

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

Department/School EMP Date 2/06/2024

Course No. or Level English 419 UX Research and Writing

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites English 318 with a grade of C or higher, or permission of the department.

Enrollment expectation 12

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

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

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

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

Name of person preparing course description Christine Masters-Wheeler

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2024

Date of School/Department approval January 11, 2024

Catalog description:

419 UX Research and Writing (3) (Prerequisite: 318 with a grade of C or higher, or permission of the department.) Students conduct user experience (UX) research and communicate findings that ultimately contribute to a larger design process. This course emphasizes industry standard methods such as interviews, think-aloud protocols, observations, and surveys for conducting UX research, which students will design and implement with real-world clients and users. Includes a professional portfolio that students can use to showcase their UX work, including User Personas, Journey Maps, Needs Statements, Wireframes, and Prototypes

- Purpose:
1. For Whom (generally?)  
Professional writing majors, minors, and collaterals.
  2. What should the course do for the student?

Students will gain important instruction in industry-standard research methods and will be guided through the creation of a professional portfolio. Throughout the semester, students will sharpen their skills in audience analysis, integration of visuals and text, and collaboration which will help them be better prepared to enter the field of Technical and Professional Writing.

Teaching method planned:

Lecture and discussion

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

Required Text:

*The Art and Science of UX Design* by Anthony Conta

Recommended texts for those who want supplemental materials:

*A Concise Guide to Technical Communication* by Heather Graves & Roger Graves

Course Content: *See the attached sample syllabus.*

# ENGL 419: UX Research & Writing

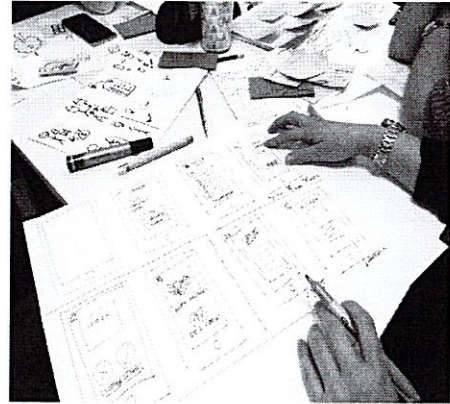
**Instructor:** Cooper Day

**Office:** FH 106

**Email:** [cooper.day@fmarion.edu](mailto:cooper.day@fmarion.edu)

**Class Location/Time:** TBD

**Office hours:** TBD



## Course Description

ENGL 419, UX Research & Writing, will prepare students to conduct UX research to compose, design, revise, and launch various projects. Students will learn to analyze client and user needs and apply those findings in their own work. Throughout this course, students will learn strategies and tactics that UX professionals use in professional settings. These strategies and tactics should help students to not only better understand users, but also to communicate with those educated, non-peer audiences they will encounter in the workplace (managers, supervisors, clients, funding agencies, etc). Students will engage with real-world users, identify their own processes and procedures, and develop client recommendations based on UX research findings.

**Course prerequisites:** ENGL 318: Technical Communication

## Texts

Required Text:

*The Art and Science of UX Design* by Anthony Conta

Recommended texts for those who want supplemental materials:

*A Concise Guide to Technical Communication* by Heather Graves & Roger Graves

## Course Structure

This course consists of 5 major assignments that will help students conduct and utilize user and client research. Smaller, in-class, assignments will also be a component of this course. Students will receive feedback for all major assignments from the



instructor as well as their peers throughout the semester with opportunities to revise and refine their work. These assignments contribute to the final Client Presentation.

## **Assignments**

This course will be made up of weekly participation activities and four major assignments. Included below are the due dates and brief descriptions of the assignments in this class. Detailed prompts will be provided throughout the semester, but I want to give you an idea of what each project will look like.

### **UX Infographic - N/A**

We will spend the first unit exploring the field of UX, so, for your first assignment, you will create an infographic that effectively defines UX. This document will be highly visual and include information that helps your audience understand UX.

### **User Research Packet**

#### **User Persona - N/A**

This assignment will require you to talk with and/or observe real users to gain an understanding of how they interact with your given artifact. You will first produce a brief memo that describes and outlines your artifact; then, you will compose 3 user personas that help you better understand their needs or problems before determining potential solutions.

#### **User Journey Map - N/A**

Next, you will create a visualization of your user's process of trying to accomplish a given goal. You are attempting to create a timeline and narrative of a user's "actions, thoughts, and emotions" in order to communicate user experience with a potential team or client. This visualization will be more memorable and promotes an aligned vision for acting on such information.

#### **Problem Statement - N/A**

Now that you know more about your users, you will determine *what* problems you aim to address before moving to design. You have learned more about your users' specific needs and will now "1) condense your perspective on the problem, and 2) provide a metric for success to be used throughout the design thinking process" (Gibbons, 2019). The process of this project will likely include the following: scope, qualitative research, generating candidates, critique, and methods for measurement.



### **Prototype Report - N/A**

You have now designed and tested your prototype. For this assignment, you will produce a report that ultimately leads to recommendations for your client based on your findings. This report will draw on all of the research you have conducted throughout the semester and allow you to present your research to potential clients or employers. Common components of this report include: Description of problem and/or goals, testing details/protocol/methods, user persona, prototype, analysis, and recommendations.

### **Client Presentation - N/A**

Now that you know more about your users, have identified problems, and composed a prototype report, you will present your findings to stakeholders. You will want to present all of the details behind your research in a concise, comprehensive, and persuasive manner. Keep in mind that certain stakeholders will need to act on this information, so a clear call-to-action or “next steps” is crucial.

### **Portfolio - N/A**

For your final project, you will create a digital portfolio so that users can learn more about you and your work. Your portfolio can showcase more than the work you’ve done in this class, so you will want to think about who you are as a professional and how you want to present yourself. This portfolio is outward-facing and should showcase your work to potential employers. You may choose any web application you like, but popular choices include Wordpress, Wix, Weebly, Adobe Spark Page, or any other web application to host your portfolio.

### **Grading**

Here is what I know to be true about writing:

- All writers have different levels of experience with writing, as well as different histories of and relationships to the practice of writing.
- There is no universal standard of writing, particularly in the contexts of the workplace.
- Writing is a very labor-intensive activity that requires mental and physical energy, which are already in high demand for college students.
- Research shows us that we see improvement in writers’ skills over long periods of time, and not necessarily within the course of one semester.
- Research has also shown that there is so far only one writing skill that we know definitively transfers from the classroom to the workplace: metacognition, or reflective awareness of what you’re doing while you’re doing it and the ability to explain why.

You will receive feedback and a grade on assignments; however, these grades and feedback are intended to help you revise to be more successful in the presentation. My primary role throughout the semester will be assisting you with improving your UX research and communication skills.

Note: **You must turn in all assignments to pass this class.** Keep in mind that you will have opportunities to revise. I am happy to discuss your grade at any point in the semester, and you are more than welcome to discuss revisions with me before the final project.

Included below are the grade distribution and due dates of the assignments.

<b>Project</b>	<b>Weight</b>	<b>Due Date</b>
Infographic	100	N/A
User Research Packet	200	N/A
Prototype Report	200	N/A
Client Presentation	150	N/A
Portfolio	100	N/A
Reflection (final exam)	50	N/A
Participation	200	Weekly

Final grade scale:

F: 0-599	C: 700-749	B+: 850-899
D: 600-649	C+: 750-799	A: 900-1,000
D+: 650-699	B: 800-849	

## **Classroom Environment & Course Policies**

Our class will rely on tools such as Blackboard, email, Google Drive, and a variety of free software. If issues with access to a computer or stable internet arise, please talk with me as these will also be essential tools for this class.

You may email me anytime, as often as needed, with any questions or concerns. I will respond as quickly as possible, but I ask that you give me a 24-hour window to respond. I'm always happy to conference with you in person or virtually. I have reserved weekly office hours specifically for communicating with students, at which time I will be in my office. However, please do not hesitate to contact me if my office hours do not work for you and we can schedule a time to meet.

### **Active Participation**

Your presence in the class is invaluable to the work we will do. I expect that you will attend each class and collaborate with peers, contribute to classroom discussion, turn in daily assignments, and communicate with me and your peers. Learning is a collaborative experience, and you should be attentive to, respectful of, and engaged with everyone in class.

### **Accessible Participation**

I am personally committed to making this course as accessible as possible for every student, and I am absolutely willing to try whatever works—experimenting, negotiating, and facilitating accommodations to any aspect of the course. Even if you decide not to disclose a disability, I encourage you to communicate with me regarding needs, questions, or concerns. If we try out an accommodation, I will likely check in with you throughout the semester to see how things are working for you and reassess as needed.

### **Attendance**

Much of the learning in this course happens through your engagement with me and your peers in class. Your course projects will be sequential and in-class activities will build toward larger assignments. Weekly work will be highly interactive, requiring frequent participation, discussion, composing, and responding to your classmates' work.

If you miss 2 weeks of class (6 class sessions), you will be dropped from the course. I am willing to work with everyone regarding responsibilities and illnesses—we all have a



LOT on our plates—but I need you to keep me informed and provide documentation if necessary.

### **Submitting Work & Late Work Policy**

This course has been planned and assignments scaffolded to build on one another and the “best” course of action is to follow the schedule and meet the deadlines. 10% will be deducted for each day an assignment is late. However, I understand that sometimes life gets in the way. **If you need an extension on an assignment, you must contact me 24 hours before the assignment deadline to set a new deadline and avoid penalty.**

*Note:* Due dates are subject to change and the due dates for your final project and final exam are non negotiable. -

**All assignments will be submitted on Blackboard.** We will use primarily Microsoft Word or PDF files for turning in assignments, Google Docs for workshops and/or collaborative activities, and links for submitting projects when necessary. I do not accept “.pages” files, .rtfs, etc.

### **Revision Policy**

Revision is a crucial part of the writing process. You may revise any major project (except for the final project) up to 2 weeks after receiving my feedback to earn a higher grade. However, you must talk with me about revisions before proceeding. I strongly encourage you to take advantage of revision, as it can help improve your grade and your skills as a communicator.

### **Learning Outcomes**

#### Rhetorical Knowledge

- Discover and understand features of UX discourse
- Recognize and analyze user and client needs
- Analyze and critique the processes, use-values, and ethics UX research
- Observe appropriate genre conventions and formats for conducting and presenting UX research
- Evaluate and integrate a variety of textual and visual elements of design

#### Problem-Solving

- Engage in UX research to solve problems

- Identify users and describe their characteristics in a way that forms a sound basis for achieving goals
- Invent the content through field-specific knowledge, primary/secondary research, and reflection
- Collaborate effectively with peers in a community of writers who provide feedback to one another and write together

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

Check the appropriate box:  New Course  Course Modification

Department/School Department of Physics and Engineering Date 12/08/2023

Course No. or Level ENGR211 Title Statics

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites 101, PHYS201, MATH201

Enrollment expectation 25 students

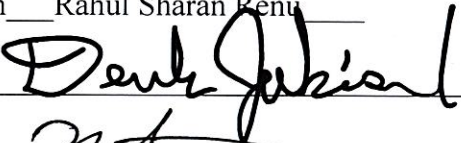
Indicate any course for which this course is a (an)

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

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

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

Name of person preparing course description Rahul Sharan Renu

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2024

Date of School/Department approval January 9, 2024

**Catalog description:**

**211 Statics (3)** (Prerequisite: 101, PHYS201, MATH201) F. The course involves the analysis of forces and moments on particles and rigid bodies in static equilibrium. Topics include structural analysis of trusses, frames, and machines; internal forces; friction; and center of mass.

- Purpose:**
1. For Whom (generally?)  
Mechanical Engineering and Industrial Engineering students
  2. What should the course do for the student?  
By successfully completing the course, students will be able to identify, formulate and solve problems related to the effect of forces on non-deformable bodies. An emphasis will be placed on problems where forces are in static equilibrium.



**Teaching method planned:**

Lecture

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

Engineering Mechanics: Statics & Dynamics, 14th edition, published by Pearson , Author: Russell C. Hibbeler, ISBN: 9780136912378

**Course Content:**

This course teaches students methods to analyze the effects of forces on non-deformable bodies. This course in engineering focuses on problems where forces are in static equilibrium. This is foundational knowledge will be built upon in subsequent engineering courses.

**ENGR211 – Statics  
Course Syllabus**

**COURSE DESCRIPTION**

The course involves the analysis of forces and moments on particles and rigid bodies in static equilibrium. Topics include structural analysis of trusses, frames, and machines; internal forces; friction; and center of mass.

**PRE/CO-REQUISTES**

Prerequisite: ENGR101, PHYS201, MATH201

**REQUIRED TEXT BOOK**

Engineering Mechanics: Statics, 14th edition, published by Pearson , Author: Russell C. Hibbeler, ISBN-13: 9780136912439

**STUDENT LEARNING OBJECTIVES**

By successfully completing this course, students will be able to identify, formulate and solve problems related to the effect of forces on non-deformable bodies.

**EXPECTATIONS**

- I expect you to be prepared so that you may engage yourself in the learning process.
- Take a professional approach to the materials you prepare.
- Above all, be honest and ethical in your work.

**COMMUNICATION**

You are expected to check your student (fmarion.edu) email and Blackboard regularly. Course updates and notifications will be communicated to you through either your student email, or Blackboard, or both.

**GRADING**

Your final grade will be determined by your performance on homework, quizzes, tests, projects, and your attendance and class participation.

Homework assignments	25%
Two exams	40%

Quizzes	10%
Final project	15%
Class participation and attendance	10%

### **GRADING SCALE**

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<b>100 - 90</b>	<b>=</b>	<b>A</b>
<b>89 - 88</b>	<b>=</b>	<b>B+</b>
<b>87 - 80</b>	<b>=</b>	<b>B</b>
<b>79 - 78</b>	<b>=</b>	<b>C+</b>
<b>77 - 70</b>	<b>=</b>	<b>C</b>
<b>69 - 68</b>	<b>=</b>	<b>D+</b>
<b>67 - 60</b>	<b>=</b>	<b>D</b>
<b>&lt; 60</b>	<b>=</b>	<b>F</b>

### **ACADEMIC INTEGRITY**

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Plagiarism and collusion are common ways of violating FMU's honor code (please refer to FMU's Academic Integrity Policy in your student handbook). Copying assignments from any other source is strictly for homework assignments and in--class problems.

### **COURSE SCHEDULE**

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- Introduction to Engineering Mechanics
- Force Vectors
- Equilibrium of Particles in 2-D and 3-D
- Equivalent Systems of Forces, Moments, Couples
- Equilibrium of Rigid Bodies in 2-D
- Equilibrium of Rigid Bodies in 3-D
- Analysis of Structures: Trusses, Frames, and Machines
- Internal Forces
- Friction
- Centroids, Center of Gravity, and Moments of Inertia
- Virtual Work

**Note:** This list is subject to change.

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

Check the appropriate box:  New Course  Course Modification

Department/School Department of Physics and Engineering Date 12/08/2023

Course No. or Level ENGR212 Title Dynamics

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites 211; Corequisite: Mathematics 202

Enrollment expectation 15 students

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

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

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

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

Name of person preparing course description Rahul Sharan Renu

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation Spring 2025

Date of School/Department approval January 9, 2024

**Catalog description:**

**212 Dynamics (3)** (Prerequisite: 211; Prerequisite/corequisite: Mathematics 202) S. This course involves study of the kinematics and kinetics of particles and rigid bodies. Two-dimensional and three-dimensional analysis will be covered along with topics related to the vibrations of mechanical systems.

- Purpose:**
1. For Whom (generally?)  
Mechanical Engineering students
  2. What should the course do for the student?  
By successfully completing the course, students will be able to identify, formulate and solve problems related to the effect of forces on non-deformable bodies resulting in motion.



**Teaching method planned:**

Lecture

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

Engineering Mechanics: Dynamics, 14th edition, published by Pearson , Author: Russell C. Hibbeler, ISBN-13: 9780136912347

**Course Content:**

This course teaches students methods to analyze the effects of forces on non-deformable bodies. This course in engineering focuses on problems where forces are not in equilibrium resulting in motion.

**ENGR212 – Dynamics  
Course Syllabus**

**COURSE DESCRIPTION**

This course involves study of the kinematics and kinetics of particles and rigid bodies. Two-dimensional and three-dimensional analysis will be covered along with topics related to the vibrations of mechanical systems.

**PRE/CO-REQUISITES**

Prerequisite: 211; Prerequisite/corequisite: Mathematics 202

**REQUIRED TEXT BOOK**

Engineering Mechanics: Dynamics, 14th edition, published by Pearson , Author: Russell C. Hibbeler, ISBN-13: 9780136912347

**STUDENT LEARNING OBJECTIVES**

By successfully completing this course, students will be able to identify, formulate and solve problems related to the effect of forces on non-deformable bodies.

**EXPECTATIONS**

- I expect you to be prepared so that you may engage yourself in the learning process.
- Take a professional approach to the materials you prepare.
- Above all, be honest and ethical in your work.

**COMMUNICATION**

You are expected to check your student (fmarion.edu) email and Blackboard regularly. Course updates and notifications will be communicated to you through either your student email, or Blackboard, or both.

**GRADING**

Your final grade will be determined by your performance on homework, quizzes, tests, projects, and your attendance and class participation.

Homework assignments	25%
Two exams	40%
Quizzes	10%

Final project	15%
Class participation and attendance	10%

### **GRADING SCALE**

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<b>100 - 90</b>	<b>=</b>	<b>A</b>
<b>89 - 88</b>	<b>=</b>	<b>B+</b>
<b>87 - 80</b>	<b>=</b>	<b>B</b>
<b>79 - 78</b>	<b>=</b>	<b>C+</b>
<b>77 - 70</b>	<b>=</b>	<b>C</b>
<b>69 - 68</b>	<b>=</b>	<b>D+</b>
<b>67 - 60</b>	<b>=</b>	<b>D</b>
<b>&lt; 60</b>	<b>=</b>	<b>F</b>

### **ACADEMIC INTEGRITY**

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Plagiarism and collusion are common ways of violating FMU's honor code (please refer to FMU's Academic Integrity Policy in your student handbook). Copying assignments from any other source is strictly for homework assignments and in--class problems.

### **COURSE SCHEDULE**

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- Kinematics of a Particle
- Kinetics of a Particle
- 2D Kinematics of Rigid Bodies
- 2D Kinetics of Rigid Bodies
- 3D Kinematics of Rigid Bodies
- 3D Kinetics of Rigid Bodies
- Vibrations

**Note:** This list is subject to change.

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

Variable to topic

**Course Content:**

Variable to topic. An example is given below.

## Physics 497: Introduction to Modern Astrophysics

T Th 2:10 – 3:25 pm in LSF L101

Spring 2024 Syllabus

**Instructor:** Dr. Ginger Bryngelson

**Email:** GBryngelson@fmarion.edu

**Office:** Leatherman Science Facility (LSF) 103A

**Phone:** (843) 661-1553

**Student Hours:** Mon 1:30 – 4pm, T,Th 9:30 – 11:15am & by appointment

**Course Description:** Introduction to modern Astrophysics takes students through the physics of the universe. This starts with lessons learned from early astronomers watching the movements of our sun and planets. An emphasis will be placed on the underlying physics principles as we look at how we know what we know (spectroscopy, optics, doppler shift, radio and high energy astronomy). Students will learn the fundamental physics of stars (atmospheres & interiors), star formation, stellar evolution, stellar explosions, and remnants (including white dwarfs, neutron stars, & black holes). This course will also look at galaxies, stellar populations, interstellar medium, and galactic radial velocities (clues for dark matter). The course will end with a look at the cosmological beginning, evolution, and predicted end of the universe.

**Text Required for this course:** An Introduction to Modern Astrophysics by Carroll & Ostlie

**Course Content:**

- Celestial Mechanics
  - Elliptical orbits
  - Newtonian Mechanics
  - Kepler's Laws (derivation)
- Continuous Spectrum of light
  - Stellar parallax
  - Wave nature of light
  - Blackbody Radiation
  - Color Index of stars
- Interaction of Light & Matter
  - Quantization of Energy
  - Compton Effect
- Spectroscopy
  - Continuous, emission, absorption
  - Spectral line profiles
  - Doppler shift
- Telescope Optics
  - Visible telescopes
  - Radio telescopes
  - IR, UV, x-ray, &  $\gamma$ -ray Astronomy
  
- Stellar Structure
  - Stellar atmospheres
  - Radiative Transfer
  - Stellar interiors
  - Hydrostatic Equilibrium
  - Energy Transport
  - Solar Cycle
- Stellar Evolution
  - Main Sequence
  - Red Giants
  - Nucleosynthesis
  - Core-collapse Supernovae
  - Black holes
  - Gamma-ray bursts
  - Cosmic rays
- Degenerate Remnants
  - White Dwarfs
  - Chandrasekhar Limit
  - Cooling of White Dwarfs
  - Neutron Stars
  - Pulsars

- Type Ia supernovae
- Interstellar Objects
  - Interstellar Medium
  - Nebulae
  - Pre-main sequence evolution
- Galaxies
  - Milky way
  - Kinematics and galactic center





Engineering majors and others with special interest in engineering

2. What should the course do for the student?  
Provide an opportunity for students to learn about a unique area of engineering not normally offered in the curriculum.

**Teaching method planned:**

Lecture or laboratory

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

Variable to topic

**Course Content:**

Variable to topic. An example is given below.

## **Engineering 497: Engineering Disasters and Ethics**

**Instructor:** Prof. Nopartial Credit for Bad Bridge Design

**Course Description:** The course will go through details of several engineering disasters - failures of structures, equipment, designs, etc. - with an emphasis on when ethical decision making could have prevented the disaster. Examples include: the Ford Pinto, Kansas City Hyatt Regency Walkway, Chernobyl, the New Orleans Levee/Hurricane Katrina, and Deepwater Horizon.

- Celestial Mechanics
  - Elliptical orbits
  - Newtonian Mechanics
  - Kepler's Laws (derivation)
- Continuous Spectrum of light
  - Stellar parallax
  - Wave nature of light
  - Blackbody Radiation
  - Color Index of stars
- Interaction of Light & Matter
  - Quantization of Energy
  - Compton Effect
- Spectroscopy
  - Continuous, emission, absorption
  - Spectral line profiles
  - Doppler shift
- Telescope Optics
  - Visible telescopes
  - Radio telescopes
  - IR, UV, x-ray, &  $\gamma$ -ray Astronomy
  
- Stellar Structure
  - Stellar atmospheres
  - Radiative Transfer
  - Stellar interiors
  - Hydrostatic Equilibrium
  - Energy Transport
  - Solar Cycle
- Stellar Evolution
  - Main Sequence
  - Red Giants
  - Nucleosynthesis
  - Core-collapse Supernovae
  - Black holes
  - Gamma-ray bursts
  - Cosmic rays
- Degenerate Remnants
  - White Dwarfs
  - Chandrasekhar Limit
  - Cooling of White Dwarfs
  - Neutron Stars
  - Pulsars



- Type Ia supernovae
- Interstellar Objects
  - Interstellar Medium
  - Nebulae
  - Pre-main sequence evolution
- Galaxies
  - Milky way
  - Kinematics and galactic center

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

     New Course      X   Modification

Department/School     Sociology     Date     1/17/24    

Graduate or Undergraduate Course:     Undergraduate    

Course No. or Level     201     Title     Introduction to Sociology    

Semester hours     3     Clock hours: Lecture     3     Laboratory     

Prerequisites     None    

Enrollment expectation     40    

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

**Modification**     SOCI 201 Principles of Sociology      
(proposed change in course title, course description, course content or method of instruction)

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

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

Name of person preparing course description     Jessica M. Doucet    

Department Chairperson's/Dean's Signature     

Provost's Signature     J. Gloria M.    

Date of Implementation     Fall 2024    

Date of School/Department approval     2/5/24    

Catalog description:

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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.)

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

     New Course      X   Modification

Department/School     Sociology     Date     1/17/24    

Graduate or Undergraduate Course:     Undergraduate    

Course No. or Level     205     Title     Interpersonal Relationships and Family Life    

Semester hours     3     Clock hours: Lecture     3     Laboratory     

Prerequisites     None    

Enrollment expectation     30    

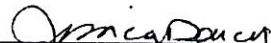
Indicate any course for which this course is a (an)

**Modification**     SOC 205 Marriage and Family Relations      
(proposed change in course title, course description, course content or method of instruction)

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

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

Name of person preparing course description     Jessica L. Burke    

Department Chairperson's/Dean's Signature     ,     

Provost's Signature     ,     

Date of Implementation     Fall 2024    

Date of School/Department approval     2/5/24    

Catalog description:

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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.)



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

     New Course      X   Modification

Department/School Sociology Date 1/24/2024

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 302 Title Social Research Methods

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites 201 and declared sociology major or permission of department

Enrollment expectation 15

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

**modification** SOCI 302 Methods of Sociology  
(proposed change in course title)

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

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

Name of person preparing course description Rusty Ward

Department Chairperson's/Dean's Signature Jamie Dault

Provost's Signature J. Kessia

Date of Implementation Fall 2024

Date of School/Department approval 2/5/24

Catalog description:

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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.)

**When completed, forward to the Office of the Provost.**

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

     New Course     X  Modification

Department/School Sociology Date 01/29/2024

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 327 Title Aging and Later Life

Semester hours 3 Clock hours: Lecture 3 Laboratory     

Prerequisites 201 or permission of department

Enrollment expectation 30

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

**Modification** SOCI 327 Sociology of Aging and Later Life

substitute     

alternate     

Name of person preparing course description Lisa Eargle

Department Chairperson's/Dean's Signature *Jessica Dancet*

Provost's Signature *J. Shelia*

Date of Implementation Fall 2024

Date of School/Department approval 2/5/24

Catalog description:

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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.)

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

     New Course      X   Modification

Department/School     Sociology     Date     1/17/24    

Graduate or Undergraduate Course:     Undergraduate    

Course No. or Level     375     Title     Society, Health, and Medicine    

Semester hours     3     Clock hours: Lecture     3     Laboratory     

Prerequisites     201 or permission of department    

Enrollment expectation     30    

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

**Modification**     SOCI 375 Sociology of Health and Medicine      
(proposed change in course title, course description, course content or method of instruction)

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

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

Name of person preparing course description     Jessica L. Burke    

Department Chairperson's/Dean's Signature     *Jessie Doucet*    

Provost's Signature     *J. Melissa*    

Date of Implementation     Fall 2024    

Date of School/Department approval     2/5/24    

Catalog description:

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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.)



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

     New Course    X Modification

Department/School Sociology Date 1/17/24

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 376 Title Social Perspectives on Mental Health and Illness

Semester hours 3 Clock hours: Lecture 3 Laboratory     

Prerequisites 201 or permission of department

Enrollment expectation 30

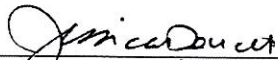
Indicate any course for which this course is a (an)

**Modification** SOCI 376 Sociology of Mental Health & Illness  
(proposed change in course title, course description, course content or method of instruction)

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

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

Name of person preparing course description Jessica L. Burke

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2024

Date of School/Department approval 2/5/24

Catalog description:

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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.)

**When completed, forward to the Office of the Provost.**

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

     New Course      X   Modification

Department/School Sociology Date 1/24/2024

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 381 Title Sports in Society: Problems and Potentials

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites 201 or permission of department

Enrollment expectation 30

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

**modification** SOCI 381 Sociology of Sports  
(proposed change in course title)

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

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

Name of person preparing course description Rusty Ward

Department Chairperson's/Dean's Signature *Jymia Doucet*

Provost's Signature *J. Alissa*

Date of Implementation Fall 2024

Date of School/Department approval 2/5/24

Catalog description:

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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.)

**When completed, forward to the Office of the Provost.**

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

     New Course      X   Modification

Department/School     Sociology     Date     1/17/24    

Graduate or Undergraduate Course:     Undergraduate    

Course No. or Level     382     Title     Modern Families    

Semester hours     3     Clock hours: Lecture     3     Laboratory     

Prerequisites     201 or permission of department    

Enrollment expectation     30    

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

**Modification**     SOC1 382 Sociology of Families      
(proposed change in course title, course description, course content or method of instruction)

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

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

Name of person preparing course description     Jessica L. Burke    

Department Chairperson's/Dean's Signature     *Jessica Burke*    

Provost's Signature     *V. Helian M.*    

Date of Implementation     Fall 2024    

Date of School/Department approval     2/5/24    

Catalog description:

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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.)



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

     New Course     Modification

Department/School Sociology Date 01/29/2024

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 384 Title Education in Society

Semester hours 3 Clock hours: Lecture 3 Laboratory     

Prerequisites 201 or permission of department

Enrollment expectation 30


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

**Modification** SOCI 384 Sociology of Education

substitute     

alternate     

Name of person preparing course description Lisa Eargle

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2024

Date of School/Department approval 2/5/24

Catalog description:

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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.)

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

     New Course      X   Modification

Department/School Sociology Date 1/24/2024

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 387 Title Death and Dying

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites 201 or permission of department

Enrollment expectation 30

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

**modification** SOCI 387 Death and Dying in Social Contexts  
(proposed change in course title)

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

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

Name of person preparing course description Rusty Ward

Department Chairperson's/Dean's Signature *John Ducey*

Provost's Signature *J. Alicia AS*

Date of Implementation Fall 2024

Date of School/Department approval 2/5/24

Catalog description:

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

Teaching method planned:

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

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.)

**When completed, forward to the Office of the Provost.**





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

New Course     Modification

Department/School Sociology                      Date 1/26/24

Graduate or Undergraduate Course: Undergraduate

Course No. or Level ANTH 305    Title Indigenous Media and Literature

Semester hours 3    Clock hours: Lecture 3    Laboratory 0

Prerequisites 100, any 200-level anthropology course, or permission of the department

Enrollment expectation 30

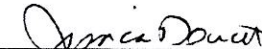
Indicate any course for which this course is a (an)


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

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

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

Name of person preparing course description Kiley Molinari

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2024

Date of School/Department approval 2/5/24

Catalog description: This course focuses on different literature and media written, produced, directed, and made by Indigenous peoples. It is intended to provide an approach to understanding events that have shaped and continue to influence the lives of Indigenous peoples through the lens of film, works of fiction and poetry, the voices of podcasts, and other media such as apps and video games. Primarily this class will focus on Indigenous voices to gain a better perspective of the lives of Indigenous peoples around the world from their own perspectives. Reading materials, videos, and other forms of mixed media will help students



become familiar with key issues within Indigenous communities both historically and contemporarily.

Purpose:

1. For Whom (generally?)  
Any undergraduate student interested in Anthropology.
2. What should the course do for the student?
  - Learn about Indigenous peoples around the world through their voices and perspectives in media and literature
  - Understand historical and contemporary issues facing Indigenous peoples and their communities
  - Use a variety of sources, reading materials, and media to learn about Indigenous peoples histories, traditions, and aspects of their vast cultures
  - Develop a greater understanding and appreciation of cultural diversity while also developing critical thinking and writing skills.

Teaching method planned: Lectures

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

- *The Lesser Blessed* by Richard Van Camp OR *Killers of the Flower Moon* by David Grann
- *Never Whistle at Night: An Indigenous Dark Fiction Anthology* edited by Shane Hawk and Theodore C. Van Alst Jr.
- A choice of children's book I will bring in to loan to students.
  - Some Films: Reel Injun, Cannibal Tours, Nanook of the North, The Lesser Blessed, Killers of the Flower Moon, Rhymes for Young Ghouls, Ainu Mosir, Episodes of Marvel's Echo, Reservation Dogs, Dark Winds, Rutherford Falls, various short films/documentaries on YouTube and streaming at film festivals that semester.
- Additional readings and other media will be announced in class and uploaded on Blackboard.

Course Content:

1. Visual Anthropology
2. Indigenous Peoples
3. Identity, Authenticity, and Self-Representation
4. Indigenous Literature (Childrens, too)
5. Ethics
6. Storytelling and Folklore
7. Flipping the Script and Satire
8. Sensory Ethnography
9. Music, New Media, and Photography

# ANTH 305: Indigenous Media and Literature

## Tuesdays/Thursdays:

### Room:

**Instructor:** Dr. Kiley Molinari

**Email:** [Kiley.molinari@fmarion.edu](mailto:Kiley.molinari@fmarion.edu)

**Email Policy:** All pertinent student emails will be answered within 24 hours of their arrival, unless prior notice of a delayed response is provided, it's a holiday, or weekend.

\*\*If you have questions about an assignment, please do not wait until right before it is due to email me. There is a chance I might not get to it in time.

**Student Hours:** Founders Fall 241

Tuesdays: 10:00am – 11:00am and 2:00 – 3:30

Wednesdays: 1:00pm - 4:00pm

Thursdays: 10:00am – 11:00am

Google Voice Number: 803-563-7473 (You will be asked to state your name when you call)

#### **Course Description:**

This course focuses on different literature and media written, produced, directed, and made, by Indigenous peoples. It is intended to provide an approach to understanding events that have shaped and continue to influence the lives of Indigenous peoples through the lens of film, works of fiction and poetry, the voices of podcasts, and other media such as apps and video games. Primarily this class will focus on Indigenous voices to gain a better perspective of the lives of Indigenous peoples around the world from their own perspectives. Reading materials, videos, and other forms of mixed media will help students become familiar with key issues within Indigenous communities both historically and contemporarily.

#### **Learning Outcomes:**

- Learn about Indigenous peoples around the world through their voices and perspectives in media and literature
- Understand historical and contemporary issues facing Indigenous peoples and their communities
- Use a variety of sources, reading materials, and media to learn about Indigenous peoples histories, traditions, and aspects of their vast cultures
- Develop a greater understanding and appreciation of cultural diversity while also developing critical thinking and writing skills.

#### **Course Prerequisites:**

ANTH 100, any 200 level Anthropology Course, or Permission of the Department

#### **Reading Materials:**

**Required:** *The Lesser Blessed* by Richard Van Camp (Dogrib) OR *Killers of the Flower Moon* by David Grann

**Other material will be uploaded on BB, or handed out in class.** You will need to either borrow a children's book from me, or find another that I approve of. If you borrow one from me, I need it back before I will grade assignment.

**Computer/Software (Blackboard)** <https://fmarion.blackboard.com>

Please check it (and your FMU email!) frequently throughout the semester. In addition, Blackboard is where I will post student's grades, upload readings, make any announcements about changes to the schedule, etc.

**Grading Policies:** All assignments are to be turned in on the due date, by the start of class. All late assignments are subject to a penalty of the loss of points for each day the assignment is late – one week.



("Late" is submission after the start of class). Any quizzes on blackboard or assignments completed in class cannot be turned in late.

Makeup exams will be allowed at my discretion if I know in advance, and are not automatic you will receive approval. If allowed, it must be completed within 1 week of the original missed exam when I have time\* If one makeup exam is allowed for whatever reason, you will not be allowed another in the same semester. The exam may be a different format than the rest of the class had. The final exam cannot be taken at any other time – no exceptions.

\*A documented case of COVID or another lengthy health issue will be the exception and I must have documentation – this goes for any exam.

**Final grades will *not* be automatically curved;** Final grades within .5% of the next letter grade are eligible, but not guaranteed, to be "bumped" up. (Ex. 89.5% total is eligible to be "bumped" to an A, but 89.4% is not.) A student's overall performance will be used to consider "bumping" the final grade. This includes, but is not limited to, attendance and participation, if extra credit was completed, and if any assignments were missed. I also take into consideration how much extra credit I offered/gave throughout the semester. I will not round within a grade to a +

Monitor your grade! Grades for this course are regularly posted to Blackboard, allowing you to easily monitor your progress throughout the semester.

**Extra Credit:** Students can complete one extra credit assignment by attending a talk on campus, a community event I okay, or watching a film I post. Earning the extra points will require writing a 1-2 page reaction paper of their experience. More details will be given as opportunities come up. It is worth an extra 2%. All extra credit must be turned in ON or BEFORE the last day of class. No exceptions!

<b>Points Breakdown</b>	
<b>ASSIGNMENTS</b>	<b>POINTS</b>
Presentations/Discussions/Notes	35%
Media/Lit Reflections	30%
Comparison Paper	20%
Final Presentation	15%
<b>Total Possible:</b>	<b>100%</b>
Grading Scale (If you receive an overall final % of 67-69, 77-79, or 87-89 that will indicate a +)	

### Course and University Policies:

#### Personal Technology:

Please take your headphones out of your ears, but if you need to look at your phone every once and a while, fine. If it becomes distracting to myself, or others, I will ask you to put it away for the class. If it is a continuous problem, I will ask you to leave class.

You are allowed to use laptops to take notes. If it becomes distracting to students around you because you are doing work for another class, shopping, checking social media, watching a movie, etc. then I will ask you to go back to good ole' fashion pen and paper.

Please do not take photographs of the lecture slides – if you have any vision issues talk to me after class and we can adjust your seating.

**Attendance Policy:**

It is your responsibility to be here every day class meets. If you miss class and there were any discussion/activity points assigned, you cannot make up those points.

I do not post my slides onto Blackboard unless we are fully online, but you can come to my office hours and take notes (write them out, not take photos of the slides) if you missed class, or get them from another classmate. Please do not take advantage of this. This should/will not be a weekly occurrence.

**Posting Difficulties:**

Files which do not post correctly (or you upload the wrong file) to Blackboard will not be accepted for a grade. If your file does not post (you are timed out, for example), shows an error, etc. you should re-post prior to the deadline so that you may receive a grade. Always check to see that your file has correctly posted before you exit Blackboard. All files should be saved in doc, docx, or pdf. When in doubt email me a copy BEFORE the due date if you have a concern.

**Special Accommodations:**

Any student in this course who has a disability that may prevent full demonstration of the student's ability should contact the instructor directly as soon as possible to discuss accommodations necessary to ensure full participation and to facilitate educational opportunities.

As per FMU's website, <http://catalogs.fmarion.edu/Cat0304/services/serv2.htm>

"Reasonable accommodations are available for students with physical and learning disabilities."

**Religious Holidays:**

It is my policy to excuse absences of students that result from religious observances and to provide, without penalty, for the rescheduling of examinations and additional required class work that may fall on religious holidays. I MUST be notified well in advance since these dates are already known.

**Academic Integrity:**

A particularly important responsibility has to do with students' academic integrity-- Absolutely no incidences of academic misconduct will be tolerated in this course.

As per the FMU Student Handbook (2023-2024: 56), all FMU students are "expected to behave with honor and integrity in a manner that reflects the values of the institution. Students must interact in a civil manner, both in and out of the classroom, treating all persons and property with respect. [...] [S]tudents pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws."

Any student suspected of academic misconduct or dishonesty (cheating, plagiarism, fabrication, false information, unauthorized collaboration, using AI, etc.) on any graded work within the course, both inside and outside the classroom, will be given a 0 for the work and/or an F in the course. Students will also be referred to the Provost's Office. A detailed (but not comprehensive) description of what is considered cheating and plagiarism may be found on pages 57-59 of the FMU Student Handbook (2023-2024).

**University Resources:****Writing Center:**

The Writing Center is a great resource for this class, as well as all your classes that require any type of writing. You can sign up for appointments on their website, <https://www.fmarion.edu/writingcenter/> call the Writing Center at 661-1528, or visit us in Founders Hall 114-C.

**Tentative Course Schedule:**

\*I reserve the right to change and/or add content throughout the semester; you will be notified. Additional required readings may be added to Blackboard and announced in class prior to them being due.



All readings assignments must be completed by the beginning of class each Thursday, unless otherwise stated. This means that you come prepared to talk about any readings or assignments that were due that day. If an assignment is “in class” it might be on either Tuesday or Thursday.

**Unit 1:**

January 9 and 11	Introductions and What is Anthropology	Read the syllabus and look around Blackboard (BB)  Assignment: 1. Sign the attendance sheet
January 16 and 18	Visual Anthropology	Reading: <i>Visual Anthropology</i> by Prins Pg: 506-top 514  Assignment: 1. None
January 23 and 25	Intro to Indigenous Peoples	Reading: <i>Visual Anthropology</i> by Prins Pg: top 514 – end.  Assignment: 1. None
January 30 and Feb. 1	“Primitivism” to Activism: Identity, Authenticity, and Self-Representation	Reading: <i>Nanook’s Smile</i> by Raheja  Assignment: 1. Pick your Stories from <i>Never Whistle</i>
February 6 and 8	Ethics and Visual Sovereignty	Reading: <i>Browse Ethics of Ethnographic Filmmaking</i> by Asch  Assignment: 1. None
February 13 and 15	Indigenous Literature	Reading: Chapter 1 – <i>Truth about Stories</i> by King OR listen to <i>Ideas Part 1</i> in Massey Lecture Series  Assignment: 1. Reflection Due – Nanook 2/15 due by 11:59pm

**Unit 2:**

February 20 and 22	Storytelling and Folklore	Listen to: All My Relations – Telling True Stories in a Good Way (Spotify, Apple, Google) or link on BB to website  Assignment: 1. Presentation from <i>Never Whistle at Night</i>
Feb.27 and 29	Storytelling and Folklore	Reading: TBD  Assignment: 1. Pick Your Children’s Book
March 5 and 7	Sensory Ethnography and Experimental Anthropology	Reading: None  Assignment: 1. Reflection Due– Reciprocity Films 3/7 2. Screening of <i>The Lesser Blessed</i> in class 3/7
March 11 - 15	<b>NO CLASSES</b>	<b>SPRING BREAK</b>

March 19 and 21	<i>Killers of the Flower Moon</i> Screening	Reading: Have <i>Killers of the Flower Moon</i> or <i>Lesser Blessed</i> finished  Assignment: 1. None
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Unit 3:

March 26 and 28	Flipping the Script and Satire	Reading: TBD  Assignment: 1. TBD
April 2 and 4	Flipping the Script and Satire	Reading: Finish your children's book.  Assignment: 1. Reflection Due – Satire 4/4
April 9 and 11	Music, New Media, and Photography	Listen to/Watch: Indigenous Artists  Assignment: 1. Work on Comparison Paper/Presentation
April 16 and 18	Children's Literature	Reading: Finish anything needed for your final presentation  Assignment: 1. Presentation on your Children's Book 2. Optional Extra Credit due on BB by 11:59pm

Your Final Exam Period is Friday April 26<sup>th</sup> (3:00-5:00pm)\*\* per the FMU Final Exam schedule. The final cannot be completed at any other time – no exceptions!

\*\*Your Comparison Paper as well as Final Presentation will be due at the start of your Final Exam Period.

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

New Course     Modification

Department/School Sociology                      Date 1/26/24

Graduate or Undergraduate Course: Undergraduate

Course No. or Level ANTH 498    Title Anthropology Internship

Semester hours 3    Clock hours: Lecture 1-6    Laboratory 0

Prerequisites 100 and at least one of the following: 205, 210, 215, or 230; junior or senior standing; declared anthropology minor; and permission of the department.

Enrollment expectation 10

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

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

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

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

Name of person preparing course description Kiley Molinari

Department Chairperson's/Dean's Signature *Gina Doucet*

Provost's Signature *V. Alesia*

Date of Implementation Fall 2024

Date of School/Department approval 2/5/24

Catalog description: The purpose of this course is to provide an organized experience working within a community service organization or agency. Students are expected to observe and interact with the clients of the organization/agency, observe and participate in relevant meetings and planning activities, and observe and interact with any other organizations/agencies that may have contact with the internship organization.



Purpose:

1. For Whom (generally?)  
Any undergraduate student interested in perusing an internship in the field of Anthropology.
2. What should the course do for the student?

This course will give students who are interested in perusing a graduate degree, or just more hands on experience in anthropology, an opportunity to work in the community for credit hours. Students will be able to apply knowledge learned in other anthropology courses to their field experience, while gaining new skills and learning about other organizations.

Teaching method planned: Weekly Meetings

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

- None

Course Content:

1. Each student enrolled in the course is expected to work 6 to 10 hours per week at the organization's/agency's site, for a total of **90 hours** over the course of the semester, as arranged with the cooperating organization/agency. You must attend your internship **at least** one day a week for 12 of the 15 weeks in the semester. Interns are expected to dress and behave professionally. Issues such as organizational structure, interactions with clients, and networks with other organizations will be examined.



## Anthropology 498: Anthropology Internship Spring 2025

**Instructor:** Dr. Kiley Molinari

**Email:** [Kiley.molinari@fmarion.edu](mailto:Kiley.molinari@fmarion.edu)

**Email Policy:** All pertinent student emails will be answered within 24 hours of their arrival, unless prior notice of a delayed response is provided, it's a holiday, or weekend.

**Student Hours:** Founders Fall 241  
TBD and by Appointment

### **Course Description and Learning Outcomes:**

The purpose of this course is to provide an organized experience working within a community service organization or agency. Students are expected to observe and interact with the clients of the organization/agency, observe, and participate in relevant meetings and planning activities, and observe and interact with any other organizations/agencies that may have contact with the internship organization.

Each student enrolled in the course is expected to work 6 to 10 hours per week at the organization's/agency's site, for a total of **90 hours** over the course of the semester, as arranged with the cooperating organization/agency. You must attend your internship **at least** one day a week for 12 of the 15 weeks in the semester. Interns are expected to dress and behave professionally. Issues such as organizational structure, interactions with clients, and networks with other organizations will be examined.

### **Course Prerequisites:**

Completed ANTH 100, and at least one of the following, 205, 210, 215, or 230; junior or senior standing; declared Anthropology minor; and permission of the department.

### **Course Requirements:**

As soon as possible, you must provide the following information. This information ensures that you are covered by Workers Compensation while working at your internship, allows the scheduling of meetings, and access to the supervisor for their evaluation. Failure to submit this information will result in termination of the internship and being dropped from the course.

- Organization where you are interning (if a unit within the organization, please specify)
- Name and title of on-site coordinator
- Phone number and email address of on-site coordinator
- One paragraph description of your internship activities, as you understand it now
- Your class schedule
- Scheduled internship hours (days and times)
- Scheduled regular commitments for work or other responsibilities (daytime, M-F)
- Phone number and email address where you can be easily contacted

### **Journal:**

You are to keep a journal containing entries for every day that you work at the organization/agency site. These entries must contain the date and time of work, as well as the hours spent at the internship site. This portion of the journal entry must be signed/endorsed by your internship on-site supervisor. Hours without a signature **do not** count toward your progress. This journal counts for 25% of your final grade.

Each day, you are to record what you do and observe at the site. Reflections upon what you experienced and observed (whether positive or negative), and other relevant thoughts (including how your observations relate to what you have learned in your anthropology courses) should be recorded. This journal must be turned in no later than **3PM Monday, April XX**. **Late journals are NOT accepted, no exceptions.** Journals must be submitted **in person, in paper format**. Journal entries cannot be emailed. The journal cover must include your name, the organization's name, and the course number.

#### **Weekly Updates:**

Each week, you are to meet with me to discuss the progress of your internship. In this meeting, you are to provide me with a verbal update of what is occurring on your internship work site and the activities you are engaged in while there. You must bring your journal containing evidence of the number of hours you have completed since our last meeting with you to these meetings. This allows me to keep a running total and verify you are attending regularly. If you are encountering any distressing situations or problems at the internship worksite, please let me know. If the situation is threatening or dangerous, please let me know **immediately**. **Do not** wait until a scheduled meeting to tell me. Please know these meetings are **mandatory**. **DO NOT** miss a meeting without prior approval from me. Your grade will be penalized if you fail to appear at any scheduled meetings without notification or approval. These update meetings are worth 25% of your final grade.

#### **Research Paper/Case Study:**

You must write a 5-page, double-spaced paper that details and discusses your experience at your internship. The paper should include information about the organization's/agency's purpose, organizational structure, leadership, and communication dynamics, as well as their strengths and weaknesses. You should describe the characteristics of those employed by the organization, the activities in which the organization engages, and the impact this type of organization has on society. Be sure to relate your experience to what you have learned as an anthropology minor, applying various theories and/or concepts to your experience. All materials used in the paper should be properly cited and referenced in AAA format. The paper should be typed in 12-point Times New Roman font with 1" margins on all sides. The length requirement **does not** include the title page or reference page. The title page should include your name, the organization's name, and the course number.

The paper should be **submitted onto Blackboard** no later than **3PM Monday, April XX**. **Late papers are NOT accepted, no exceptions.** The paper counts for 25% of your final grade.

#### **Supervisor Evaluation:**

Once you have completed your required hours, your site supervisor will be contacted to provide an overall evaluation of your performance during your internship. The supervisor will be asked to provide information regarding whether you showed up for your assigned hours, if you performed the tasks assigned to you, your attitude while on-site, how well you interacted with others, as well as if you dressed and acted professionally throughout the internship. This evaluation is worth 25% of your final grade.

#### **Grading:**

Your final course grade is determined by your performance on the journal, weekly meetings, research paper, and evaluation by your organization/agency supervisor. Each graded item counts for 25% of your final grade.

**There are no extra credit options for this course.**

The grading scale for this course is as follows:

90.0 – 100.0 = A      77.0 – 79.99 = C+      60.0 – 66.99 = D



87.0 – 89.99 = B+    70.0 – 76.99 = C    0 – 59.99 = F  
80.0 – 86.99 = B    67.0 – 69.99 = D+

**Academic Integrity:**

A particularly important responsibility has to do with students' academic integrity-- Absolutely no incidences of academic misconduct will be tolerated in this course.

As per the FMU Student Handbook (2023-2024: 56), all FMU students are “expected to behave with honor and integrity in a manner that reflects the values of the institution. Students must interact in a civil manner, both in and out of the classroom, treating all persons and property with respect. [...] [S]tudents pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws.”

Any student suspected of academic misconduct or dishonesty (cheating, plagiarism, fabrication, false information, unauthorized collaboration, using AI, etc.) on any graded work within the course, both inside and outside the classroom, will be given a 0 for the work and/or an F in the course. Students will also be referred to the Provost’s Office. A detailed (but not comprehensive) description of what is considered cheating and plagiarism may be found on pages 57-59 of the FMU Student Handbook (2023-2024).

**University Resources:**

**Writing Center:**

The Writing Center is a great resource for this class, as well as all your classes that require any type of writing. You can sign up for appointments on their website, <https://www.fmarion.edu/writingcenter/> call the Writing Center at 661-1528, or visit us in Founders Hall 114-C.

**Tentative Course Schedule:**

\*I reserve the right to change and/or add content throughout the semester; you will be notified. Additional required readings may be added to Blackboard and announced prior to them being due.

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

Check the appropriate box:  New Course  Course Modification

Department/School School of Business/Economics Date November 20, 2023

Course No. or Level ECON 360 Title The Economics of Sports

Semester hours 3 Clock hours: Lecture  X  Laboratory

Prerequisites ECON 203

Enrollment expectation 10-15

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

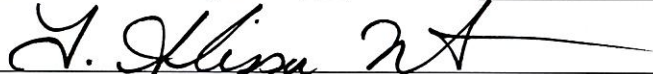
modification None  
(proposed change in course title, course description, course content or method of instruction)

substitute None  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate None  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Caroliniana Padgett

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation 2024-2025 Academic Year

Date of School/Department approval \_\_\_\_\_

Catalog description:

- Purpose:
1. For Whom (generally?) BBA Majors – Economics Majors, with other School of Business majors for elective credit
  2. What should the course do for the student? The course will help students understand the market and organizational structure of sports teams and leagues. They will consider the revenue and cost structure for sports teams, as well as labor market issues, public finance concerns, and anti-trust regulation.



Teaching method planned: Three hours lecture each week. Lectures will be a combination of traditional lecture, combined with interactive classroom activities and discussions.

Textbook and/or materials planned (including electronic/multimedia): Leeds, M., von Allmen, P, and Matheson, V. *The Economics of Sports*. Routledge. 2018. 6<sup>th</sup> edition.

Students will watch and assess popular sports films related to economics, including *Money Ball*, *Two for the Money*, and *The Numbers Game*.

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.)  
Please see attached syllabi.

No additional faculty are needed for this course.

No additional equipment will be needed. The class will be offered in current School of Business classrooms.

**When completed, forward to the Office of the Provost.**

**Turn off or silence ALL electronic equipment before entering the classroom.**

**Instructor Information**

- **Professor:** Dr. John Doe
- **Office:** Founder's Hall 203
- **Office Hours:** Monday – Thursday, 3:00 PM to 4:30 PM (additional hours by request or appointment)
- **Email:** [Doe@fmarion.edu](mailto:Doe@fmarion.edu)
- **Phone:** 843-778-8500 x 1326

It is important to me that I am available to you. If you need to see me outside of class and are not able to come by during office hours, please schedule an appointment. I usually check email several times a day. I will also post course information, documents, and other related material in Blackboard. It will be useful to check it often. It is always better to communicate with me about things that you are having difficulty with sooner rather than later. Do not wait until exam time to see me about questions you may have. This course builds on itself. If you wait, you will find yourself further and further behind.

**Course Description**

The sports industry provides a vast array of examples from every area of microeconomics, allowing students to study economics from a non-traditional perspective. This course examines the sports industry, at both the professional and college levels, using the tools and concepts of economic analysis. The unique industrial structure of sports leagues and franchises provides an opportunity to study a wide range of economic phenomena, including league structures, market dynamics, antitrust policies, public financing, and labor market dynamics in the sports sector.

**Course Objectives**

- Evaluate economic strategies impacting revenues, costs, and profits in sports.
- Graphically analyze economic concepts in sports including supply, demand, monopoly, monopsony, and cartels.
- Assess antitrust policies and their impact on professional and college sports.
- Understand competitive balance in sports leagues and why it matters.
- Analyze public financing aspects related to sports franchises.
- Explore labor market dynamics within sports economics.

**Textbook and Course Materials**

- **Textbook:** "The Economics of Sports," seventh edition by Michael A. Leeds, Peter von Allmen, Victor A. Matheson.
- Additional readings and materials will be provided on Blackboard or announced in class.

**Prerequisite:** ECON 203: Introduction of Microeconomics

### **Attendance Policy**

Regular attendance is strongly advised. Participation in class activities contributes to your final grade, and you are responsible for all material presented during class sessions.

### **Grading**

- **Midterm Exams (2):** 40% (20% each)
- **Comprehensive Final Exam:** 25%
- **Research Paper and Presentation:** 25% (Topic approval required, 8-12 pages)
  - Research Paper 15%
  - Presentation 10%
- **Class Participation and Assignments:** 10%

### **Grading Scale**

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: Below 60

### **Assignments and Exams**

- **Research Project:** Students will select a topic in sports economics, get it approved, and present their findings in a research paper.
- **Exams:** There will be two midterm exams and a comprehensive final exam.

### **Academic Responsibility**

It is the responsibility of every student at Francis Marion University to adhere steadfastly to truthfulness and to avoid dishonest, fraud, or deceit of any type in connection with any academic program. This course will adhere to the definitions, policies, and procedures of the Academic Conduct policy in the student handbook. (Available at: <http://www.fmarion.edu/students/handbook>). Any student who violates this policy or who knowingly assists another to violate this policy shall be subject to discipline, as laid out in the student handbook.

### **Students with Disabilities**

It is my goal to create a learning experience that is as accessible as possible. If you anticipate any issues related to the format, materials, or requirements of this course, please contact the Office of Counseling and Testing. Disabilities that have been certified by the Office of Counseling and Testing will be appropriately accommodated. I should have all needed documentation from the Office of Counseling and Testing no later than one week before the accommodations requested by the Director of Counseling and Testing are needed.



## **Tentative Schedule**

Week	Starting	Topics and Assignments
1	Aug 19	Introduction to Course; Economic Concepts in Sports
2	Aug 26	The Structure of Sports Leagues
3	Sep 2	Game Theory in Sports
4	Sep 9	Economic Impacts of Sports Teams and Stadiums
5	Sep 16	Antitrust Issues in Sports; Midterm Exam 1
6	Sep 23	Labor Relations in Sports
7	Sep 30	Salary Determination and Player Contracts
8	Oct 7	Monopoly and Monopsony in Sports
9	Oct 14	Competitive Balance in Professional Sports
10	Oct 21	Public Financing of Sports Franchises
11	Oct 28	Sports, Media, and Broadcasting Rights; Midterm Exam 2
12	Nov 4	Labor Market Discrimination in Sports
13	Nov 11	Sports Economics in Collegiate Athletics
14	Nov 18	Economic Analysis of Sports Data; Research Paper Due
15	Nov 25	Student Presentations; Course Wrap-Up
16	Dec 2	Review Session for Final Exam
Final Exam Week	TBA	Comprehensive Final Exam

## **General Disclaimer**

Life offers no warranties, expressed or implied, and neither do I. Although I try to make the learning process fun and fair, remember that both are in the eye of the beholder. I reserve the right to make changes to the syllabus at any time during the course, as circumstances warrant. *Caveat emptor.*

## **School of Business – Mission Statement**

The mission of the Francis Marion School of Business is to serve our region by offering high-quality educational programs at the undergraduate, graduate, and professional levels that prepare individuals to compete on a regional, national, and global level. We develop faculty whose teaching, service, and research benefits students, community members, and colleagues. We engage in student-focused education experiences to develop a comprehensive foundation, so that they may craft for themselves fulfilling successful careers and lives.

## **Program Learning Goals**

- Students will be able to apply analytical thinking to solve business problems.
- Students will be able to communicate business knowledge orally and in written form.
- Students will be able to evaluate business situations using an ethical decision-making framework.
- Students will be able to identify and appreciate the value of various forms of diversity in the business environment.

## Research Project Description

### Objective:

The primary objective of this research project is to enable students to apply economic concepts and theories to a specific topic within the realm of sports economics. This project is an opportunity for students to deeply explore an area of interest, conduct independent research, and demonstrate their understanding of economic principles related to sports.

### Project Requirements:

- **Topic Selection:** Students must select a topic within the scope of sports economics. This could include, but is not limited to, economic analyses of particular sports leagues, labor relations in sports, the economic impact of major sporting events, or the financial aspects of athlete endorsements. The chosen topic must be approved by the professor to ensure its relevance and feasibility.
- **Research Depth:** The project should include a thorough review of existing literature and data. Students are expected to utilize a range of sources, including academic journals, industry reports, and relevant news articles.
- **Analysis:** Students should apply economic theories and concepts learned in class to analyze their chosen topic. This analysis should go beyond descriptive accounts and include critical thinking about the topic's broader economic implications.
- **Length and Format:** The research paper should be between 8 to 12 pages in length, excluding references and appendices and should be formatted according to APA formatting guidelines.
- **Presentation:** Students will present their findings to the class towards the end of the semester. This presentation should summarize the key points of their research and include visual aids (e.g., PowerPoint slides) to enhance communication of their findings.
- **Evaluation:** The project will be evaluated based on the originality of the topic, depth of research, clarity of economic analysis, quality of writing, and effectiveness of the presentation.

### Deadlines:

- **Topic Approval:** [TBD]
- **Research Paper Draft:** [TBD]
- **Final Paper Submission:** Week of November 18, 2024
- **Presentation Dates:** Week of November 25, 2024