Learner Conduct” as defined in the “Learners’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Learner Handbook and Catalog*. The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all learners and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the

11

University, the Department of Nursing, or the nursing profession. Please see the *Department of Nursing Learner Handbook: Academic Integrity* and

<http://www.nursingworld.org/>

[MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx](http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx)

South Carolina Nurse Practice Act:

Students must abide by the South Carolina Nurse Practice Act (South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, Title 40).

<http://www.scstatehouse.gov/code/t40c033.php> or the South Carolina Board of Nursing website under policies.

Computer Use:

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint).

The hardware specifications necessary should be consistent with those of your Internet Provider. Your computer should be able to support Blackboard 9 and Blackboard Collaborate.

On-line Course Help:

To access Blackboard use the URL: <http://Blackboard9.fmarion.edu>. If you have problems accessing the Bb or problems during the semester call the help desk. The FMU home page, under quick links will have a specific location for Blackboard Help. In the main body of the page is a link to Blackboard manual for learners. This will help you understand some of the functions of the Blackboard system.

You can reach the Help Desk by: Phone: 843-661-1111, Email: helpdesk@fmarion.edu, or in person at office ACC108.

Feedback on your assignment submission:

Please check feedback on the graded assignments in your grade-book by clicking the hyperlinked score. If you have any difficulty finding comments, please read instructions under the **Tutorial** link. **Check your grades.** I will post your grades for the discussion board, assignments, etc. as soon as

possible. If you find any errors or missing scores in your grade-book, please feel free to email me. I will make any corrections. ***No assignment will be graded without the attached Grading Grid.***

12

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and learners in the Department of Nursing. **These rules apply to any on-line course offered by the Department of Nursing.** Examples of unprofessional or disruptive behavior include but are not limited to the following:

Shouting or using vulgar, profane or abusive language Abusive behavior

Physical assault or threat thereof

Intimidating behavior

Refusal to cooperate with others

Conduct that constitutes sexual harassment

Refusal to adhere to Department of Nursing policies

Inappropriate comments written in official documents that impugn faculty, staff, or learners of the Department of Nursing

Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence

Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency

Making or threatening reprisals for reporting disruptive or inappropriate behavior

Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language

Failure to follow the chain of command.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a Department of Nursing learner towards another learner, client, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic nursing advisor. Learner violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog and Learner Handbook*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the Department of Nursing, and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.****

To be a successful on-line learner takes great effort. The learner must be self-motivated and self-disciplined to remain on schedule with reading, assignments, projects, etc. They have to devote time to the on-line experience from their busy family and work schedule in order to keep up-to-date with the on-line course work.

Netiquette: Communication Courtesy Code. All members of the class are expected to follow rules of common courtesy in all email messages and threaded discussions. Respect is required and expected. If your discussion post is a response, begin the post with the learner’s name. Please write your name at the end of all discussion postings so we will know who has contributed to the learning process.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to course objectives. If the syllabus is changed for any reason, faculty will notify learners in the following manner: notify by email or on the announcement page of Blackboard.

ADDITIONAL FRANCIS MARION UNIVERSITY RESOURCES

Bonita McFadden, Nursing Administrative Assistant 843-661-1690
 Rogers Library
 Counseling and Testing Center Technical Support
 Writing Center
 Media Center

Grading Rubrics:

843-661-1310 843-662-8263 843-661-1111
 843-661-1654 843-661-1250

Grading rubrics are utilized to provide appropriate assignment feedback to the on-line learner and to maintain consistency in assigning grades. The appropriate Grading Grid **must** be pasted at the end of each assignment before it is sent to the faculty for grading. Papers will not be graded without the appropriate Grading rubric.

Discussion Boards: The following rubric will be used for assessing online participation. 14

POST	EVALUATION CRITERIA	EARNED POINTS
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Primary post worth a total of 50 points	*On time *All topic areas covered *References provided if appropriate *Substantive content *Acceptable grammar	10 points 10 points 10 points 10 points
Secondary posts (2) worth 25 points each	*On time *Reflects or references others' posts *Added new thoughts or ideas to the post stream *Acceptable grammar	5 points 5 points 10 points 5 points

Reflections, Case Studies, NCLEX Questions, & Critical thinking activities

Reflection entries and/or learning activities will be done in response to guided direction, reflections of individual learning. Content might include new ideas or new insights, thoughts or feelings, paradoxes, poetry, art, experiences, etc. Writing is done in free style and dialogical. Assignments must be submitted on the due dates. Some weeks learners will be asked to submit editorials, articles, etc. relevant to child abuse and write a response pertinent to that piece. Reflections are graded on completeness and expression of thought, not content.

90-100 points	80-89 points	0-79 points
All entries complete, appropriate, & with new insights or expression of thoughts.	One or two entries missing & no new insights or expression of thoughts.	Greater than two entries missing & no new insights or expression of thoughts

Topical Outline:

Date	Subject	Readings/Viewings	Assignments
Week 1	Course orientation & introduction	Review course syllabus Course On-line tutorials Course resources	Chat room "Icebreaker" Pre-Test
Week 2	Child abuse (misc)	View lecture ppt	Discussion board NCLEX ?
Week 3	Child abuse (statistics)	Read e-book chapter 36 & Refer to ppt	Discussion board Case studies

15

Week 4	Child abuse (websites)	Refer to ppt & E-book chapter 36	Discussion board Reflection entry
Week 5	Child abuse (culture)	Refer to ppt & E-book chapter 36	Discussion board Critical thinking activity
Week 6	Child abuse (history taking)	Refer to ppt & E-book chapter 36	Discussion board NCLEX ?
Week 7	Child abuse (pt & family assessment)	Refer to ppt & E-book chapter 36	Discussion board Case studies
Week 8	Child abuse) (legal issues)	Refer to ppt & E-book chapter 36	Discussion board Reflection entry
Week 9	Child abuse (mandatory reporting)	Refer to ppt & E-book chapter 36	Discussion board Critical thinking activity
Week	Child abuse (evidence-	Refer to ppt & E-	Discussion board NCLEX ?

10	based practice)	book chapter 36	
Week 11	Child abuse (prevention)	Refer to ppt & E-book chapter 36	Discussion board Case studies
Week 12	Child abuse (pt & family resources)	Refer to ppt & E-book chapter 36	Discussion board Reflection entry
Week 13	Child abuse (research)	Refer to ppt & E-book chapter 36	Discussion board Critical thinking activity Post-Test
Week 14	Course evaluations due		Complete course evaluations on-line

COMMUNICATION POLICY FOR BLACKBOARD FRANCIS MARION UNIVERSITY

On-line classes require a special set of guidelines to enable equal participation for all learners, and to assure privacy, respect, and accountability are maintained. On-line discussions are an integral part of the on-line program. The intent of on-line discussions (discussion boards) are to replace the sharing that would occur between learners in the classroom, to allow faculty to identify learner learning and correct misconceptions, and to share in the educational process as on-line learners. To help you become accustomed to working in an on-line classroom, the following guidelines are listed to assist you in working in the on-line classroom.

1. Learners are expected to check their e-mail and discussion board daily for learner posts and faculty updates.
2. Each week there will be either a discussion board question or assignment. The discussion board question(s) will require learner responses by the deadline date. Learners are to respond to each primary question by the end of the day Thursday (11:59 PM), and respond to at least two classmates' posts in each discussion board question by the end of the day Sunday for full discussion board credit for the week. Additional detailed information on discussion board participation can be found in the course material in blackboard and in each course syllabus.
3. Professional respect requires learners to respond to discussion board questions directed to them specifically by their peers.
4. A grading rubric will be utilized to assign grades for discussion participation by each learner. You will find the rubric in the course materials in blackboard, as well as in each course syllabus.
5. Some courses will require the learners to work in groups. A designated group discussion site will be made available for these discussions. It is highly encouraged that the learners utilize the blackboard group discussion site for their team communications. If a question of equal participation comes up, the faculty will be able to review the group discussions to assess each group member's role.
6. Do not dominate the discussion. Stay on topic. If you have something you want to address that is off-topic, email the person directly. General questions can be posted in the Faculty Forum section of the discussion board.
7. Use a positive and respectful tone.
8. Abusive comments will not be tolerated. You may lose points or this may be grounds for being asked to leave the course. If you are dealing with a sensitive or controversial topic, take time to reflect and write your responses in a WORD document first before posting so you don't regret a response later. There is no editing once you post your response.

9. Typing in WORD before posting will help you eliminate spelling and grammatical errors. Using all caps to highlight a point is generally considered “shouting” on-line. It is preferable that you not post your WORD document as an attachment, but copy and paste in the response section of the postings.
10. Reference all information used in your post that is not your own knowledgebase.
11. Although information shared on-line cannot be assumed to be private, please respect the examples and information shared by others.
12. Each course faculty will monitor and respond to discussion board posts as appropriate. However, the discussion board itself is intended to be learner-directed.

Please sign the forms below. You will need to print it and deliver it to me, fax it to me, or scan and email it to me. Either way is acceptable but I must have it by the second class date of this semester. Failure to do so may cause a delay in receiving your final grades.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Gender Studies (GNDR) Date 08-21-2013

Course No. or Level GNDR 497 Title Gender Studies: Special Studies

Semester hours (3) (2) (1) Clock hours: Lecture not applicable Laboratory N/A

Prerequisites Junior & Senior Gender Studies Minors or Collaterals with 3.0 + GPA in major; project approved by Gender Studies Committee for 3, 2, or 1 credit hour(s)

Enrollment expectation variable (probably very small)

Indicate any course for which this course is a (an)

Modification none

(proposed change in course title, course description, course content or method of instruction)

Substitute none

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate 497 can count as 3, 2, or 1 hour(s) towards Gender Studies minor or collateral requirements

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Pamela A. Rooks

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2014

Date of School/Department approval Approved by Gender Studies Committee 08-21-2013

Catalog description: **497 Gender Studies: Special Studies** (3) (2) (1) Individual research project under the guidance of a faculty member. Research projects must be approved by the Gender Studies Committee and are reviewed by three faculty members from two different disciplines. Open only to juniors and seniors with grade point average of 3.0 or higher in their major courses.

Purpose: 1. For Whom (generally?) Gender Studies minors and collaterals from various disciplines.

2. What should the course do for the student? Provide independent research experience; help fulfill requirements for minor/collateral

Teaching method planned: Similar to existing Special Studies courses in every discipline, including Honors and International Studies.

Textbook and/or materials planned (including electronic/multimedia): As needed.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

**FRANCIS MARION UNIVERSITY
DESCRIPTION OF PROPOSED NEW COURSE**

Department/School HONORS **Date** August 20, 2013

Course No. or level HNRS 201 **Title** Honors Humanities and Social Sciences Symposium

Semester hours 1 **Clock hours:** **Lecture** 1 **Laboratory** 0

Prerequisites Membership in FMU Honors, or permission of Honors Director

Enrollment expectation 15

Indicate any course for which this course is a (an)

Modification N/A **Substitute** N/A **Alternate** N/A

Name of person preparing course description: Jon Tuttle

Department Chairperson's /Dean's Signature _____

Date of Implementation Fall 2014

Date of School/Department approval: Approved by Honors Committee July 31, 2013

Catalog description:

201 HONORS HUMANITIES AND SOCIAL SCIENCES SYMPOSIUM (1)

(Prerequisite: membership in FMU Honors or permission of Honors Director.) Requires students to meet once a week to discuss a recent art/cultural event (plays, concerts, Humanities/Social Science lectures, etc.) or interview area artists/humanists/arts administrators. Offered fall semester. May be taken twice for credit.

Purpose:

- 1. For Whom (generally?):** FMU Honors students, also other students with permission of instructor and Honors Director
- 2. What should the course do for the student?**
HNRS 201 will provide for students in the Humanities and Social Sciences the same sort of discussion forum enjoyed by students in the Sciences who take HNRS 200/Science Symposium. More specifically, it

will allow them to engage in discussions about the arts or social sciences in a less-formal atmosphere than the traditional classroom.

Teaching method/textbook and materials planned: Seminar-style discussion (see attached).

Course Content: See attached proposed syllabus.

When completed, forward to the Office of the Provost.

Honors 201: *Honors Humanities & Social Sciences Symposium*
Fall, 2013 (for sample)
Monday: 2:10 CEMC 216

Dr. Greg Fry
 HFAC 103 (843) 661-1684
gfry@fmarion.edu

COURSE DESCRIPTION

This course is an arts, humanities and social sciences discussion forum; we will meet each week to discuss a recent artistic, literary or social event or to meet with invited speakers. Learning will occur through attendance at events followed by written responses and, each week, some lively discussions. The object is to familiarize you with a variety of art forms or issues pertaining to the humanities and social sciences, and ultimately to make you more discerning consumers of the culture you live in.

ATTENDANCE

Attendance at both *events* (which include films, performances, lectures, etc.) and at *symposia* sessions is required. Written responses to the events listed below will be due at the beginning of each symposium session. Missed seminars cannot be made-up.

EVENTS & SCHEDULE

DATE	EVENT/ASSIGNMENT	PLAN
8.26	--	Course introduction, policies
9.2	--	No class meeting: Labor Day
9.9	Writing & Marketing the Novel (Selected Readings by L. Kostoff)	Guest: Lynn Kostoff
9.16	“Empirical” & World w/o Walls” (Photography and Ceramics, 8.20>)	Discussion Guest Speaker: D Gray
9.23	Hum & Soc Sci Symposium (9.17)	Discussion
9.30	<i>King Kong</i> (film, 9.24)	Discussion Guest: Dr. Smolen-Morten
10.7	--	No Class Meeting: Fall Break
10.14	“Passage in Time” (Art/Sculture, 10-8>)	Discussion
10.21	Luna Nova new Music Ensemble (10.17)	Discussion, guest: T Roberts

	Or Hum & Soc Sci Symposium (10.15)	Guest: R Wittman-Price
10.28	<i>Evening at Provincetown</i> (Play, 10.24-26)	Discussion, guest: D Larsen
11.4	FMU Concert Band (10.29)	Discussion
11.11	Pee Dee Poetry & Fiction Festival (11.7-8)	Guest: B Flannagan
11.18	FMU Senior Show (visual arts, 11.12>)	Guest: S Gately
11.25	FMU Music Industry Ensemble (11.21)	Discussion: guest B Goff
12.2	Conclusions, Reflections	

WRITTEN RESPONSES

Because this course is designed not to test your knowledge but to cultivate your sensibilities, there will be no exams. You will instead provide brief written responses to each event, discussing and assessing that event. Your response should be at least one, but better two pages long and briefly summarize the work presented, its purpose, and your impressions of it—for instance, whether or not it achieved its purpose, and why or why not. To what extent, for instance, did the event address current social issues? Seek to persuade? To inform? To entertain? How, in short, did the event expect to affect or change its audience? Or, in lieu of written response, you may sometimes be asked to respond artistically—for instance with interpretive/responsive sketches of your own in response to a gallery exhibit. Indeed, suggestions about such subjective responses will be welcomed. But again: responses are due at the beginning of each symposium session.

GRADING

Grades will be determined as follows:

- Written responses will be graded according to the professor's assessment of their thoroughness, thoughtfulness and clarity and scored Excellent/A (100), Good/B (85), Adequate/C (75) or, in the case of cursory or superficial responses, Failing/F (0). These grades will average at the end of the semester; this average will account for 80% of your course grade.
- You will receive 0-20 Attendance and Participation points, which will account for the other 20% of your course grade. Persons missing any event or symposium meeting will be docked two such points per, unless they can provide a compelling excuse, with documentation.

ACADEMIC INTEGRITY

As should be obvious, every student is responsible for turning in his or her own unique work. Cheating and plagiarism will not be tolerated. ***Depending upon the severity of the offense, you may receive an absence for that week or an U for the entire course.*** You

will also be reported to the appropriate university office. A first offense typically results in an F on that assignment or an F in the course. A second offense results in a one semester suspension. A third offense results in expulsion from the university. If you are not sure what constitutes cheating or plagiarism, ask me before completing the assignment.

**FRANCIS MARION UNIVERSITY
DESCRIPTION OF PROPOSED NEW COURSE**

Department/School HONORS **Date** August 20, 2013

Course No. or level HNRS 202 **Title** Honors Leadership Symposium

Semester hours 1 **Clock hours:** **Lecture** 1 **Laboratory** 0

Prerequisites Membership in FMU Honors, or permission of Honors Director

Enrollment expectation 15

Indicate any course for which this course is a (an)

Modification N/A **Substitute** N/A **Alternate** N/A

Name of person preparing course description: Jon Tuttle

Department Chairperson’s /Dean’s Signature_____

Date of Implementation Fall 2014

Date of School/Department approval: Approved by Honors Committee July 31, 2013

Catalog description:

202 HONORS LEADERSHIP SYMPOSIUM (1) (Prerequisite: membership in FMU Honors or permission of Honors Director.) Requires students to meet once a week with local civic/ government leaders, entrepreneurs, university donors or other area leaders and/or to discuss relevant topics (downtown development, taxation, philanthropy, etc.). Offered spring semester. May be taken twice for credit.

Purpose:

1. **For Whom (generally?):** FMU Honors students, also others students with permission of instructor and Honors Director.

2. What should the course do for the student?

HNRS 202 will provide for students in Business, Political Science and related disciplines the same sort of discussion forum enjoyed by students in the Sciences who take HNRS 200/Science Symposium. More specifically, it will allow them to engage in discussions about civic engagement in a less-formal atmosphere than the traditional classroom.

Teaching method/textbook and materials planned: Seminar-style discussion (see attached).

Course Content: See attached proposed syllabus.

When completed, forward to the Office of the Provost.

Honors 202
Leadership Symposium
Fall, 2013 (for sample)
Wed: 1:00 School of Business Conference Room

Dr. Hubert H. Setzler III
 FH 263C
 (843) 661-1433
hsetzler@fmarion.edu

COURSE DESCRIPTION

This course is a leadership discussion forum and workshop; we will meet each week to discuss components and styles of good leadership. The material will be learned through the lecturing of experiences from different community leaders, reading assigned material, and discussing this information in class afterward. The purpose of this class is to recognize and enhance leadership skills already possessed and develop additional desired attributes.

ATTENDANCE

Attendance at all events and discussions is required. If more than two events or discussions are missed then a grade of F will be given in the course. **ONLY** sanctioned school events (athletics, conferences, etc.) will be counted as excused absences.

EVENTS & SCHEDULE

DATE	EVENT/ASSIGNMENT	PLAN
1.15	--	Course introduction, policies
1.22	Defining Leadership	Discussion
1.29	Leadership and Experience	Guest: M. Barry O'Brien Dean—FMU School of Bus.
2.05	Leadership on Campus	Guest: W.R. Simpson SGA—President
2.12	Leadership Symposium	Discussion
2.19	<i>Invictus</i> (film, 9.12)	Discussion
2.26	Leadership in Community	Guest: Stephen J. Wukela Mayor—Florence SC
3.05	Leadership Symposium	Discussion

3.12	Community Development Leadership	Guest: Tim Norwood
3.19	--	<i>No Class Spring Break</i>
3.26	Leadership Symposium	Discussion
4.02	Faith Based Leadership and Ethics	Guest: Bishop Michael Blue
4.09	Leadership Symposium	Discussion
4.16	Spotting Leadership	Guest: Wendy Dombrowski HR Manager—Monster.com
4.23	<i>How to Win Friends and Influence People</i>	Discussion

WRITTEN RESPONSES

Because this course is designed not to test your knowledge but to cultivate your sensibilities, there will be no exams. You will instead provide brief written responses to each event, discussing and assessing that event. In addition you will write a detailed response to the required book. Your response should be at least one, but better two pages long and briefly summarize the work presented, its purpose, and your impressions of it. Again, responses are due at the beginning of each symposium session. The detailed response should be at least three pages, but better 4 pages long.

READING MATERIAL

How to Win Friends and Influence People by Dale Carnegie

GRADING

Each writing assignment as well as participation during the scheduled events and discussions will determine your final grade for the class. Each brief response, detailed response, and participation will be graded on a scale from 0-100. The percentage breakdown and scale are as follows:

Average	Grade	Assignment	Percentage
100-90	A	Brief Responses	60%
89-80	B	Detailed Response	30%
79-70	C	Participation	10%
69-60	D		
59-0	F		

ACADEMIC INTEGRITY

Every student is responsible for turning in his or her own unique work. Cheating and plagiarism will not be tolerated. **Depending upon the severity of the offense, you may receive an absence for that week or an U for the entire course.** You will also be reported to the appropriate university office. A first offense typically results in an F on that assignment or an F in the course. A second offense results in a one semester suspension. A third offense results in expulsion from the university. If you are not sure what constitutes cheating or plagiarism, ask me before completing the assignment.

**FRANCIS MARION UNIVERSITY
DESCRIPTION OF PROPOSED NEW COURSE**

Department/School HONORS **Date** August 20, 2013

Course No. or level HNRS 250-259 **Title** HONORS SPECIAL TOPICS IN THE
SOCIAL SCIENCES

Semester hours 3 **Clock hours:** **Lecture** 3 **Laboratory** 0

Prerequisites Membership in FMU Honors, or permission of Honors Director

Enrollment expectation 15

Indicate any course for which this course is a (an)

Modification N/A **Substitute** N/A Alternate N/A

Name of person preparing course description: Jon Tuttle

Department Chairperson’s /Dean’s Signature _____

Date of Implementation Fall 2014

Date of School/Department approval: Approved by Honors Committee July 31, 2013

Catalog description:

250-9 SPECIAL TOPICS IN THE SOCIAL SCIENCES (3) (Prerequisite: membership in FMU Honors or permission of Honors Director.) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Social Sciences. May be taken for General Education credit as Social Sciences elective. May be applied as elective credit in applicable major with permission of chair or dean.

Purpose:

2. **For Whom (generally?):** FMU Honors students, also others students with permission of instructor and Honors Director

2. **What should the course do for the student?**

HNRS 250-9 will offer FMU Honors members enhanced learning options within the Social Sciences beyond the common undergraduate curriculum and engage potential majors with unique, non-traditional topics.

Teaching method/textbook and materials planned: Lecture, seminar-style discussion

Course Content: See attached proposed syllabus.

When completed, forward to the Office of the Provost.

HNRS 250: Special Topics in the Social Sciences

Humor in Society

“Sociology will be especially well advised not to fixate itself in an attitude of humorless scientism that is blind and deaf to the buffoonery of the social spectacle.”

- Peter Berger (1963, p. 165) in
Invitation to Sociology

Semester:

Section Number:

Building/Room: CEMC Honors Room

Instructor: Russell (Rusty) E. Ward, Jr., Ph.D.

Office: Founders Hall 242

Phone: 661-4632

Email: rward@fmarion.edu

Office Hours: 1:30-3:00 MWF, 10:00-11:30 TTH, or by appointment

What is the nature of humor? Adopting an optimistic view, when people laugh they make a commitment to what's going; they become reminded at least temporarily about shared expectations and values. In contrast to that relatively positive perspective, the darker side of humor includes its potential for social control - to exclude or marginalize others.

Course goal: It is my hope that you leave this course with a new and meaningful way of understanding humor in society.

Course description: This interdisciplinary course employs the work of sociologists, social psychologists, and literary scholars to examine the different meanings of humor, and its varied forms. Attention is given to stand-up comedy and what it might reveal about our society.

Required Texts: Oring, Elliot (2008). *Engaging humor*. Urbana/Chicago, IL: University of Illinois Press.

Billig, Michel (2005). *Laughter and ridicule: Towards a social critique of humor*. London: Sage Publications.

Tafoya, Eddie (2009). *The legacy of the wisecrack: Stand-up comedy as the great American literary form*. Boca Raton, FL: BrownWalker Press.

Additional required readings: Other readings for this course are listed in the following section which outlines the course objectives. The readings may be subject to some relatively minimal modifications.

Course objectives: We will explore views of humor in society, and become familiar with contemporary issues of interest related to the study of humor. These objectives are outlined in further detail below with the following order of readings:

Week one: Defining humor/introducing general theoretical approaches to humor.

Kuipers, Giseline (2008). The sociology of humor. In Victor Raskin (Ed.), *The primer of humor research*, (pp. 365-402). Berlin/New York: Mouton de Gruyter.

Week two: Varieties/typologies of humor

Cheung, Chau-kiu, & Yue, Xiao (2012). Sojourn students' humor styles as buffers to achieve resilience.

International Journal of Intercultural Relations, 36, 3, 353-364.

Zeigler-Hill, Virgil, Bessner, Avi, & Jett, Stephanie E. (2013). Laughing at the looking glass: Does

humor style serve as an interpersonal signal. *Evolutionary Psychology*, 11, 1, 201-226.

Week three: What makes something funny?

Oring, Preface, and Chapters 1 through 3

Week four: What motives engender humor?

Oring, Chapters 4 through 6

Week five: What messages are conveyed through humor?

Oring, Chapters 7 through 10

Week six: Why should we be critical of humor?

Billig, Chapters 1 and 2

Week seven: What historical factors are linked to the superiority theory of humor?

Billig, Chapter 3

Week eight: What historical factors are linked to the incongruity theory of humor?

Billig, Chapter 4

Week nine: What historical factors are linked to the release theory of humor?

Billig, Chapter 5

Week ten: How does humor reflect wider visions of politics, morality, and aesthetics?

Billig, Chapters 6 and 7

Week eleven: What makes laughter possible?

Billig, Chapter 8

Week twelve: What is the social importance of ridicule?

Billig, Chapters 9 and 10

Week thirteen: What is the lure of stand-up comedy?

Tafoya, Introduction, and Chapters 1 through 3

Week fourteen: When and how did stand-up comedy originate in America?

Tafoya, Chapters 4 through 6

Week fifteen: What do contemporary comedians reveal about society?

Tafoya, Chapters 7 and 8, and Conclusion

Week sixteen: Final thoughts

*****As an influential professor once shared with me, to do well all you need to do is read, complete tests and written assignments, attend lecture, and pay attention. That's it. That's the big secret. Share it with your friend! It will create community.*****

Class attendance: Class attendance will be based on the university's attendance policy (if a student is absent more than twice the number of required class or lab sessions per week during the regular semester, the instructor has the option to assign a grade of F or W). This means that students will be failed or withdrawn from the course if they miss more than 4 Tuesday/Thursday classes or six Monday/Wednesday/Friday classes. Late arrivals are considered absences.

Communication devices: The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Students

who consistently disrupt class (e.g., cell phones, talking, etc.) will receive one warning to cease. Further disruptions will result in withdrawal from the course.

Evaluation: Students whose total points are “on the line” (i.e., 1 percentage point away from cut-off point) are rewarded for a consistent pattern of offering comments in class that relate to the readings and generate discussion. This opportunity implies the need for perfect, or near perfect class attendance. Please note there is no extra-credit.

Grades will be based on your performance in the following areas: (a) three in-class essay examinations, and (b) three projects. The three exams cover material from each text (i.e., Oring, Billig, and Tafoya).

For the first project, you are asked to attend a comedy club or an open mic night that features stand-up comedians, and prepare a 3 to 5 page paper (i.e., type-written, double-spaced, 12-point font) that summarizes your observation using material from the course.

For the second project, you are asked to keep a personal humor journal where you periodically record your observations of humor in society. Using material from the course, tell me in a 3 to 5 page paper (i.e., type-written, double spaced, 12-point font) what your journal observations reveal about humor in society.

For the third project, you are asked to write a stand-up comedy routine and perform it in class. The performance should last 3 to 5-minutes. In addition to your written routine, explain in a 3 to 5 page paper (i.e., type-written, double-spaced, 12-point font) how your script/routine resembles, or fails to resemble, some of what you have learned in this humor course.

Grading scale: Each component of the course is worth 100 points, for a total of 600 points.

A = 540 +	90.00% +
B+ = 510 – 539	85.00% - 89.99%
B = 480 – 509	80.00% - 84.99%
C+ = 450 – 479	75.00% - 79.99%
C = 420 – 449	70.00% - 74.99%
D+ = 390 – 419	65.00% - 69.99%
D = 360 – 389	60.00% - 64.99%
F = Below 360	Below 60.00%

Note on tests: You are expected to show up for exams during the scheduled time, and to turn all work in on time. If for some reason (e.g., the outbreak of World War III, alien abduction, personally bearing triplets, etc.) you are unable to take a scheduled exam or meet a deadline, please discuss this matter with me **BEFORE** (not the day) the exam is scheduled or the project is due. The instructor does not guarantee that missed exams or uncompleted projects can be made up.

“Eighty percent of success is showing up.” – Woody Allen

Cheating or plagiarism: I do not tolerate academic dishonesty. Any student observed cheating, taking credit for someone else’s work, or allowing others to take credit for his or her work will receive a zero grade on the test or the assignment. In addition, I will report the incident to university officials, whereby additional sanctions may be applied.

“He who cuts his own wood warms himself twice.” - Thoreau

**HNRS 250: Special Topics in the Social Sciences:
The Personal Presidency**

Professor

Alissa Warters, Ph.D.
661-1616
twarters@fmarion.edu

Course Description: This course offers an examination of the non-institutional aspects of the American presidency that impact decision-making. The course invites students to analyze the institution from a president-centered perspective focusing on the character/psychology, rhetoric, leadership skills/style and family of presidents. In essence, this course evaluates how individual leaders put their stamp on the office. This course will focus on biographical, historical and political science literature that should foster vigorous group discussion.

Required Texts:

Fred. I. Greenstein, *The Presidential Difference: Leadership Style From FDR to Barack Obama*, 3rd edition. (Princeton, NJ: Princeton University Press), 2009.

Stanley A. Renshon, *Barack Obama and the Politics of Redemption*, (New York: Routledge), 2012.

Jeffrey K. Tulis, *The Rhetorical Presidency*, (Princeton, NJ: Princeton University Press), 1987.

James Pfiffner, *The Character Factor: How We Judge America's Presidents*, (College Station: Texas A & M University Press), 2003.

Robert P. Watson and Anthony J. Eksterowicz, *The Presidential Companion: Readings on First Ladies*, (Columbia, SC: University of South Carolina Press), 2003.

Reserve/BlackBoard Materials

Recommended:

James Pfiffner, *The Modern Presidency*, 6th edition, (New York: Wadsworth), 2013.

Each student will benefit from refreshing their knowledge of current events. This may require reading a daily newspaper or watching the national news coverage on a daily basis. Examples from current events will be used frequently in class discussions. Therefore, the class discussions at-large will be enriched if each student is up to date on current events.

WRITING ASSIGNMENTS: Each student will be assigned to a group that will study one particular president over the course of the semester. Within these groups each student will be given a specific assignment to study the psychology/character, rhetoric, leadership or family of the assigned president.

Papers are due on the last day of class.

Further information on paper requirements is forthcoming.

GROUP WORK AND PRESENTATION: Each person assigned to a group will give a 10-15 minute presentation to the class about their aspect of the group assignment. The grade assigned will be based preparation and presentation of the material. Each student must be prepared to take questions from the class. Additionally, as part of this grade there will be an evaluation by the instructor and your group members toward the quality of your participation within the group.

CLASS ATTENDANCE/PARTICIPATION: Regular attendance and participation are essential to success in this course. The class roll will be taken on a regular basis. Students who are unprepared for class, who have not read their assigned readings, who are unable to answer questions about them, will be penalized as if they were absent or tardy.

QUIZZES/REFLECTION PAPERS: In lieu of formal exams, the instructor will give a series of quizzes to the class based on the readings and course material. Additionally, some readings will require reflection papers.

GRADING FORMULA: Paper = 25%; Group Presentation = 25%; Attendance/Participation = 25%; and Quizzes = 25%.

GRADING SCALE: The grading scale for this course is: 90-100 = A; 88-89 = B+; 80-87 = B; 78-79 = C+; 70-77= C; 60-69 = D; 0-59 = F.

Standard of Conduct and Academic Honesty: To succeed in this course all students must follow the code of student conduct detailed in the Student Handbook on pages 133-134. This includes students doing their own work in class, which includes not committing plagiarism or cheating. Each student is responsible for informing his/herself about these guidelines and the procedures for adjudicating cases of academic dishonesty.

If you have questions about avoiding plagiarism either speak with the professor or visit the FMU Writing Center on the first floor of Founders Hall (661-1675).

Note: The professor reserves the right to make changes to this syllabus, as they become necessary.

Disability Services can be reached at 673-1828.

TOPICS OF DISCUSSION:

Week One and Two: Introduction to the Institution of the Presidency/Constitutional Requirements and Roles:

--Recommended reading: Pfiffner's *Modern Presidency*.

Week Three: Introduction to the Personal Presidency:

Read: Gregory Hager and Terry Sullivan, "President-Centered and Presidency-Centered Explanations of Presidential Activity." Blackboard.

Week Four: Leadership Lessons of Modern Presidents:

Read: Fred Greenstein, *The Presidential Difference: Leadership Style From FDR to Barack Obama*.

Weeks Five-Seven: Presidential Psychology and Character:

Read: Stanley A. Renshon, *Barack Obama and the Politics of Redemption*.

James Pfiffner, *The Character Factor: How We Judge America's Presidents*.

James David Barber, *The Presidential Character: Predicting Performance in the White House*. Blackboard.

Weeks Eight and Nine: The Rhetorical Presidency

Read: Jeffrey K. Tulis, *The Rhetorical Presidency*, (Princeton, NJ: Princeton University Press), 1988.

Guest Lecturer: Dr. Meredith Love

Week Ten and Eleven: The Role of First Ladies

Read: Robert P. Watson and Anthony J. Eksterowicz, *The Presidential Companion: Readings on First Ladies*.

Guest Lecturer: Dr. Scott Kaufman

Week Twelve: The Role of Presidential Children

Read: T. Alissa Warters, *The Political Roles of Presidential Children*. Blackboard.

Weeks Thirteen and Fourteen: Group Presentations/Final Papers Due

DESCRIPTION OF PROPOSED NEW COURSE

Department/School HONORS **Date** August 20, 2013

Course No. or level HNRS 260-269 **Title** HONORS SPECIAL TOPICS IN THE HUMANITIES

Semester hours 3 **Clock hours:** **Lecture** 3 **Laboratory** 0

Prerequisites Membership in FMU Honors, or permission of Honors Director

Enrollment expectation 15

Indicate any course for which this course is a (an)

Modification N/A **Substitute** N/A **Alternate** N/A

Name of person preparing course description: Jon Tuttle

Department Chairperson's /Dean's Signature_____

Date of Implementation Fall 2014

Date of School/Department approval: Approved by Honors Committee July 31, 2013

Catalog description:

260-9 SPECIAL TOPICS IN THE HUMANITIES (3) (Prerequisite: membership in FMU Honors or permission of Honors Director.) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Humanities. May be taken for General Education credit as Humanities elective. May be applied as elective credit in applicable major with permission of chair or dean.

Purpose:

3. **For Whom (generally?):** FMU Honors students, also others students with permission of instructor and Honors Director

2. What should the course do for the student?

HNRS 260-9 will offer FMU Honors members enhanced learning options within the Humanities beyond the common undergraduate curriculum and engage potential majors with unique, non-traditional topics.

Teaching method/textbook and materials planned: Lecture, seminar-style discussion

Course Content: See attached proposed syllabus.

When completed, forward to the Office of the Provost.

HNRS 260/Special Topics in the Humanities
This Course is Epic!

**The Development of Western Civilization as viewed through
 Primary Sources**

Francis Marion University

Semester:

Section #:

Times:

Professor: Dr. Christopher Kennedy

I. Course Description

The course will be an appreciation of “Epics” and other works of literature in the Western Tradition as primary sources to be used in conjunction with lectures to examine various periods and peoples throughout the history of Western Civilization from the Ancient world through the Middle Ages and the Renaissance to the Enlightenment. Attention will be given to significant social, political, intellectual, philosophical, artistic and economic developments, which contributed to the formation of Western Civilization.

II. Course Objectives and Learning Outcomes

Each student taking this course will become familiar with the fundamental historical chronology and development of European History from the classical world to the early modern age. The course will explore the following salient topics and themes:

1. The meaning of History and its Study
 - a. The use of Primary sources and Secondary sources
2. Ancient Civilizations and their legacies for Western Society
 - a. Greek and Roman contributions (the classical legacy)
3. Medieval Europe
 - a. Were they the “Dark Ages”?
4. The Three legacies that combined to produce European Civilization
 - a. The Classical, Germanic and Christian
5. Medieval Society: Feudalism, Vassalage and Manorialism
 - a. The Three “orders” of medieval society and their symbiotic relationship: Those who pray, Those who fight and Those who work
6. The social and economic developments of the High Middle Ages
 - a. The rise of a 4th order – the Bourgeoisie
7. The disasters of the late Middle Ages
 - a. Things Fall apart in the Medieval world: Famine, Plague and War
8. A hope for renewal:
 - a. The early Italian Renaissance
 - i. The northern Renaissance and Christian Humanism
9. The Scientific Revolution
 - a. The development of the modern mind-set

10. The Rise of the “New Monarchies” and the State
11. The Age of Discovery
12. The Reformation and Counter-Reformation on the continent
 - a. The Wars of Religion
13. The Reformation in England
 - A. A religious or a political event?
14. The development of a Constitutional Monarchy in England
15. The creation of an Absolute Monarchy in France
16. The Enlightenment and the dawn of a new world view
 - a. The Philosophes and the “Age of Reason”

III. Course Texts

A History of Western Society (HWS) Volume I from Antiquity to the Enlightenment 8th edition, McKay, Hill and Buckler ISBN: 0618522670

Works to be explored include the following:

The Epic of Gilgamesh, Homer’s *Iliad and Odyssey*, Plato’s *Symposium* and *The Apology*, Thucydides’ *The Peloponnesian Wars*, Aristophanes’ *Lysistrata*, Virgil’s *The Aeneid*, Boethius’ *The Consolation of Philosophy*, *Beowulf*, Einhard’s *The Life of Charlemagne*, *The Song of Roland*, Dante’s *The Divine Comedy*, Boccaccio’s *The Decameron*, Chaucer’s *The Canterbury Tales* (Prologue), Machiavelli’s *The Prince*, Shakespeare’s *The Tempest* and *Hamlet*, Cervantes’ *Don Quixote*, Milton’s *Paradise Lost*, Sir Thomas More’s *Utopia*, Swift’s *Modest Proposal* and *Voltaire’s Candide*.

Note *Lecture Outlines will only be available on *Blackboard*, please download and print off prior to class

IV. Course Requirements

% of

Grade

- Attendance and Participation
10%
- Seminar days reading reflection papers* (8 @ 5% each)
40%
- Unit One Exam
15%
- Unit Two Exam
15%
- Final Examination

20%

100%

V. Semester Calendar and Readings

Introduction, Syllabus, the meaning of history, (HWS 3-6)

How to read a primary source? Using the terms culture, civilization, the meaning of western civilization

Prehistory, the Earliest Civilizations, The rise of Mesopotamian Civilization (HWS 6-16, 24-31)

Small Kingdoms and Mighty Empires in the Near East (HWS 32-53)

SEMINAR DAY: *The Epic of Gilgamesh*

The first Greeks: Minoan and Mycenaean Civilizations (HWS 54-60)

SEMINAR DAY: **Homer's** *The Iliad and Odyssey*

Classical Greece: The Persian Wars, Golden Age of Pericles, (HWS 60-83)

SEMINAR DAY: **Plato's** *Symposium and The Apology*

Classical Greece: The rise of the city state, Athens and Sparta, The Peloponnesian War (HWS 70-93)

SEMINAR DAY: **Thucydides' The Peloponnesian Wars AND Aristophanes' Lysistrata**

The Etruscans and the Rise of Rome (HWS 124-133)

Rome: from Republic to Empire (HWS 133-161)

SEMINAR DAY: **Virgil's** *The Aeneid*

Late Roman Empire: the long Decline (HWS 161-189)

SEMINAR DAY: **Boethius' The Consolation of Philosophy**

EXAM ONE The Ancient World

The Germanic Legacy: The Birth of European civilization (HWS 191,192,207-215)

SEMINAR DAY: *Beowulf*

Merovingians & Carolingians: political organization in the early Middle Ages (HWS 232-252)

SEMINAR DAY: **Einhard's** *The Life of Charlemagne*

Feudal Society I: Feudalism, Vassalage & Manorialism (HWS 203-206,252-263,294-329)

The Crusades (HWS 265-293) and Medieval Weapons, Warfare and Castles

SEMINAR DAY: *The Song of Roland*

Feudal Society II: new developments in society, the rise of trade, cities, urban life (HWS 346-372)

SEMINAR DAY: **Dante's** *The Divine Comedy*

Art and Architecture of the Medieval Period

The Late Middle Ages: Decline, Disease and Disintegration (HWS 378-408)

SEMINAR DAY: Boccaccio's *The Decameron*

EXAM TWO The Medieval World

From the Medieval to the Modern: a New World view (HWS407- 411)

SEMINAR DAY: Chaucer's *The Canterbury Tales (Prologue)*

Renaissance: Revival, Recovery and Rebirth (HWS 412-441)

Renaissance Society, Government, Art and Architecture

SEMINAR DAY: Machiavelli's *The Prince*

The Scientific Revolution, New Monarchs, and Voyages of Discovery (HWS 441-447,488, 502-527)

The Reformation and Counter-Reformation on the continent (HWS 450-473,476-487)

SEMINAR DAY: Shakespeare's *The Tempest* AND *Hamlet*

The Reformation and the State: Politics and the Wars of Religion (HWS 489-502)

SEMINAR DAY: Cervantes' *Don Quixote*

England and the creation of a Constitutional Monarchy (HWS 531,532, 548-555)

SEMINAR DAY: Milton's *Paradise Lost*

France and the development of an Absolute Monarchy (HWS 530-544, 562,563)

SEMINAR DAY: Sir Thomas More's *Utopia*

The Age of the Enlightenment and the Philosophes

Enlightenment thought applied to Society

SEMINAR DAY: Swift's *Modest Proposal* and Voltaire's *Candide*

Concluding thoughts

EXAM THREE The Early Modern World

VI. Contact Information

Dr. Christopher Kennedy
Office: Room 205 FH
Office Phone: 661-1557
12:30pm
E-mail: ckennedy@fmarion.edu

Office Hours
MWF 9:30am to 10:30am
MWF 11:30am to
TTR 8:15am to 9:45am

VII. Academic Support Network

The Tutoring Center: is a free service provided to students. It is located in the Study Hall of the Housing office Building. Call 661-1675 for information.

The FMU Writing Center: offers tutoring services and writing workshops. It is located in Founders Hall 114-C. Call 661-1528 for more information

VII. Additional information

Class Attendance Policy: Attendance at classes is strictly required. Students should notify the professor, if for reasons beyond their control, they will be absent from class for any extended period. There will be No make-ups given for unexcused absences. Attendance and participation throughout the semester will be graded upon, **amounting to 10% of your final grade.**

Examinations: The Examination format will consist of objective, fill-in, matching, and short identification as well as essays and some map questions. You will be informed what the exam format will be on the lecture day prior to the exam. **Unit One and Unit Two Exams** will only cover that Unit's information. **The Final Examination** will cover the material since the Unit Two Exam as well as Major Themes covered in the course of the semester.

Seminar Day reading and response papers: These are response papers to selected readings.

Please purchase the texts, or see the Blackboard website to download the readings and find the questions for you to reflect upon. These Papers should be typed with a cover page and as long as you feel you need to adequately answer the questions. If citing from a relevant text, please use parenthetical references.

Of the 18 Seminar Days, each student will be required to submit for a grade only 8 Seminar Day Papers. (they are each worth 5% of your total grade for 40% overall)

Please come prepared to discuss the readings even if you do not submit a Paper on them.

The Seminar Day papers are due on the day as indicated in the semester calendar when we shall discuss the readings.

****Please Note:** No papers will be accepted after the Seminar Day. If you do not hand in a paper for a particular Seminar Day then you will have to complete a paper for the next until you have submitted all EIGHT (8) Discussion Day Papers. Please do not fall behind in your submissions of these papers.

Assigned Readings: During lectures and most importantly on Seminar Days references will be made to assigned readings from the required texts/documents. It is expected that these readings will have been completed before class. Please print out those readings posted on web links and bring the “hard copy” and/or text to class. Failure to read your assigned texts makes the discussion impossible and diminishes the learning experience for yourself and others.

Course Web Page: Each student will have to enroll themselves into the course via the “Blackboard” web-based education system. The System contains such valuable information as class announcements, course documents such as the syllabus and reading list for discussion-days, as well as Lecture Outlines.

Academic Integrity: (please see related discussion pp. 133-34 in the FMU student handbook)

Plagiarism, just like cheating on an exam or a quiz, is an academic crime.

What is plagiarism?

Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information. To avoid plagiarism, a student must not adopt or reproduce ideas, words or statements of another person without appropriate acknowledgement. A student must give credit to the originality of others and acknowledge an indebtedness whenever he/she does any of the following:

- a) quotes another person’s actual words, either oral or written
- b) paraphrases another person’s words, either oral or written
- c) uses another person’s idea, opinion or theory
- d) borrows facts, statistics, or other illustrative material, unless the information is common knowledge

How to Avoid Plagiarism

- a) put in quotations everything that comes directly from a text, even when taking notes
- b) paraphrase cautiously, do not just re-arrange a few words, but re-write the ideas in your own words and remember that paraphrases must still be acknowledged
- c) be careful with information from the WWW sites, do not simply “cut and paste”
- d) when in doubt, speak with me or consult the FMU writing center

**HNRS 260: Special Topics in the Humanities:
Existentialism: Freedom and Responsibility**

Prof. Matthew Turner

Office: 234 FH

Email: mwturner@fmarion.edu

Phone: 661-4695

Office Hours: Monday 1.30 - 3.00 pm, Tuesday 2 - 3 pm

Course Description:

Suppose, for a moment, that life has no meaning. What should we do with ourselves? What is the point of engaging in any sort of activity or project, for example, a relationship, an education, or a career? If there isn't any point or purpose to these projects, then why should we spend so much energy in pursuing them? Although we may speculate about what happens to us after we die, no one really *knows* what happens. And if death *is* the ultimate end, then our lives appear to be as Shakespeare's Macbeth has it, "a tale told by an idiot, full of sound and fury, signifying nothing." But many of us will claim, however, that there is meaning and purpose to these projects – they do have *value*. But what gives them their value? According to the existentialist, there are many traditional sources of value for us: family, religion, country, and culture, among others. Yet many of these sources of value are *arbitrary* – they are imposed on us, merely by virtue of the fact that we happened to be born into a community and society that holds and instills those values. So what makes these values the ones to hold? Existentialists argue that the real values one ought to hold cannot be imposed from outside, but rather must in some sense be chosen by us. A problem thus arises: if value must be determined by each of us individually, and external sources of value are suspect, what is there to guide us in deciding what to do with ourselves? Further, there is a deep sense that, because we are free to choose our values, we bear the responsibility for the choice. Although this kind of choice seems at first glance harmless and welcome, existentialist philosophers all stress the immense significance and difficulty of bearing this responsibility as a human being.

In this course, we will look at the connection between freedom and responsibility as seen through the lens of existentialist philosophy and thought. We will begin by discussing the traditional problem of freewill before embarking on the existentialist response to it. In the process, we will have the opportunity to study the interrelationships between a number of concepts: freedom, responsibility, self, value, morality, truth, and our relationship (or lack thereof) to God.

The course will take an interdisciplinary approach. Due to the existentialism's focus on subjective personal experience, there is no one method of communication or presentation that completely represents the view. We will read fictional works and philosophy texts, as well as engage with other artistic representations of existentialist thought and influence, particularly music and film. Reading will include works from

Kafka, Dostoevsky, Kierkegaard, Nietzsche, Camus, Sartre, as well as shorter selections from other existentialist writers.

Texts:

Dostoevsky, Fyodor. *The Brothers Karamazov*. Trans. Pevear and Volokhonsky. Vintage, 2002.

Heidegger, Martin. *Being and Time*, 2d. ed. Trans. Stambaugh. SUNY Press, 2010.

Kafka, Franz. *The Trial*. Trans. Breon Mitchell. New York: Schocken Books, 1998.

Kierkegaard, Søren. *Fear and Trembling*. Edited by C. Stephen Evans and Sylvia Walsh. Cambridge: Cambridge University Press, 2006.

Marino, Gordon, ed. *Basic Writings of Existentialism*. Modern Library, 2004.

Pereboom, Derk, ed. *Freewill.*, 2nd ed. Hackett, 2009.

Nietzsche, Friedrich. *On the Genealogy of Morality*. Ed. and Trans. Carol Diethe. Cambridge:

Cambridge University Press, 2006.

Evaluation:

2 Exams (25% each)

2 Papers (4-6 pages each) (25% Each), or 1 final paper (10 – 12 pages), 50%

About Grading

My scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D, 59 and lower = F.

'C' represents work that is average. I give this grade to work that completes the course requirements. 'A's' and 'B's' are reserved for work that demonstrates more effort, depth, and polish. I am happy to work with you to get the grade that you want. Keep in mind that your grade is a function of **your** work.

Academic Honesty:

I have a zero-tolerance policy to incidents of academic dishonesty. This includes cheating and plagiarism. Any instance of academic dishonesty will result in a zero for the assignment, with no possibility of making it up, as well as the appropriate administrative documentation. Multiple instances will result in failure for the course. Please refer to the student handbook (pp. 132-134) for more specific information about Francis Marion's policy regarding academic honesty.

Disability Services:

If you are affected by the impact of a disability, and require an accommodation, please feel free to come and talk to me in private to discuss your situation.

Exams:

Bring a blue book for exams.

Attendance Policy:

I expect you to come to class regularly. I do not have a policy that states that a certain number of absences results in immediate failure. However, I have learned from

experience that students who come to class infrequently perform less well on assignments and exams. Therefore, it is in your best interest to come to class.

Order of Readings:

Week 1: Introduction to Existentialism, Freedom in the Ancient and Medieval World
Camus, “The Myth of Sisyphus,” in Marino, pp. 489 – 492
Pereboom: Selections from Aristotle, Augustine, Lucretius, Aquinas

Week 2: Freedom in Modern Philosophy
Pereboom: Selections from Spinoza, Hume and Reid

Week 3: Abraham, Isaac, and Moral Responsibility
Kierkegaard, Fear and Trembling: “Preface”, “Tuning Up”, “A Tribute to Abraham”,
“Preliminary Outpouring”

Week 4: Kierkegaard: The Teleological Suspension of the Ethical; Despair and Sin
Kierkegaard, Fear and Trembling: Problems, I, II, & III
Kierkegaard, selections from The Sickness Unto Death, in Marino pp. 41 – 105

Week 5: Interlude: Film: *The Seventh Seal*

Week 6: A Critique of Morality
Nietzsche, On the Genealogy of Morality
Short Paper #1 Due

Midterm Exam, In Class

Week 7 If There is No God, is Everything Permitted?
Dostoevsky, The Brothers Karamazov, Books 1 -4

Week 8 Rebellion, The Grand Inquisitor, and a Kierkegaardian Response to Nietzsche
Dostoevsky, The Brothers Karamazov, Books 5-8

Week 9 Justice: From Without or Within?
Dostoevsky, The Brothers Karamazov, Books 9-12

Week 10 Kafka: The Absurdity of the Modern World
Kafka, The Trial

Week 11 Interlude: Film: Orson Welles’ *The Trial*

Week 12 Dasein and Being-toward-death
Heidegger, Being and Time, Introduction: I: 1, 4, 6; 2: 1-3

Week 13 French Existentialism

Sartre, “Existentialism” and selections from *Being and Nothingness*, in Marino, pp. 337 – 409

de Beauvoir, “The Ethics of Ambiguity,” in Marino, pp. 413 – 436

Camus, “An Absurd Reasoning,” in Marino, pp. 441 – 488

Week 14 Postlude: Film: Federico Fellini’s *8 1/2*

Short Paper #2 Due / Long Paper Due

Final Exam TBD

**FRANCIS MARION UNIVERSITY
DESCRIPTION OF PROPOSED NEW COURSE**

Department/School HONORS

Date August 20, 2013

Course No. or level HNRS 270-279
NATURAL

Title HONORS SPECIAL TOPICS IN THE
AND BEHAVIORAL SCIENCES

Semester hours 3 or 4
3 (optional)

Clock hours:

Lecture 3

Laboratory

Prerequisites Membership in FMU Honors, or permission of Honors Director

Enrollment expectation 15

Indicate any course for which this course is a (an)

Modification N/A

Substitute N/A

Alternate N/A

Name of person preparing course description: Jon Tuttle

Department Chairperson's /Dean's Signature _____

Date of Implementation Fall 2014

Date of School/Department approval: Approved by Honors Committee July 31, 2013

Catalog description:

270-9 SPECIAL TOPICS IN THE BEHAVIORAL AND NATURAL SCIENCES (3 or 4) (Prerequisite: membership in FMU Honors or permission of Honors Director.) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Behavioral and Natural Sciences. May be taken for General Education credit as a Natural Sciences elective. May be applied as elective credit in applicable major with permission of chair or dean.

Purpose:

4. **For Whom (generally?):** FMU Honors students, also others students with permission of instructor and Honors Director

2. What should the course do for the student?

HNRS 270-9 will offer FMU Honors members enhanced learning options within the Behavioral and Natural Sciences beyond the

common undergraduate curriculum and engage potential majors with unique, non-traditional topics.

Teaching method/textbook and materials planned: Lecture, seminar-style discussion, optional lab component.

Course Content: See attached proposed syllabus.

When completed, forward to the Office of the Provost.



Skepticism and the Scientific World View
(HNRS 270: Special Topics in the Behavioral and Natural Sciences)
Francis Marion University

Instructor: Travis Knowles

Office: MSB 201-H

Contact Info: tknowles@fmarion.edu 661-1408

Office hours: TBA

Required books: *How to Think About Weird Things*
 (6th ed.) by Schick and Vaughn.

Mistakes Were Made (but not by me) by Carol
 Tavris and Elliot Aronson.

Essential resource: <http://www.skeptdic.com>

“Extraordinary claims require extraordinary evidence.” — Carl Sagan

The purpose of this course is to introduce you to the methods of science, and especially to its foundational philosophy of *scientific skepticism*. Our goals are to learn the techniques for detecting pseudoscience; to examine pseudoscientific claims with skeptical thought; and to explore the limits and biases of personal experience and memory. We will also discuss the value of a skeptical approach to the human experience in general.

Through reading assignments, we will explore many thought-provoking, and perhaps surprising, topics, including the limited usefulness of eyewitness testimony; how really smart people can be fooled by their own pre-existing biases; the most widespread and reason-resistant logical fallacies; why hoaxes, conspiracy theories, and cryptozoological beasts remain among our most powerful and enduring delusions; and how not to be taken in by charlatans. What do you know (or think you know) about “Power Balance” performance technology; séances and “talking to the dead”; ghost hunters; ESP; Bigfoot and Nessie; homeopathic and other “alternative” medicine; alien abductions; and 9-11 being an inside job? We’ll discover the one factor that all these purported phenomena have in common: biased belief. Exploring the nature of those many biases forms the core of our class.

In addition to lectures and discussion, we will also explore the importance of *double-blind, controlled testing*, the gold standard of scientific inquiry. If volunteers are available, one or more claimants of extraordinary ability (e.g., dowsing for lost objects, clairvoyance, etc.) will be put to the test, using double-blind, controlled experiment. Such testing will be entirely voluntary, and must meet pre-approval of the University's Institutional Review Board on testing human subjects. In addition, any such testing will be conducted in a completely professional and respectful manner. If no volunteers are forthcoming, class members are welcome to try their luck at demonstrating their own such extraordinary abilities!

The class is designed to be reading- and discussion-based. There will be weekly assignments from the texts, as well as other articles, web pages, blogs, podcasts, and/or in-class videos. Check the class web page at < <https://blackboard.fmarion.edu> > for updates and specific assignments not on this syllabus.

We will attempt to follow this tentative schedule:

Date	Topic/Assignment
Aug XX	Introduction
Aug XX-Sep X	Logical and physical impossibilities; S/V Ch 1-2
Sep X, X	Arguments good, bad, and weird; S/V Ch 3
Sep X, XX	Knowledge, belief, evidence; S/V Ch 4
Sep XX, XX	Personal experience; S/V Ch 5
Sep XX, XX	Science and its pretenders; S/V Ch 6
Sep XX, XX	Case studies in the extraordinary; S/V Ch 7
Sep XX, Oct X	Relativism, truth and reality; S/V Ch 8
Oct X, X	Double-blind, placebo-controlled testing: introduction
Oct X	Double-blind testing: field experience
Oct XX, XX	Double-blind testing: field experience
Oct XX	Midterm Exam
Oct XX, XX	Video / article discussion
Oct XX, XX	Video / article discussion
Oct XX, XX	Guest lecture / article discussion
Nov X-X	Fall Break; no classes
Nov X, X	Guest lecture / article discussion
Nov X, XX	Video / article discussion
Nov XX, XX	<i>Mistakes Were Made</i> discussion
Nov XX, XX	<i>Mistakes Were Made</i>
Nov XX, XX	<i>Mistakes Were Made</i> concluded
Nov XX, Dec X	Class presentations
Dec X, X	Class presentations
Dec XX	Final Exam (11:45 a.m. – 1:45 p.m.)

It is a good idea to get ahead in the reading assignments. Start reading the Schick and Vaughan text, and Tavis and Aronson's *Mistakes Were Made* well in advance of the discussion dates.

Important dates to remember:

November X-X: Fall Break (no classes)

November XX-XX: Thanksgiving Holiday (begins at 12:30 p.m., Nov. 24)

September XX: Last day to withdraw from a course without academic penalty

November XX: Last day to withdraw from a course (with grade of “W” or “F”)

Grading: Your grade in this class will be based on three components:

- 1) **Attendance and participation (20%).** I will be looking for evidence that you have completed the reading assignments. The class will be discussion-based, and we will keep the tone relaxed and conversational. I want you all to contribute to the discussion without fear or apprehension about whether you are “right or wrong.” I will look for evidence of your reading through a variety of mechanisms, including classroom participation and occasional brief writing assignments. I will also ask for student leaders to help me with book and assigned paper discussions. Finally, all in-class interactions must be civil in nature. Violations are grounds for temporary or permanent dismissal.
- 2) **Two exams, a midterm and a final (50%, or 25% each).** The exams will be in discussion format; the questions will be general and applied. For example, I may pose hypothetical situations and ask you to analyze them using the skeptical thinking “toolkit” we learn in class. I will assess the quality and strength of your arguments, not “right or wrong” answers. Please note the exam dates: **October XX** and **December XX** (during final exam week). Missing either exam will require written documentation of debilitating illness, or death in the immediate family.
- 3) An in-class **presentation** on a pseudoscience, hoax, or “extraordinary claim” of your choice (**30%**). You will research the claim using traditional and electronic sources, and analyze it using the “SEARCH” methodology from Schick & Vaughn. You will then prepare a PowerPoint presentation of 8-10 minutes in length to be presented during the final class periods. I will require in a list of the references you use (books, magazine articles, web pages), following a standard citation style, in advance of your presentation.

Attendance: Since attendance and participation are key grading components, it goes without saying that I expect you to attend class and to be on time. Out of respect for the class, please **turn off** all cell phones, texting devices, laptops, iPods, and other electronic devices during class time. Please do not schedule doctor’s (or other) appointments during class time.

Academic Integrity: “Violations of the academic integrity policy strike at the very heart of the University and the teaching and learning process” (*FMU Honor Code*). All cases of academic dishonesty, including cheating, will result in a grade of “zero” on the assignment or test at issue, and a report filed with the Office of the Provost. Review the Honor Code in the *Student Handbook* carefully.

HONOR 270/SPECIAL TOPICS IN THE BEHAVIORAL AND NATURAL SCIENCES:

History of Science

Instructor: Dr. Jeff Steinmetz

Office: 201A MSB

Office Hours: Tu: 10-11; Wed 1-3; anytime my door is open; and by appointment

e-mail: jsteinmetz@fmarion.edu

Phone: 843-661-1404

Texts:

- Bill Bryson. 2005. A Short History of Nearly Everything, Special Illustrated Edition. Broadway Books, New York. ISBN: 978-0-307-88515-9
- Margaret C. Jacob. 2010. The Scientific Revolution: A Brief History with Documents. Bedford/St. Martins. Boston, MA. ISBN: 978-00312065349-2

Course Info: Lecture: MWF, 9:30-10:20,

Requirements:	Attendance	10%	Grading Scale:	A=90
	Exam 1:	15%		B+=87
	Exam 2:	15%		B=80
	Exam 3:	15%		
C+=77	Final Exam:	15%		C=70
	Blackboard Quizzes*:	10%		
D+=67	Topic/References/Draft:	5%		D=60
	Paper:	15%		F≤59
			100%	

*Note: Lowest quiz is dropped

Course description:

What exactly is science? When did science, as we understand it, begin? How has science changed over time? In this class we will explore the history of science, from historical, cultural, and scientific perspectives. Some of the questions we will explore this semester include: How has science progressed? What are some of the major revolutions in scientific thought and discovery? Who were the people behind these discoveries? Why did they occur when and where they did? How did they make their great breakthroughs? What were the cultural and political ramifications of their discoveries? This class is designed to be accessible for non-science majors, so no previous science classes are required.

Student Learning Objectives:

Students who complete this course should know:

- What sciences is
- The scientific method
- Important figures and events in the history of science
- How science progresses
- How science has influenced society/culture and vice-versa

Tentative Schedule

Week	Date	Tentative Topic	Read/Due
1	Aug 21	Intro to Course	
	Aug 23	What is Science? Pseudoscience vs. the Scientific Method	
2	Aug 26	The Scientific Revolution	Jacob, pp 1-38
	Aug 28	The Big Bang and Is Pluto a Planet?	Ch 1 / 2
	Aug 30	Physics of the Cosmos	Ch 3
3	Sept 2	Labor Day - No Class	
	Sept 4	Understanding the Earth – Newton and Hutton	Ch 4
	Sept 6	Geology Revolution: Lyell and Fossils	Ch 5/ 6
4	Sept 9	Film: The Story of Science - What Is Out There?	
	Sept 11	From Alchemy to Chemistry	Ch 7
	Sept 13	Units 1 & 2: Primary Sources - Excerpts from: Copernicus, Galileo and Newton	Jacob
5	Sept 16	Catch-up / Exam 1 Review	
	Sept 18	Exam 1	
	Sept 20	The Big: Einstein and the Universe and The Small: Dalton and the Atom	Ch 8 / 9
6	Sept 23	Environmental Consequences: Lead	Ch 10
	Sept 25	Together and Apart: Smashing Atoms and Moving Continents	Ch 11 / 12
	Sept 27	Film: The Story of Science – What is the Earth Made Of?	

7	Sept 30	Unit 3: Primary Sources: Boyle, Dalton, Einstein	Jacob, Handouts
	Oct 2	Dangerous Planet: Comets and Meteors	Ch 13
	Oct 4	Dangerous Planet: Earthquakes and Volcanoes	Ch 14 / 15; Paper Topic / Outline
8	Oct 7	Fall Break – No Class	
	Oct 9	Unit 4: Primary Sources - TBD	Handouts
	Oct 11	Catch-up; Exam 2 Review	
9	Oct 14	Exam 2	
	Oct 16	Life: A Livable Planet	Ch 16
	Oct 18	Life: A Protective Atmosphere	Ch 17; Paper Reference List
10	Oct 21	Life: A Water World	Ch 18
	Oct 23	Life: Origins of Life on Earth	Ch 19
	Oct 25	Life: Types of Life	Ch 20
11	Oct 28	Life: Extinctions	Ch 21 / 22
	Oct 30	Paper Workshop	
	Nov 1	Life: Diversity and Taxonomy	Draft of Paper
12	Nov 4	Life: Cells	Ch 23
	Nov 6	Life: Darwin's (and others) Singular Notion	Ch 24
	Nov 8	Life: Genes	Ch 25
13	Nov 11	Film: Story of Science - How Did We Get Here?	Ch 26
	Nov 13	Unit 5 Primary Sources: Darwin, Mendel, Watson & Crick	Handouts
	Nov 15	Catch-up; Review for Exam 3	
14	Nov 18	Exam 3	
	Nov 20	Road to Us: The Time Before	Ch 27
	Nov 22	Road to Us: Neandertals and Other Early Bipeds	Ch 28
15	Nov 25	Road to Us: Early Humans / Conclusion	Ch 29/30; Paper Due

	Nov 27	Thanksgiving Break – No Class	
	Nov 29		
16	Dec 2	Catch-up / Summary: The Scientific Revolution, Revisited / Review for Final	Jacob

FINAL EXAM: WEDNESDAY, December 4th, 8:30-10:30 A.M.

Attendance Policy:

You are expected to attend class. Note that the class outline is tentative. Should you miss class, check with myself or a fellow classmate to see if there were any changes announced on the day you missed.

Note that attendance counts towards the participation portion of your grade. For each day that you have an unexcused absence, you will lose 3 participation points (out of 100). For each day that you are late, you will lose 1 participation point. According to FMU policy, **more than six unexcused absences can result in dismissal from the course and a grade of an F or W.** If you choose to withdraw from the course, you are responsible for filing the paperwork with the registrar. If you need to miss legitimate reasons, it is your responsibility to provide documentation to avoid having an unexcused absence. For example, if you're sick, get an official doctor's excuse.

Participation:

= attendance, speaking during discussions, being on time, paying attention to ideas being discussed, contributing fully and equally to projects, etc.

Classroom Behavior:

In the class you are expected to treat your fellow classmates with respect and civility. Failure to do so may result in your being asked to leave the classroom. Repeated offenses will result in your dismissal from the course.

Academic Honesty and Plagiarism:

Every student is responsible for turning in his or her own unique assignments. Cheating and plagiarism will not be tolerated in the classroom. **Depending upon the severity of the offense, you may receive an F for that assignment or an F for the entire course.** You will also be reported to the appropriate university office. A second offense results in suspension for one semester and a third offense results in expulsion from the university. If you are not sure what constitutes cheating or plagiarism, ask me before completing the assignment.

Late Work:

* Exams and quizzes must be completed on the assigned day.

* Any written assignment turned in late will be penalized **10% per day up to three days. After the assignment is three days late, I will no longer accept it and you will receive a 0 for that assignment.**

Other Policies:

- NO CELL PHONES ARE ALLOWED IN CLASS. If you are a parent or have a situation where your phone needs to be on, set it to vibrate and if you absolutely need to take the call step outside the classroom to do so.

Exams:

Exams will be given during regular class time. Thus you will have the full class period to complete the exams. They may consist of multiple choice, definitions, short answers and longer essays. Exams 1-2 will not be cumulative, but the final will be. The cumulative portion of the final will be drawn from your first two exams, so make sure you understand any question you missed!

Paper:

You will be responsible for writing one 12 page research paper as part of the course. The paper should include a minimum of 10 references, including at least 2 primary sources. For this paper, you should focus on one big scientific revolution and discuss: 1) What the revolution was, how it came about, and why the idea was so revolutionary, 2) What cultural, historical, scientific and/or political forces drove influenced the person or people involved in the breakthrough, and 3) what the cultural, historical, scientific and/or political ramifications of that discovery was. We will discuss the paper in more detail in class.

Accommodations of Disabilities

I am happy to make accommodations for students with special needs; however, you first must provide proper documentation from the Office of Counseling and Testing. You must also notify me of your needs one week prior to an assignment/quiz/test/etc. to allow time to arrange for the appropriate accommodations.

Four Year Plan for Biology Majors/Chemistry Minor or Collateral, WUH**Freshman Year****Fall****Course Sem. Hrs.**

English 112 3
 Math 132 3
 Biology 105 and 115 4
 Chemistry 101 4
 UL 100H 1

Total Credits 15**Spring****Course Sem. Hrs.**

English 200 3
 260 Humanities 3
 Biology 106 4
 200H Science Symposium 1
 Chemistry 102 4

Total Credits 15**Sophomore Year****Fall****Course Sem. Hrs.**

Biology (Plant) or Biology Elective 4
 Chemistry 201 4
 Literature 3
 Political Science 101, 103 or other Soc Sci 3
 270H Science 3

Total Credits 17**Spring****Course Sem. Hrs.**

Biology (Plant) or Biology Elective(s) 4
 Chemistry 202 or 2nd Collateral 3 or 4
 History 3
 Speech Communication 3
 250H Social Science 3

Total Credits 16-17**Junior Year****Fall****Course Sem. Hrs. Course Sem. Hrs.**

Biology Elective(s) 4
 Physics 215 4
 Art 101, Music 101 or Theatre 101 3
 Political Science 101, 103 or Soc Sci 3
 201H Humanities Symposium 1

Total Credits 15**Spring**

Biology (Cell, Developmental or Immunology) 4
 Physics 216 4
 Social Science 3
 2nd Collateral or Elective 3
 397H Colloquium 3

Total Credits 17**Senior Year****Fall****Course Sem. Hrs.**

Biology (Ecology, Genetics or Evolution) 4
 2nd Collateral or Chemistry 3 or 4
 Humanities Elective 3
 271H Science 3

Total Credits 13 or 14**Spring****Course Sem. Hrs.**

Biology (Ecology, Genetics or Evolution) 4
 2nd Collateral or Elective 3 or 4
 491H Independent Study 3
 Biology 499 1
 Elective 3

Total Credits 14 or 15**Total Hours Required for Degree 120**

Four Year Plan for General Business Majors WUH

Freshman

Fall

Course Sem. Hrs.

UL 100/H 1

English 112 3

Math 111 3

Political Science 101 or 103 3

Business 150 3

Speech Comm 101 H 3

Total Credits 16

Spring

Course Sem. Hrs.

270H Science 3or 4

English 200 3

Math 134 3

Computer Science 150 3

History 3

Total Credits 15 or 16

Sophomore Year

Fall

Course Sem. Hrs.

Accounting 201 3

Economics 203H 3

Business 206 3

Science 4

Science 4

Total Credits 17

Spring

Course Sem. Hrs.

Accounting 202 3

Economics 204 3

Business 305 3

260H Humanities 3

Science 4

Total Credits 16

Apply for admission to the B.B.A. program after accumulation of 36 hours.

Plan junior and senior courses carefully - the courses are not offered every semester.

Junior Year

Fall

Course Sem. Hrs.

Literature 3

Marketing 331 3

Management 351 3

Management 355 3

English 305 3

Total Credits 15

Spring

Course Sem. Hrs.

Finance 341 3

Management Information Systems 327 3

Marketing 333, 334, or 335 3

Social Sciences Elective 3

397H Colloquium 3

202 H Leadership Symposium 1

Total Credits 16

Senior Year

Fall Spring

Course Sem. Hrs.

Any upper level Finance Course

(except Finance 341) 3

Any 300- or 400-level Management Course

(except Management 351 or 355) 3

Economics 310 3

Elective 3

Elective 3

391H Thesis Workshop 1

Total Credits 16

Course Sem. Hrs.

Business 458 3

Elective 3

Business Elective 3

Business Elective 3

491H Independent Study Thesis 3

Total Credits 15

Total Hours Required for Degree 120

Four Year Plan for Psychology Majors, WUH

Freshman Year

Fall

Course Sem. Hrs.

English 112 3
 Math 111 or 121 3
 Psychology 206 3
 Psychology 216 1
 Political Science 101 or 103 3
 UL 100 H 1
 200H Science Symposium 1
Total Credits 15

Spring

Course Sem. Hrs.

English 200 3
 Math 134 3
 Psychology 220 1
 Psychology 334/315 or 325/326* 3
 Computer Science 150 3
 250H Social Sciences 3
Total Credits 16

Sophomore Year

Fall

Course Sem. Hrs.

Literature 3
 270H Science 3
 Biology 105 and 115 4
 Psychology 302 3
 Psychology 319 3
Total Credits 16

Spring

Course Sem. Hrs.

Speech Communication 101 3
 260 H Humanities 3
 Chemistry, Physics, or Physical Science and lab 4
 Psychology 303 3
 Psychology 334/315 or 325/326* 3
Total Credits 16

Junior Year

Fall

Course Sem. Hrs.

Social Science 3
 260H Humanities 3
 Psychology 304 3
 Psychology Elective 3
 Minor Course 3
Total Credits 15

Spring

Course Sem. Hrs.

Experimental Core 4
 Minor Course 3
 Minor Course 3
 Social Science 3
 General Elective 3
Total Credits 16

Senior Year

Fall Spring

Course Sem. Hrs.

Psychology 470, 496 or 498 3
 Psychology Elective 3
 Minor Course 3
 Minor Course 3
 Minor Course 3
 391H Thesis Workshop 1
Total Credits 16

Course Sem. Hrs.

Psychology 499 3
 Minor Course 3
 397H Colloq 3
 General Elective 3
 491H Indep Study 3
Total Credits 15

Total Hours Required for Degree 120

*You choose one course from each set: (334 or 315) – (325 or 326)

FOUR-YEAR PLAN FOR ENGLISH MAJOR, LIBERAL ARTS PROGRAM, WUH

Freshman Year

Fall

Course Sem. Hrs.

English 112 3

Math 121 or higher 3

UL 100/H 1

Foreign Language 101 3

Science and lab 4

Total Credits 14

Spring

Course Sem. Hrs.

English 200

Math 121 or higher 3

Political Science 101 or 103 3

Foreign Language 102 3

250H Social Science 3

Total Credits 15

Sophomore Year

Fall

Course Sem. Hrs.

English 300 3

Foreign Language 201 3

History 3

Speech Communication 101H 3

Science and lab 4

Total Credits 16

Spring

Course Sem. Hrs.

English 301 3

English 303 3

Social Science 3

260H Humanities 3

Foreign Language 202 3

201H Hum Symposium 1

Total Credits 16

Junior Year

Fall

Course Sem. Hrs.

English 304 3

English 302 3

Minor Elective 3

Minor Elective 3

270H Sciences 3

Total Credits 15

Spring

Course Sem. Hrs.

English 321 3

English 311, 314, 322, 445, or 455 3

397H Colloq 3

Minor Elective 3

Science and lab 4

Total Credits 16

Senior Year

Fall Spring

Course Sem. Hrs.

English Elective 300-400 3

English Elective 400-level 3

Minor Elective 3

Minor Elective 3

Free Elective 3

391H Thesis Workshop 1

Total Credits 16

Course Sem. Hrs.

English 465 3

English 496 1

English Elective 400-Level 3

Minor Elective 3

491H Indep Study 3

Total Credits 13

Total Hours 121

PROJECTED FMU HONORS FALL 2014 COURSES:

UNIVERSITY LIFE 100/H (4 sections)

SPEECH COMMUNICATION 101/H

MATH 134/H

HNRS 200/SCIENCE SYMPOSIUM (1 hr)

HNRS 201/HUMANTIES & SOCIAL SCIENCES SYMPOSIUM (1 hr)

HNRS 250/SPECIAL TOPICS IN SOCIAL SCIENCES

HNRS 260/SPECIAL TOPICS IN HUMANTIES

HNRS 270/SPECIAL TOPICS IN NATURAL AND BEHAVIORAL SCIENCES *or*
BIOLOGY 105/115L

(Possible: PHYSICS 200L)

BUSINESS 150/H

(Possible: ECON 203/H)

HNRS 391/THESIS WORKSHOP

HNRS 491/INDEPENDENT STUDY

PROJECTED FMU HONORS SPRING 2015 COURSES

ENGL 200/H

MATH 202/H

CHEM 102L/H

(Possible: ECON 204/H)

HNRS 200/SCIENCE SYMPOSIUM

HNRS 202/LEADERSHIP SYMPOSIUM

HNRS 251/SPECIAL TOPICS IN SOCIAL SCIENCES

HNRS 261/SPECIAL TOPICS IN HUMANTIES

HNRS 271/SPECIAL TOPICS IN NATURAL AND BEHAVIORAL SCIENCES

HNRS 397/COLLOQUIUM

HNRS 391/THESIS WORKSHOP

HNRS 491/INDEPENDENT STUDY