February Curriculum Proposals for 2011-12 Catalog

Department of Agriculture
    (a) Change the course number, and title for AGAS 4303, Poultry Diseases, to AGAS 4403, Poultry and Livestock Diseases, and modify the course description; and

Department of Professional Studies
    (a) Add PS 4991-4, Special Problems in Professional Studies, to the course descriptions.

College of Applied Sciences
    (a) Add TECH 1051-3, Discovering Applied Sciences, to the course descriptions.

College of Arts and Humanities
    (a) Add HUM 2001-3, Topics in the Arts and Humanities, to the course descriptions.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of Agriculture

DATE SUBMITTED: November 12, 2010

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head Dr. Malcolm Rainey	*Malcolm R. Rainey*	11-12-10
Dean Dr. Willy Hoefler	*Willy Hoefler*	11-17-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*Tammy Ruddis*	1/20/11
Vice President for Academic Affairs Dr. John Watson		

Course Subject: Animal Science	Course Number: AGAS 4303
Cross-listed with Subject: This course is not cross-listed at this time.	Course Number: Not Applicable
Official Title : Poultry Diseases	
Request to change: (check appropriate box) ☒ Course Number ☒ Title ☒ Course Description ☐ Cross-list ☐ Prerequisite/Co-requisite ☐ Grading ☐ Fee ☐Other _____	
Effective Term ☒ Spring ☐ Summer I 2011	

New Course Number : AGAS 4403

New Course Title (Limited to 30 characters including spaces):

Poultry and Livestock Diseases

New Course Description: A study of the diseases of poultry and livestock, particularly those common to Arkansas and surrounding states. Emphasis will be placed on the recognition of the disease and methods to control and/or prevent the disease.

New Cross-list:
☐ Adding Cross-listing   ☐ Changing Cross-listing   ☐ Deleting Cross-listing
If adding or changing cross-listing, indicate course subject and number _____
There will be no cross listing.

New Prerequisite/Co-requisite: Junior standing or consent of the instructor

☒Elective   ☐Major   ☐Minor
If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.
While the current course sufficiently covers the diseases of poultry, the addition of the diseases of livestock will better meet the needs of our students. When comparing the number of students expressing interest in poultry to those with interest in other species of livestock, it became apparent that the modification to this course was necessary. This was further confirmed by the number of past students expressing a desire for a livestock disease class.

How will the effect of the change be monitored in ongoing program assessment?
Since this class is an elective course the program assessment should not be affected.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

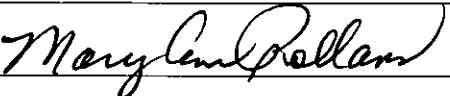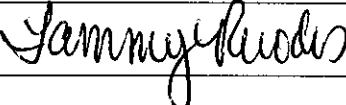No other department should be affected

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Professional Studies

DATE SUBMITTED: 1/24/11

REQUEST FOR COURSE ADDITION: PS 4991-4 Special Problems in Professional Studies

Title	Signature	Date
Department Head		
Mary Ann Rollans, Dean	*Mary Ann Rollans*	01-24-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Tammy Rhodes, Registrar	*Tammy Rhodes*	1/24/11
Vice President for Academic Affairs		

Course Subject: PS	Course Number: 4991-4
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces):
Special Problems in Professional Studies

Mode of Instruction: (check appropriate box)
☐ 01_Lecture/ ☐02_Lecture/Laboratory/ ☐03_Laboratory only/☐05_Practice Teaching/ ☐06_Internship/Practicum/☐08_Independent Study/ **XXX 10_Special Topics/** ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ ☐98_Other

Effective Term: **Fall 2011**	If course is required by major/minor, how frequently will course be offered?

Is this course repeatable for additional earned hours?	**Y** How many times? Up to 9 hours.

Does this course require a fee?   NO   How much?   Type of fee?

| **XXX Elective** |
| If major or minor course, you must complete the Request for Program Change form. |

| Prerequisites: None | Co-requisites: None |

Grading   **XXX Standard Letter**   ☐P/F   ☐Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:
   a. Course subject, number and title
   b. Course description as to appear in catalog
   c. Course goals and/or objectives
   d. Course outline
   e. Methods of student performance assessment and evaluation
   f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. NONE REQUIRED

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. NO

How does this proposal support the University Mission or University Strategic Planning Goals?
This special problems course will support the professionalism aspect of the University Mission. This type of course will expose students to different aspects of professionalism and how to apply them in the classroom.

This course specifically addresses Strategic Planning Goal One, Enhance the creation and delivery of first quality education services, and the subset dedicated to "Develop and Implement a master plan for distance education". This special topics course will be delivered online and will support the ongoing and increasing need for additional online courses.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.
By adding a special topics course, the Department of Professional Studies will be able to offer a course on a variety of topics to meet the changing trends in the professional discipline areas addressing the career needs of BPS majors. This course will also provide students with a variable credit upper-division elective course. A review of the ATU Undergraduate Catalog shows a majority of undergraduate programs offer a special problems course, but there is not a similar type course for Professional Studies.

How will the effect of the change be monitored in ongoing program assessment?
This course reflects the learnining outcomes as documented by the student's projects completed in PS 3003 and PS 4006 which serve as capstone courses. The assessment documents the extent to which each student meets the following learning objectives:

- Student will demonstrate competency in public presentation and written communication skills.
- Student will apply empirical research to recommend relevant strategies for solving problems.
- Student will assume a leadership role in identifying and addressing issues in a real-world environment.
- Student will create, plan and implement relevant strategies needed to develop a business proposal.
- Graduates will have knowledge and skills required to work successfully in their chosen career fields.

In addition the department will assess the student success rate in the course, the selection of relevant topics, the number of student enrollments, etc.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.
Will NOT affect other departments.

Instructor:	TBA
Phone:	TBA
Office:	Lake Point Conference Center
E-mail:	TBA
Office Hours:	TBA

Course Description

This course provides an overview of various leadership styles practiced by professionals in the public and private sector. The focus of the leadership skills identified will focus on the following competency areas: operations management, technology applications, facilities planning and management, human resource management, fiscal management, and organizational behavior.

Required Course Text

Northouse, P. *Introduction to Leadership: Concepts and Practice* (2nd Edition). Thousand Oaks, CA: Sage Publications, 2011.

Suggested Reading List

1. Collins, J. *Good to Great*. New York: HarperCollins, 2001.
2. Maxwell, J. *21 Indispensable Qualities of a Leader*. Nashville, TN: Thomas Nelson, 1999.
3. Kotter, J. & Cohen, D. *The Heart of Change: Real-life Stories of How People Change Their Organizations*. Boston: Harvard Business School Publishing, 2002.
4. Covey, S. *The Seven Habits of Highly Effective People*. New York: Free Press, 2004.
5. Rath, T. & Conchie, B. *Strengths Based Leadership*. New York: Gallup, 2008.

Justification for the Course

This course examines leadership styles as they apply to the competency areas related to the projected learning outcomes in Department of Professional Studies. These competency areas include: operations management, technology applications, facilities planning and management, human resource management, fiscal management, and organizational behavior. The course objectives will be applied directly to these competency areas and will focus on developing the students' leadership skills

Course Objectives

1. Identify different types of social and ethical issues leaders contend with at managerial levels.
2. Identify various legal issues leaders face in public and private organizations and entities.
3. Understand and apply appropriate leadership principles in group settings.
4. Define and discuss general leadership principles and leadership theories as they relate to the public and private sectors.
5. Identify and apply relevant styles of fiscal management.
6. Identify personal leadership style and applications of respective styles in professional environments.

How Course Meets General Education Requirements

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over his or her lifetime. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

Communicate effectively
Think critically
Develop ethical perspectives
Apply scientific and quantitative reasoning

Methodology

The objectives will be achieved through textbook readings, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, and individual assignments. Each week at least one PowerPoint presentation will be required to correlate with the assigned textbook readings utilizing selected supplemental resources from the suggested reading list.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version of power-point), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Class Lectures

Class lectures will be posted every Wednesday by 12 p.m CST unless noted otherwise. Class lectures can be located on Blackboard under the "Class Lectures" tab.

Assessments

Assignments

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments will be due by 11:59 p.m. CST on the due date specified on the "Tentative Course Schedule and Assignments" section of the syllabus. All assignments must be submitted through Blackboard in order to receive credit.

Project and Book Review

There will be a project and a book review assigned for each student to complete during the semester. The project will focus on applying the different leadership concepts presented in the course to a real world situation. For the book review, each student will select a contemporary leadership book from a list of selections and complete a formal review of the text. A description of the assignment, due date, and rubric will be available after the beginning of the semester for the project and the book review.

Quizzes and Tests

There will be chapter quizzes for each chapter in the textbook discussed in the course. All quizzes will be available and completed through Blackboard. The dates of the quizzes are available in the "Tentative Course Schedule and Assignments" section of the syllabus. During the course a midterm and final exam will be administered over the course material.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard, (3) new discussion board questions will post that I expect you to answer as part of getting the week's participation points. There are a total of 130 points, which broken down over the 13 lecture weeks is 10 points per week. New discussion forums will post on Mondays. You are expected to post each week by 11:59 p.m. CST on Sunday. Points will be deducted for each posting that is not submitted. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them.

E-mail/Discussion Board Decorum

This is an online course; therefore a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending

emails and posting to discussion boards. This is a college level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send course materials graded assignments to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid your emails to me going into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within a 24- to 36-hour period.

Grading Summary

Chapter Quizzes	100 points
Midterm Exam	50 points
Final Exam	50 points
Participation/Discussion Board	130 points
Assignments	200 points
Total Points	**530 points**

Grading Scale

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

Returning of Assignments

I will do my best to have graded assignments back to you within 14 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

I will not accept late work unless there is an unavoidable or extenuating circumstance. I will consider each instance individually and try to work with you the best I can. It is the instructor's decision whether to award half-credit for late assignments. There is no making up on exams. If you miss an exam, you will lose the 50 points.

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for

submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments
If, at any time during the semester, you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive within the following two class sessions, you will be dropped from the course by your instructor with an "F" for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech has a very lenient withdrawal policy which allows a student to withdraw with an "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

University Testing and Disability Services
If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information:
University Testing and Disability Services
Arkansas Tech University
Bryan Hall, Room 103
105 W. O Street
Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302   Fax: (479) 968-0375 TTY Service: (479) 964-3290
Web Site: http://www.atu.edu/testing/

Tentative Course Schedule and Assignments

Week 1 Introduction to Course/Being a Leader
- o Read Course Syllabus
- o Read Chapter 1: Being a Leader
- o Complete Chapter 1 Quiz
- o Complete 1.1 Conceptualizing Leadership Questionnaire, 1.2 Observational Exercise, and 1.3 Reflection and Action Worksheet

Week 2 Recognizing Your Traits
- o Read Chapter 2
- o Complete Chapter 2 Quiz
- o Complete 2.1 Leadership Traits Questionnaire, 2.2 Observational Exercise, and 2.3 Reflection and Action Worksheet

Week 3 Recognizing Your Philosophy and Style of Leadership
- o Read Chapter 3
- o Complete Chapter 3 Quiz
- o Complete 3.1 Leadership Styles Questionnaire, 3.2 Observational Exercise, and 3.3 Reflection and Action Worksheet

Week 4 Attending to Tasks and Relationships
- o Read Chapter 4
- o Complete Chapter 4 Quiz
- o Complete 4.1 Task and Relationship Questionnaire, 4.2 Observational Exercise, and 4.3 Reflection and Action Worksheet

Week 5 Developing Leadership Skills
- o Read Chapter 5
- o Complete Chapter 5 Quiz
- o Complete 5.1 Leadership Skills Questionnaire, 5.2 Observational Exercise, and 5.3 Reflection and Action Worksheet

Week 6 The Role of the Follower
- o Read the article: "Assessing Effective Attributes of Followers in a Leadership Process"
- o Complete worksheet on article

Week 7 Midterm
- o Complete Midterm exam covering weeks 1-6

Week 8 Creating Vision
- o Read Chapter 6
- o Complete Chapter 6 Quiz
- o Complete 6.1 Leadership Vision Questionnaire, 6.2 Observational Exercise, and 6.3 Reflection and Action Worksheet

Week 9 Setting the Tone
- o Read Chapter 7
- o Complete Chapter 7 Quiz
- o Complete 7.1 Setting the Tone Questionnaire, 7.2 Observational Exercise, and 7.3 Reflection and Action Worksheet

Week 10 Handling Conflict
- o Read Chapter 9
- o Complete Chapter 9 Quiz
- o Complete 9.1 Conflict Style Questionnaire, 9.2 Observational Exercise, and 9.3 Reflection and Action Worksheet

Week 11 Overcoming Obstacles
- o Read Chapter 10
- o Chapter 10 Quiz
- o Complete 10.1 Path-Goal Styles Questionnaire, 10.2 Observational Exercise, and 10.3 Reflection and Action Worksheet
- o Book Review is due this week

Week 12 Addressing Ethics in Leadership
Read Chapter 11
- o Complete Chapter 11 Quiz
- o Complete 11.1 Core Values Questionnaire, 11.2 Observational Exercise, and 11.3 Reflection and Action Worksheet

Week 13 Leadership and Diversity
- o Read the article: "Making Differences Matter: A New Paradigm for Managing Diversity"
- o Complete worksheet on article
- o Leadership and diversity case study activity
- o Leadership Project is due this week

Week 14 Leadership and Politics

- o Read the article: "Corporate Politics 101: The Nine Signs of an Overly Political Organization"
- o Complete worksheet on article
- o Leadership and politics case study

Week 15 Final Exam
- o Complete final exam covering weeks 8-14

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Willy Hoefler, Dean, College of Applied Sciences

DATE SUBMITTED: January 17, 2011

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head		
Dean	*Willy Hoefler*	1-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*Tammy Reodes*	1/20/11
Vice President for Academic Affairs		

Course Subject: TECH	Course Number: 1051-3
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces):
Discovering Applied Sciences

Mode of Instruction: (check appropriate box)
xx 01_Lecture/ ☐02_Lecture/Laboratory/ ☐03_Laboratory only/☐05_Practice Teaching/
☐06_Internship/Practicum/☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/
☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/
☐98_Other

Effective Term: Summer I, 2011	If course is required by major/minor, how frequently will course be offered? This is not a required course. However, it will be offered each Fall, Spring and Summer Terms
Is this course repeatable for additional earned hours? No How many times? N/A	
Does this course require a fee? No How much? N/A Type of fee? N/A	

| xx Elective |
| If major or minor course, you must complete the Request for Program Change form. |

Prerequisites: N/A	Co-requisites: N/A

Grading   xx Standard

For the proposed course, attach a syllabus that includes:
  a. Course subject, number and title
  b. Catalog course description
  c. Course goals and/or objectives
  d. Course outline
  e. Methods of student performance assessment and evaluation
  f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. NO

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. SMART Classroom

How does this proposal support the University Mission or University Strategic Planning Goals?

There is a large group of students at Arkansas Tech who are undeclared and need a major. Through this type of course, a student can gain a better understanding of the programs, opportunities, and career options of a particular field. By having this type of exploratory course, students will get a better understanding of various majors with in the College of Applied Sciences. Lifelong learning is also a component of this course since students will learn topics in this class that can benefit them long after they leave Arkansas Tech.

This proposal supports the mission of Arkansas Tech through nurturing scholastic development. This type of course will help expose a student to different opportunities in academic areas on campus which will in turn help the student to define a major and take more major specific courses furthering their scholastic development and strengthening their commitment to Tech.

In regards to the University Strategic Planning Goals, Strategic Planning Goal One calls for an "increased support for web, compressed video and mixed technology courses." This course would be offered in a mixed technology format, to allow students to complete part of the course from a distance. If so desired, this course could be offered completely online. This course will help students understand why the applied sciences are offered at the University. Sparking the interest of a student in an area of the university's curriculum should have a positive effect on retention. Strategic Planning Goal Two discusses improving enrollment management by focusing on student success. This course will support the goal to "create a seamless first year experience..." by allowing students who are undeclared to work towards choosing a major. Since many of these students are undeclared freshmen, this course will help a student find a major and complete the first year experience.

What assessment information is being used to support this proposal?
Data collected in the Common Data Set in regards to student retention rate of full-time, bachelor level, degree seeking students who persisted from Fall 2008 to Fall 2009: 71%; students who persisted from Fall 2007 to Fall 2008: 68%; students who persisted from Fall 2006 to Fall 2007: 66%; students who persisted from Fall 2005 to Fall 2006: 69%.

For the first time, full time, degree seeking undergraduate student at TECH, the average percentage of undeclared students based on official fall head count data from 2006 to 2009 was 23%.

On Arkansas Tech University's main campus, undeclared undergraduate students had the largest percentage of drop-outs (16%) compared to other majors from Fall 2008 to Fall 2010, according to data in ARGOS.

A goal of this course is to connect students to a major as early as possible in the student's academic career by exposing the student to a variety of disciplines upon which the student can make his/her own educated choice of the major for which he or she is best suited. Vincent Tinto's (1987) theory on student attrition states that students must have an education goal and a commitment to see the goal to graduation. By selecting a major, this gives the student the educational goal necessary to move towards graduation. If a student does not identify with a major, they may also have trouble identifying with the institution which can lead a student to leave the university. With a course like this, the goal is get a student to identify with a major and therefore start to build a bond with Arkansas Tech University.

Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition.* Chicago: University of Chicago Press.

How will the effect of the change be monitored?
Students will be administered a pre and post survey in the course to determine the change in attitude and interest in Applied Sciences. Data will also be collected to analyze the number of students who are undeclared majors and whether they declare a major after completing this course. Data will also be analyzed in regards to the number of students who persist after the completion of this course.

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand.

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. Based on information available in the field, these types of courses are available and have been an asset to institutions such as Arizona State University, Boise State University, Ferrum College, The University of Utah, Brigham Young University, Kansas State University, the University of Wisconsin-Eau Claire, and the University of Wisconsin-Oshkosh. The types of courses at these institutions are designed to help students who are undecided majors through exposing the student to a variety of majors at the institution, as well as helping students learn about careers associated with the different majors. As an interdisciplinary course, TECH prefix courses are not part of a specific program and do not have program assessments. Based on data collected in

the areas of student retention and student major, this type of course could definitely benefit students and Arkansas Tech University.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

Course Description
A course designed to generate interest in and appreciation for the study of majors associated with the College of Applied Sciences. The course will highlight some of the accomplishments and challenges in various applied science disciplines, and explore areas of research and interest by experts in these areas.

Course Objectives
By taking this course, you will be equipped to:
- Understand the different programs offered in the areas of Applied Sciences at Arkansas Tech University.
- Gain knowledge of current events in the areas of Applied Sciences and how they impact society.
- Learn about different career opportunities in the various Applied Science areas.
- Explore different research and interest areas as presented by experts in a specific field.
- Increase awareness of the accomplishments and challenges in the various applied science disciplines.

Course Format
This course would be a mixed technology course in which part of the course instruction will take place via the web, and the other part of the course would be offered in the on-campus classroom. This course also has the potential to be completely administered online.

Course Outline
I. Course Introduction

    A. Overview of course
    B. Explanation of syllabus
    C. Message from Dean of College of Applied Sciences
    D. Complete an Attitude/Interest Pre-Test

II. Department Presentations

    A. Module 1 - Department of Agriculture
    Presentation - 1 Overview of the Department
    Presentation - 2 Agricultural Business
    Presentation - 3 Agricultural Education
    Presentation - 4 Animal Science
    Presentation - 5 Horticulture
    Presentation - 6 Pest Management
    Presentation - 7 Pre-Veterinary Science

    B. Module 2 - Department of Computer and Information Science
    Presentation - 1 Overview of the Department
    Presentation - 2 Computer Science

Presentation - 3 Information Systems
Presentation - 4 Information Technology
Presentation - 5 Common Experience in the Field
Presentation - 6 The Work Environment
Presentation - 7 Current Trends-

C. Module 3 - Department of Electrical Engineering
Presentation - 1 Overview of the Department
Presentation - 2 Electronics and Circuits
Presentation - 3 Digital and Computer Engineering
Presentation - 4 Robotics
Presentation - 5 Nanoscience
Presentation - 6 Graduate Testimonials
Presentation - 7 Careers and How to get Started

D. Module 4 - Department of Emergency Management
Presentation - 1 Overview of the Department
Presentation - 2 The Hazards we Face
Presentation - 3 Assessing and Managing Risk
Presentation - 4 Preparing for Disasters
Presentation - 5 Disaster and Recovery Response
Presentation - 6 Application of Technology to Emergency Management
Presentation - 7 Design and Operations of Emergency Management Facilities

E. Module 5 - Department of Mechanical Engineering
Presentation - 1 Overview of the Department
Presentation - 2 Introduction to Department Faculty and Students
Presentation - 3 What Areas can I Study
Presentation - 4 What is Mechanical Engineering
Presentation - 5 What type of Jobs do Mechanical Engineers have
Presentation - 6 What is Working as an Mechanical Engineer like
Presentation - 7 Department of Mechanical Engineering Facilities

F. Module 6 - Department of Parks, Recreation, and Hospitality Administration
Presentation - 1 Overview of the Department
Presentation - 2 Culinary/Food and Beverage Management
Presentation - 3 Event Planning
Presentation - 4 Natural Resource/Interpretation
Presentation - 5 Recreation Administration/Turf Management
Presentation - 6 Therapeutic Recreation
Presentation - 7 Lodging

III. Assessment

A. Each Module will be assessed as follows:

1. Quiz over each presentation – 10 points

2. Complete website review.

a. The website review would entail the student being given a list of websites relative to each module and answering a list of questions to familiarize the student with the profession.

b. Students enrolled in **TECH 1051** will choose one of the two modules to do a website review. 25 points per module for a total of 25 points

c. Students enrolled in **TECH 1052** will choose two of the four modules to do a website review. 25 points per module for a total of 50 points

d. Students enrolled in **TECH 1053** will choose three of the six modules to do a website review. 25 points per module for a total of 75 points

3. Complete a field interview project.

a. The field interview would entail the student selecting a person to interview who has experience in a given major in the Applied Sciences. This person can be someone on the ATU campus who is not in the academic area or someone outside of the University. The student would be required to conduct the interview, write a report summarizing the interview, give a personal reflection of the interview, and give a short presentation about their interview to the rest of the class. 50 Points

IV. End of the course

A. Final paper-This would be a final paper reviewing the course with students choosing to share their thoughts and feelings about the different topics discussed In the course, as well as to make future short term and long term goals, and plans to meet these goals. 20 Points

B. Complete an Attitude/Interest Post-Test

If a student enrolls in **TECH 1051** they will be responsible for the following:

1. All work associated with Item I (Course Introduction) of the syllabi.
2. All work associated with Item IV (End of Course) of the syllabi.
3. All course work associated with two modules of their choice.

If a student enrolls in **TECH 1052** they will be responsible for the following:

1. All work associated with Item I (Course Introduction) of the syllabi.
2. All work associated with Item IV (End of Course) of the syllabi.
3. All course work associated with four modules of their choice.

If a student enrolls in **TECH 1053** they will be responsible for the following:

1. All work associated with Item I (Course Introduction) of the syllabi.
2. All work associated with Item IV (End of Course) of the syllabi.
3. All course work associated with all six modules.

Grading:

90 - 100% = A
80 - 89 % = B
70 - 79 % = C
60 - 69%   = D
Below 59% = F

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: Agriculture	This department ☑ supports ☐ does not support the change.
Comments:	

Department Head Signature: _Malcolm R. Rainey_

Date: _1-14-11_

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: Emergency Management	This department ☑ supports ☐ does not support the change.
Comments: 	

Department Head Signature: _____

Date: _1/14/2011_

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: Parks, Recreation and Hospitality Administration	This department ☒ supports ☐ does not support the change.
Comments:	

Department Head Signature: _Cathi McMahan_

Date: 1\14\11

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

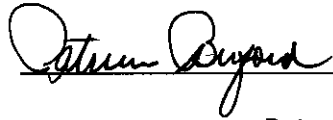| Department Affected: Electrical Engineering	This department ☑ supports ☐ does not support the change.
Comments:	

Department Head Signature: _____

Date: 1/14/11

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: Mechanical Engineering	This department ☑ supports ☐ does not support the change.
Comments:	

Department Head Signature: _____

Date: _____

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

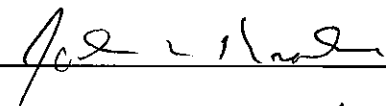This form must be completed for every department affected by the course change.

Department Affected: Computer and Information Science	This department ☑ supports ☐ does not support the change.
Comments:	

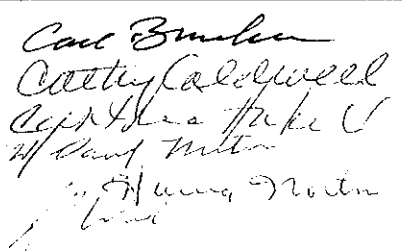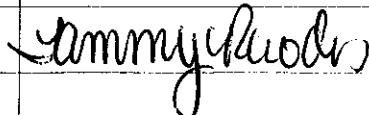Department Head Signature: _____

Date: 1-14-11

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: College of Arts and Humanities

DATE SUBMITTED: 24 January 2011

REQUEST FOR COURSE ADDITION

Title	Signature	Date

Department Heads
    Dr. Carl Brucker
    Dr. Cathy Caldwell
    Dr. Cynthia Hukill
    Dr. W. Dan Martin
    Dr. Hanna Norton
    Dr. Jeff Woods
	[signatures]	1-24-11
		1-24.11
		1-24-11
		1-24-2011
		1-24-2011
		1-24-2011

Dean	Dr. H. Micheal Tarver *Digitally signed by Dr. H. Micheal Tarver DN: cn=Dr. H. Micheal Tarver, o=Arkansas Tech University, ou=College of Arts and Humanities, email=mtarver@atu.edu, c=US Date: 2011.01.24 16:49:14 -06'00'*	24 JAN 2011
Teacher Education Council (if applicable)		
Registrar	*[signature]*	1/24/11
Vice President for Academic Affairs		

Course Subject: **HUM**	Course Number: **2001-3**	
Cross-listed with Subject:	Course Number:	

Official Title (Limited to 30 characters including spaces):
 	
    Banner Title: Topics in Arts & Humanities
    Catalog Title: Topics in the Arts and Humanities		

Mode of Instruction: (check appropriate box) ☐ **10_Special Topics**		
Effective Term: **Summer II 2011**	If course is required by major/minor, how frequently will course be offered?	
Is this course repeatable for additional earned hours? **YES** How many times? **No Limit**		
Does this course require a fee? **NO**		

The proposed course will be considered an <u>Elective</u> course.	
Prerequisites: **NONE**	Co-requisites: **NONE**

Grading: **Standard Letter**

For the proposed course, attach a syllabus that includes:
  a. Course subject, number and title
  b. Course description as to appear in catalog
  c. Course goals and/or objectives
  d. Course outline
  e. Methods of student performance assessment and evaluation
  f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. **NO**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. **Depends on Topic being covered; Department will schedule in the appropriate existing classroom.**

How does this proposal support the University Mission or University Strategic Planning Goals?

As a course in the arts and humanities, HUM 2001-3 will foster the study of human thought, values, beliefs, creativity, and culture. In general, *Topics in the Arts and Humanities* offerings will enhance skills in analysis, reasoning, argumentation, and oral and written expression, thus helping to prepare students for more advanced work in the arts and humanities, and for work in other areas.

This proposal supports the mission of Arkansas Tech through nurturing scholastic development. The proposed course, offered as a special topics class, will expose students to the different academic areas within the arts and humanities which will in turn allow lower-level to further their scholastic development and strengthen their commitment to Arkansas Tech. In furtherance of the University Mission, lifelong learning is also a component of this course in that students will learn about topics that can benefit them after they leave the University.

Strategic Planning Goal Two discusses improving enrollment management by focusing on student success. As a special topics course that explores the various arts and humanities disciplines, HUM 2001-3 could benefit students by sparking an interest in the area being studied. As such, the course would also support the goal of enhancing students' first-year experience by allowing those students who are

undeclared to work towards choosing a major. Since many of the prospective students are undeclared freshmen and sophomores, this course will help students better understand the various disciplines within the arts and humanities. There is also the expectation that the proposed course would benefit the University by its positive effect on student retention.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

As noted above, HUM 2001-3 would support the University goal of enhancing students' first-year experience by allowing those students who are undeclared to work towards choosing a major. Since many of the anticipated students for this course are undeclared freshmen and sophomores, this course will help students better understand the various disciplines within the arts and humanities. There is also the expectation that the proposed course would benefit the University by its positive effect on student retention.

For first time, full-time, degree-seeking undergraduate students at Arkansas Tech, the average percentage of undeclared students from 2006 to 2009 was 23% (based on official Fall headcount data). Data collected in the Common Data Set in regards to student retention rates of full-time, bachelor-level, degree-seeking students who persisted from Fall Year 1 to Fall Year 2 were as follows: 2008 to 2009: 71%; 2007 to 2008: 68%; 2006 to 2007: 66%; and 2005 to 2006: 69%. This course hopes to assist in the University's efforts at increasing these averages.

A goal of HUM 2001-3 is to introduce students to the various fields within the arts and humanities. One projected benefit of this goal is that a student connect to a major as early as possible in his/her academic career by the exposure to the field. The selection of a major gives the student the educational goal that is often necessary for the student to move towards graduation. Research has shown (Vincent Tinto, *Leaving College: Rethinking the Causes and Cures of Student Attrition*, 1987) that students who do not identify with a major also have trouble identifying with the institution, thus leading to withdrawal from the institution. This course will strive to get a student to identify with a major and therefore start to build a bond with the University.

Institutions across the country have utilized freshmen- and sophomore-level "topics" courses in the arts and humanities. Among the classes offered recently at institutions within the same region as Arkansas Tech (i.e., North Central) are *Political Campaign Communications*; *The Automobile: Economy, Politics, Culture*; *The Films of Alfred Hitchcock*; and *The Jazz Age*. The intent of this proposal is to also have the ability to offer similar engaging classes to lower-level Arkansas Tech students.

How will the effect of the change be monitored in ongoing program assessment?

As an interdisciplinary course, HUM-prefix courses are not part of a specific program, and as such do not have program assessments. Individual departments within the College, however, may choose to use the course as part of their departmental assessment, when appropriate.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

Catalog Title: Topics in the Arts and Humanities

Catalog Description:

HUM 2001-3 Topics in the Arts and Humanities. Each Semester. This course offers instruction in an area of the arts and humanities not otherwise covered in the curriculum. The focus of the course will vary from semester to semester, thus the course may be repeated.

Learning Objectives:

Upon successful completion of a HUM 2001-3 course, students should be able to:

1. Analyze important works within an area of the arts and humanities in terms of how they contribute to the human experience.

2. Demonstrate increased knowledge of an area within the arts and humanities.

3. Communicate effectively.

Humanities 2003: Special Topics in Global Art Expression

Course Description:

The course is designed to introduce art as cultural expression across time and place. Thematic topics will focus on particular cultures and depending on the semester, can include, but will not be limited to the art of Asia, Oceania, the Americas, Africa, and the Middle East etc.

Course Objectives:

Learning outcomes will provide students with the opportunity to:

1. Identify how art is a form of cultural communication.
2. Compare art forms such as weaving that cross cultures and time.
3. Develop fluency in both oral and written formats in defining and applying visual art vocabulary.
4. Identify the use of symbols as it pertains to a cultural identity both past and present.
5. Experience the art making process to develop a connection to art as form of personal expression
6. Research a particular cultural group and art form.

Course Outline

- Introduction to what is art, functions, universal subjects and themes
- Exploration of art as a specific cultural expression of historical, political, spiritual and social identity.
- Design elements and principles and their application in developing art forms
- Two and three dimensional art forms associated with a particular culture and time
- Application of art criticism in responding to art through description, analysis, and interpretation
- Techniques in specific studio areas such as basic printmaking, mask making, handmade books etc. (*involvement in some studio may be dependent on class size, availability of classroom space, although some basic technique application can be included or completed outside of class*).
- Basics in report preparation and presentation
- Contemporary artists and the use of new media connections to their personal heritage.

(Guest artists or speakers presenting cultural resources/information may be part of content)

Assessment:

Art Criticism writing projects -2@ 30pt ea	60pt
*Art Studio – student choice of 2 @ 30pt ea.	60pt
Team based research project/presentation	40pt
Tests – 3@ 100pt ea	300pt
*Final Project (handmade book symbolic of a cultural legend)	40pt

In addition: performance expectations include class participation in discussion, engaged use of studio time, and care in use of facility-10% of final grade

*Note: criteria will be furnished for all studio projects which would emphasize: *following directions, craftsmanship, inventive use of ideas/ media, presentation, and level of involvement.* Although some art skill is helpful, it is understood not all students will have a studio background.

Grading Scale: 90-100% =A, 80-89%=B, 70-79%=C, 60-69%=D, Below 60%=F.

Department of Art Attendance Policy-Also reflected in final grade

For more than four missed classes, regardless of excuse, the instructor has the discretion to drop the final grade, one level.

For more than seven classes missed, the student will receive a failing grade.

Four classes can be missed without penalty, except for assigned due dates and tests. These absences can cover incidental illness, car trouble, or personal business. Students will not be penalized for missing classes for officially sanctioned University activities. It is the responsibility of the student to furnish and present notice and verification of authorized participation. It should be understood that some course work cannot be made up and a student will be held responsible for missed class content.

Tardiness is unacceptable and unprofessional. More than three tardy absences or leaving before officially sanctioned end of class time will result in a recorded absence.

Statement on Disabilities

Arkansas Tech adheres to policies providing accommodations for disabilities. If you have special needs due to a disability, contact the Disability Service Office, Bryan Hall, 968-0302. Please advise the instructor at the beginning of the course if you have special needs.

Bibliography

Actual bibliography will depend on focus of topics but could include:

Arnason, H. H. (2004) . *History of Modern Art*. NY: Abrams.

Banks, J.A. (1993). Multicultural Education: Development, dimensions, and challenges. *Phi Delta Kappan*, 75(1), 22-28.

Barley, Nigel. (1994). *Smashing Pots: works of Clay from Africa*. Washington, D.C.: Smithsonian Institution Press.

Barnett, S. (2009). *A Short Guide to Writing about Art*. NY: Longmans.

Barrett, T. (1995). *Criticizing Art: Understanding the Contemporary*. Reston, VA:National Art Education Association.

(2011) *Making Art: Form and Meaning*. NY: McGraw Hill.

Berube, M. (ED) (2004). *The Aesthetics of Cultural Studies*. Malden, MA: Blackwell.

Feldman, E. (1977). *Becoming Human through Art*. NJ: Prentice Hall.

Glassie, H. (1995). *The Spirit of Folk Art, The Girard Collection at the Museum of International Folk Art*. NY: Abrams.

Gonzalez, P. (Ed.) (2007). *Expressing New Mexico, Nuevomexicano Creativity, Ritual, and Memory*. Tucson, AZ : University of Arizona Press.

Lee, S. (1994). *A History of Far Eastern* Art. NY: Abrams.

Remer, A. (2001). *Enduring Visions: Women's Artistic Heritage Around the World*. MA: Davis Publications.

Sayers, A. (2001). Australian Art. NY: Oxford University Press.

Schuman, J. (1981). *Art from Many Hands*. MA.: Davis Publications.

Weiner, A. (1989). *Cloth and Human Experience*. Washington, DC : The Textile Museum.

Whitten, D.,N. (1993). *Imagery and Creativity, Ethno Aesthetics and Art Worlds in the Americas*. Tucson, AZ: University of Arizona Press.

Wilkins, D. (2009). *Art Past, Art Present*. Englewood Cliffs, N.J.: Prentice Hall.

The Sociological Imagination Using Science Fiction
Tuesday & Thursday 8:00 AM to 9:20 AM – WPN 335

CONTACT INFORMATION

Dr. Sean Huss
346 Witherspoon (WPN)
Office Hours: MWF 1 PM to 3 PM or By Appointment

email: shuss@atu.edu
Phone: 968-0465

READINGS

1. *Invitation to Sociology* by Peter Berger
2. *Looking Backward* by Edward Belamy
3. *Do Androids Dream of Electric Sheep* by Phillip K. Dick
4. *The Handmaid's Tale* by Margaret Atwood

Any additional materials (e.g., handouts, articles) will be provided electronically by the instructor.

COURSE OBJECTIVES

1. To introduce you to the basic concepts, theoretical orientations, and methodologies found in sociology using science fiction.
2. To help you develop critical thinking skills and apply sociological concepts to social issues, as well as articulate your ideas in writing or verbally.
3. To challenge you to rise above common assumptions regarding human existence through the use of speculative fiction.

EVALUATING STUDENT PERFORMANCE

Pop Quizzes: You will be given a total of 10 unscheduled quizzes to check your reading progress. Each quiz will be worth 10 points for a total of 100 points in your overall grade. Days for these quizzes were selected randomly by computer, but may be rescheduled in the event that the class seems to be falling behind in reading assignments.

Attendance/Participation: Attendance and participation in class is MANDATORY, and you will be expected to: a) answer questions accurately; and b) actively participate in class discussions. Part of this evaluation will be based on your ability to demonstrate that you have comprehended the materials; part of this evaluation will be based on your ability to guide discussions and apply topics to relevant issues in the science fiction examples used by the class. This grade will count for 100 points applied to your overall grade.

Papers/Exams: A total of four papers worth 100 points each will be due over the course of the term. Papers must be no shorter than 3 pages and no longer than 5 pages double spaced (meeting all margin requirements, etc.). All papers must be stapled and written in essay format to avoid 10 point deductions for each violation. Paper topics will be derived from in-class discussions, where students are asked to discuss and offer a tentative answer to specific questions. These questions will be submitted to the students one week prior to their due date.

Special Needs:

If you have any special needs, then you must let me know IMMEDIATELY, so that I may work to accommodate you.

GRADING SCALE AND TENTATIVE TIMELINE

Item	_Points_		_Low_	_High_
Quizzes	100	A	540	600
Participation	100	B	480	539
Papers	400	C	420	479
		D	360	419
		F	0	359

Week	Topic Order
1	What is Sociology?
2	Developing the Sociological Imagination
3	Sociology and Everyday Life/Biography
4	Social Cognition (Structure vs. Agency)
5	Cultural Objects, Media, and Social Life
6	Science Fiction and Social Theory Part 1
7	Science Fiction and Social Theory Part 2
8	Looking Backward
9	Political and Economic Systems Part 1
10	Political and Economic Systems Part 2
11	Do Androids Dream of Electric Sheep?
12	Environmental Problems and Technology
13	Handmaiden's Tale
14	Class, Gender, and Race
15	Star Trek Fandom as Social Phenomenon
16	LARPers and Social Construction of Reality
17	Classes End

Humanities 2003-History of Rock and Roll

Instructor: Jeff Woods
Office: Witherspoon 255
Office Hours: 1:00-2:00 p.m. MWF
Phone: (479)968-0265(Office)
E-Mail: jwoods@atu.edu

I. Required Text

Szatmary, David P. *Rockin' in Time: A Social History of Rock-and-Roll*
Read the assigned texts and whatever handouts you receive carefully; you will be tested on their content.

II. Lectures

Students are responsible for all of the material covered in class. The lectures reflect what I consider to be important; thus the exams will draw heavily from them. We will also listen to samples of music in class that are important to any fundamental understanding of Rock and Roll.

III. Examinations

There will be three exams: two mid-terms (one hour) and a final (two hours). The mid-terms will count 25% of the course grade and the final will count 30%. All exams will require essay, multiple choice, and identification answers. (Tips: include an introduction, body, and conclusion in your essays; also provide specific examples from the course to support your assertions; for each identification, you must write a complete answer including four elements: who/what, when, where, and significance.) A portion of the multiple choice questions will come from the text. Please bring blue books to exams.

Grading Scale	
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

IV. Review Paper

One paper, approximately 5 pages in length will count 20% of the total course grade. In the paper, you will review a book or movie paying careful attention to issues of historical significance.

V. Make-ups

Sorry, there are none unless negotiated well before the due dates (see Course Outline).

VI. Academic Dishonesty

The student handbook clearly addresses the issues of plagiarism etc. These issues are serious and will be treated seriously by the instructor.

VII. Catalogue Description
A history of Rock and Roll as an American art form. The class will explore the roots of Rock and Roll in mid-twentieth century American Blues, Country, Gospel, Folk, and Jazz and trace its evolution through the early twenty-first century. It will examine the technological, economic, geographic, and social forces that formed and were formed by the genre.

VIII. Supplemental Reading List:
Brackett, David. *The Pop, Rock, and Soul Reader: Histories and Debates.*
Henke, James, ed.; with Parke, Puterbaugh. *I Want to Take You Higher: The Psychedelic Era 1965-1969.*
Marcus, Greil. *Mystery Train: Images of America in Rock and Roll Music*
Marsh, Dave, ed. *Sun Records: An Oral History.*
Marsh, Dave, ed. *Women of Motown: An Oral History.*
Ward, Ed; Stokes, Geoffrey; and Tucker, Ken. *Rock of Ages: The Rolling Stone History of Rock & Roll.*

IX. Course Goals
A. Rationale
Rock and Roll is one of the few art forms completely original to the United States. A study of its roots and branches, its balance of rebellion and cultural conformity, reveals much about what makes America and its people unique.

B. Basic Objectives
Improving basic knowledge is the cornerstone of any history course. Students will be asked to acquire an understanding of fundamental terms, concepts, and issues. They also will be asked to apply critical thinking, analytical, and communication skills.

C. General Education Objectives
The General Education curriculum is designed to enable students to analyze problems, arrive at intelligent conclusions, and make reasoned choices. This course will meet these goals by requiring students to demonstrate advanced critical thinking, reading, and writing skills.

X. Course Outline
Week 1
	Blues, Country, Gospel, Folk, and Jazz: the Roots of Rock and Roll
Week 2
	Robert Johnson, Alan Freed and Elvis Presley: Debates over the First Rock Recording
Week 3
	New Orleans, Memphis, Detroit, California: Geographic Sounds of Rock

Week 4
        Records and Hi Fis: Technology, Economics, and Culture
Week 5
        The 1950s: Conformity vs. Rebellion
Week 6
        The British Invasion: American Music Reflected on Itself
Week 7
        The 1960s: Conformity vs. Rebellion
Week 8
        Protest Music: Civil Rights and Vietnam
Week 9
        Punk vs. Disco: Apathy vs. Escapism
Week 10
        New Wave: Digital Influences
Week 11
        MTV: Rock as a Visual Medium
Week 12
        Hair Metal and Heavy Metal
Week 13
        Madonna: the Women's Movement and Rock
Week 14
        Hip Hop: Censorship and Rap
Week 15
        Grunge: Repeating Roots

Humanities 2003
Latino Experiences in the United States
Instructor: Dr. Paola Gemme

Course Description:

This class is an interdisciplinary investigation of the multiple experiences of Latinos in the United States. In addition to studying the histories of different Latino groups in the United States, we will explore Latino artistic creations ranging from murals to low riders, watch Hollywood and independent movies, and read an anthology of contemporary U.S. Latino literature.

Course Objectives:

This course aligns with three of Arkansas Tech University's general education objectives:

- •Students will demonstrate knowledge of the arts and humanities by investigating a single subject across disciplinary boundaries.
- •Students will learn to **communicate effectively** both in class discussion and in the final written project.
- •Students will **develop ethical perspectives** by being prompted to empathize with the immigrant experience rather than dismiss it as alien to them.

Textbooks (in the order in which we will read them):

Juan Rodriguez, *Harvest of Empire: A History of Latinos in America* (Penguin, 2000).
Carlos Francisco Jackson, *Chicano and Chicana Art: ProtestArte* (U of Arizona P, 2009).
Charles Tatum, *Chicano Popular Culture* (U of Arizona P, 2001).
Gabriela Baeza Ventura, ed. *US Latino Literature Today* (Pearson Longman 2005).

Selected Bibliography:

Etulain, Richard W., *César Chávez: A Brief Biography with Documents*. Boston: Bedford/St. Martin's, 2002. Print.
Fregoso, Linda. *Bronze Screen: Chicana and Chicano Film Culture*. Minneapolis: U of Minnesota P, 1993. Print.
Keller, Gary D. et als., eds. *Contemporary Chicana and Chicano Art: Artists, Works, Culture, and Education*. 2 vols. Tempe: Bilingual Press, 2002. Print.
Rosales, Arturo F. *Chicano: The History of the Mexican American Civil Rights Movement*. Houston: U of Houston P, 1997. Print.
Vargas, Zagarosa, ed. *Major Problems in Mexican American History*. Boston: Houghton Mifflin, 1999. Print.

Requirements:
In order to pass this class, you will need to:

- **Attend** class faithfully. You will be allowed 4 absences in the semester. These days are there to cover things such as illness, family emergencies and university-sponsored activities. Use them wisely. If you have more than 4 absences, you will fail the class.
  - •Do the **readings** and be ready to participate in class discussion.
  - Take weekly **quizzes**. Should you not be in class on the day of a quiz, I will allow you to make up one quiz. Any additional missed quiz will get a score of 0. However, when I calculate your final grade, I will drop your lowest score on the quizzes, whether you failed or missed one.
  - Interview a member of the local Hispanic community of your choice about his/her experience in the United States and write an **interview report**, or, if you are Hispanic, write an **autobiographical paper** about your own or your family's experience.
  - Write a **final research paper** (5 pages-long or so) on a subject that interests you out of a list I will give you. If you are interested in a topic I have not listed, you will need to clear it with me.
  - Take a **mid-term** and a **final**.

On my part, I will be punctual and prepared, observe my office hours, respond to your e-mails and return your calls, comment on your work in a constructive manner, and return your quizzes and exams within two weeks.

Grades:
Quizzes: 20%
Interview or autobiography: 25%
Research paper: 20%
Mid-term: 25%
Final: 10%

Tentative Syllabus

PART I: HISTORY
Week 1: *Harvest of Empire,* chaps 1-3 (U.S. colonialism in Latin America from the Mexican American War to the Cold War).

Week 2: **Quiz 1.** *Harvest of Empire,* chaps. 4-9 (Puerto Rican, Cuban and Central American immigration).

Week 3: **Quiz 2.** *Harvest of Empire,* chaps. 10-14 (U.S. free-trade imperialism in Latina America). The U.S. debate over official language and immigration. Video: Carlos Sandoval and Catherine Tambini, *Farmingville* (2004).

Week 4: **Quiz 3.** The Chicano Civil Rights Movement. Videos: *The Struggle in the Fields* (1996) and Edward James Olmos, *Walkout* (2006).

PART II: ART
Week 5: **Quiz 4.** *Chicano and Chicana Art,* chaps. 1-3 (Mexican roots of Chicano art).

Week 6: **Quiz 5.** *Chicano and Chicana Art,* chap. 4-6 (Art and the Chicano Movement. Themes in Chicano art). Video: Susana Ortiz, *The Art of Resistance* (1994).

PART III: CINEMA
Week 7: *Chicano Popular Culture,* chaps. 1-3 (Representations of Latinos in U.S. Cinema). Video: Nancy de los Santos, *The Bronze Screen* (2002). **Mid-term exam.**

Week 8: *Chicano Popular Culture,* chaps 4-7 (Latino cinematic self-representations). Videos: Leon Ichaso, *El Super* (1979); Gregory Nava, *My Family* (1995); Leon Ichaso, *Piñero* (2001). **Interview or autobiography due.**

PART IV: LITERATURE
Week 9: **Quiz 6.** *US Latino Literature Today,* part 1(Native literature).

Week 10: **Quiz 7.** *US Latino Literature Today,* part 1continued.

Week 11: **Quiz 8.** *US Latino Literature Today,* part 2 (The literature of exile and immigration).

Week 12: **Quiz 9.** *US Latino Literature Today,* part 2 continued.

Week 13: **Quiz 10.** *US Latino Literature Today,* part 3 (Transcultural literature).

Week 14: *US Latino Literature Today,* part 3 continued. Video: Sergio Arau, *A Day Without a Mexican* (2007). **Final project due.**

Final exam during exam week in day to be assigned.

Arkansas Tech University

HUM 2003 – Introduction to 20th Century American Music

Instructor: Staff

Meeting time: TBA

Course Description: An introductory survey course presenting historical antecedents and contexts of 20th century American musical styles, including folk, jazz, classical, and Rock & Roll idioms.

Resources: Tanner, Paul, and Maurice Gerow. <u>Jazz</u>. New York: McGraw-Hill, 8th ed.
Budds, Michael and Marian Ohman. <u>Rock Recall: Readings in American Popular Music from the Emergence of Rock & Roll to the Demise of the Woodstock nation</u>. Ginn Press: 1993.
Smithsonian Institute Jazz Recordings
Harry Smith, <u>Anthology of American folk Music</u>

Objectives:
Students will have a working knowledge of our American musical heritage
Students will have an appreciation for the music as a living art form
Students will have an understanding of cultural and social influences which play an important role in the creation and development of jazz and folk music

Course Content:
Part 1: <u>Folk Music</u>
Origins in Western Europe
Origins in Africa
Native American Music
Synthesis in the New World

Part 2: <u>Early Jazz</u>
Ragtime
Dixieland
The Blues

Part 3: <u>Popular Jazz Era</u>
Tin Pan Alley
Swing

Part 4: <u>Mastery of Improvisation</u>
Bebop
Cool Jazz

Part 5: <u>Eclectic Era</u>
Free Form
Rock Fusion
Motion Pictures
Gospel

Part 6: The Rock & Roll Era

Part 7: Bringing it Full Circle: Classical idioms in the 20th Century
Charles Ives, the early rebel
Dean of American Composers: Aaron Copland

Graded Elements:
30%=concert reviews for 3 concerts attended throughout the semester
40%=3 tests
30%=final exam

Grading Scale: A=90-100, B=80-89, C=70-79, D=60-69, F=below 60

Final Exam Date: to be arranged