

General Education Council

2023 – 2024 Academic Year

Agenda for the meeting on Thursday, September 28th, 2023, in LL205 at 3:30 P.M.

Zoom link for those who cannot attend in person: <https://ship.zoom.us/my/dr.karen.johnson>

1. Call to order.
2. Review and approve the minutes of the previous council meeting – [Attachment A](#)

MOTION: Approve the 8/29/2023 minutes.

3. Opening remarks from the co-chairs (Dr. Johnson; Dr. Manian)
4. Old Business
 - a. Reports from Standing Committees
 - i. Budget (Dr. Knight)-
 1. Minutes 9/25/23- See [Attachment B](#)
 - ii. Assessment (Sean Cornell)
 1. Minutes 9/15/23 - See [Attachment C](#)
 - iii. GEC/UCC Liaison (Dr. Moll)
 - iv. Program Committee – (Dr. Moll)
 1. Minutes 9/15/23- See [Attachment D](#)
 2. Proposals
 - a. [History, Comprehensive Social Studies, B.S.Ed.](#)
 - b. [WST 190- Special Topics: \(De\)Constructing Gender Norms in Pop Culture](#)
 - c. [GER 190-German Beer Culture: Products, Practices, Perspectives](#)
 - d. [Supplement to GER190 proposal](#)
 - v. Waivers and Exceptions Committee – Dr. Bergsten
 1. Summary Report for 2022-2023- See [Attachment E](#)
 - vi. Entry-Year Experience- (Laurie Cella)

1. Minutes 9/20/23 – See [Attachment F](#)
- b. GEC Anti-Racism Taskforce (Dr. Moll)- No report
- c. Documentation Committee (??)
 - i. Minutes 9/??/23- [See Attachment G](#)
5. New Business
6. Announcements
7. Call to Adjourn

Tuesday, August 29th, 2023, in DHC LL250 at 3:30 P.M.

Zoom link for those who cannot attend in person: <https://ship.zoom.us/my/dr.karen.johnson>

1. Call to order at 3:33 PM.

2. Review and approve the minutes of the previous council meeting – Attachment A
KNIGHT motioned. CULBERTSON seconded. **Motion approved unanimously.**

3. Opening remarks from the co-chairs (Dr. Johnson; Dr. Manian)

4. Old Business

a. Reports from Standing Committees

i. Budget (Dr. Shirk 2022-23)- No report

- Shirk cycled off

ii. Assessment (Dr. Weikel 2022-23)

- Tabled DFW rate discussion for this academic year
- Diversity Rubric

iii. GEC/UCC Liaison (Dr. Lesman)

- All proposals passed through UCC (see report)
- Program revisions also in approval workflow

iv. Program Committee – No report

v. First-Year Experience- (Dr. Laurie Cella)

- First Year Friendly faculty retreat discussion
 1. Program
 2. Fidgets not phones program
- First Year Handbook approved

b. GEC Anti-Racism Taskforce (Dr. Moll)

- Long Talk program discussion was well received
 - There will be another opportunity to participate.
 - Refining the diversity rubric

c. Documentation Committee (Dr. Cornell 2022-23) – No report

- Working on public facing resources

5. New Business

a. Recognition of D. Gochenaur and R. Lesman's service to the GEC

b. Need to complete Qualtrics GEC Committee Survey by 8/31

https://ship.co1.qualtrics.com/jfe/form/SV_eEvnJOefsLUiluu

c. Will be uploading the by-laws uploaded to Curriculog for passage into Forum-

d. Confirm program directors received committee members

e. Discussed implications of courses moving between Program Goals

- Concern about sufficient seat availability on critical reasoning program goal
- Diversity Rubric change will be packaged with the broader program revision.
- Changes in PSY 101 and SOC 101 were tabled in the UCC and will be reviewed when the program revision for those programs is submitted.

6. Announcements

7. Adjournment

GOCHENAUR motioned; J SMITH seconded. **Motion approved unanimously.**

Minutes submitted by Josefine Smith.

GEC Budget Sub-Committee Meeting Minutes
9/25/2023

In attendance: Sam Benbow, Karen Johnson Kim Klien, Misty L. Knight, Kirk Moll, Dan Predecki, Andrew Vassallo. Note: 1) Allsion Carey was unable to make this meeting and continues to serve as a member of the committee 2) Karen Johnson and Kirk Moll were GEC leadership members who attend this meeting to provide guidance and support where needed.

Meeting Topics of Discussion:

- I. Election of Committee Chair: Discussion was held regarding the time commitment. Misty L. Knight will serve as committee chair and Sam Benbow will continue as secretary.
- II. InfoReady: Access for the chair needs to be created to review the grant proposals. M. Knight decided to send out completed proposals to the committee via e-mail until the file has been set up through the s: drive to access the grant proposals and required final report.
- III. Revisions to the grant application: Briefly discussion was held to revise the form to include the ability for departments to either type in their department names or be more inclusive of academic programs. Further discussion will be held at the next scheduled committee meeting.
- III. Committee membership: Brief discussion was held regarding the continued membership of Allison Carey who could not attend this meeting. It was supported and agreed upon to support Allison's willingness to serve and make the meetings and do the work of the committee as her schedule permits.
- IV. Use of electronic voting: K. Moll has agreed to develop an electronic voting of grant proposals in time for the October 5th meeting, which is scheduled for 8 am via Zoom.
- V. Next schedule meeting: **October 5th at 8 am** via zoom. S. Benbow will send out invite, which will not include K. Johnson and K. Moll.

The meeting adjourned at 10: 50 am.

Respectfully submitted,
Samuel R. Benbow, Secretary
GEC Budget Sub-Committee

*GEC Assessment Committee Minutes,
Friday, September 15, 9:00am, concluded 9:50am
LL 106*

Members Present: Dudley Girard, Jordan Windholz, Sean Cornell, Kirk Moll (for Karen Johnson), Yucong Liu

Discussion:

- AY 2023-2024 Subcommittee Leadership:
 - Subcommittee voted to appoint Jordan Windholz as Secretary (Continuing from 2022-2023)
 - Subcommittee unanimously voted Sean Cornell as 2023-2024 chair.
 - Access needed for all members to see the GEC folder on the S:Drive
 - Emphasize use of assessment data to help formulate changes in rubrics

- Work Goals for this AY?
 - Quantitative and Diversity categories will be scheduled for Assessment Review.
 - Sean Cornell updated the departmental assessment contact list for 2023-2024 (in the GEC Assessment Folder on the S:Drive)
 - Continue discussion of DWF grade reporting & accuracy
 - Schedule “assessment town hall” again to support departments
 - Others?

- Action Items:
 - Sean Cornell will send out an email reminder for GEC AY 2022-2023 to all departments to submit course level data (for Fall/Winter 2022, Spring/Summer 2023 courses)
 - The deadline to submit GE Course Reports for AY 2022-2023 (including Winter 2022 and Summer 2023) is **October 1, 2023**.
 - After the deadline, the subcommittee will reach out to delinquent departments and programs.
 - Grant will need to pull the report?

GEC Program Committee Minutes
September 15, 2023, 2:30 p.m.
LL 106 and Zoom

Present were Karen Johnson, Kirk Moll, Brian Ulrich, Yancy Edwards, Cynthia Botteron, Mark Hartman, Mike Levinstein, Michael Drager Ben Meyer, and guests Misty Knight, Josefina Smith, and David Wildermuth

ULRICH volunteered to serve as committee secretary and was elected by general acclaim.

MOLL indicated the Friday afternoon schedule would be in place for the fall semester.

MOLL introduced the academic year by mentioning the ongoing efforts to revise the Diversity (D) rubric and the implications for courses currently populating that program goal. He also said he would like to develop a way for the program committee to consider available seats in goals in dialogue with the Office of the Registrar. He also reviewed the moves of PSY 101 and SOC 101 which will take effect in Spring 2024.

JOHNSON discussed the frustration students have with their first semester schedules and the movement to offer them more choice in their first semester schedule. The committee discussed the background of that issue and ways to move it forward.

WILDERMUTH explained his proposal for GER 190: German Beer Culture, Products, Practices, and Perspectives. This course, which he hopes to teach with Dr. Alison Feeney and offer for general education credit, would have a Spring Break travel component to Germany, Austria, and Czechia. The committee discussed the course level and potential age of the students in a study abroad course. The committee also discussed how well the course met the learning objectives for Global (G), with some concern expressed over "Factors and Interactions." The syllabus may need to be slightly more explicit in different ways to tie learning objectives to readings and assignments.

The committee discussed delaying the proposal until October, but WILDERMUTH pointed out the significance of the timetable. The committee agreed to do an online vote before the September meeting on a revised proposal. MOLL will send WILDERMUTH a brief list of requested clarifications.

SMITH discussed her proposal for WST 190: (De)Constructing Gender Norms in Pop Culture. This course already exists, but is being proposed for general education as a Diversity (D) course. SMITH will revise the proposal to make explicit the connections between the syllabus readings and assignments and the learning objectives. The committee is willing to do an online vote to help move it towards September GEC approval.

ULRICH explained the proposal for a revision to the B.S.Ed. to make ENG 248 or ENG 250 a directed general education course. DRAGER motioned to recommend approval, and HARTMAN seconded. The motioned passed with five aye votes and one abstention.

MOLL indicated that the committee should have a revised Diversity (D) goal at October. He also indicated AEES 103, a career planning and major class proposed for Global (G), was still under revision. The committee discussed the philosophy behind the course, the need for such a course and students to get general education credit for it, and broader issues with seats in different program goals.

MOLL asked committee members to make sure they can access the Program Committee's S: drive folder. Committee members will tell MOLL if they need access.

The meeting ended at 4:01 p.m.

On subsequent electronic votes arranged by MOLL, both GER 190 and WST 190 were recommended for approval.

Program Committee**Curriculog Hierarchy Owner***

Curriculog Hierarchy Owner*
Department

History/Philosophy

History/Philosophy Department

Select the Department that the Program belongs to.

Does this belong to the School of Engineering and Technology?*

- Does this belong to the School of Engineering and Technology?
 Does this belong to the School of Engineering and Technology?

Sponsor*

Sponsor*
Mark Spicka

Sponsor Email*

Sponsor Email*
mespic@ship.edu

Sponsor Phone*

Sponsor Phone*
717 477-1009

Proposed Academic Year*

Proposed Academic Year*
2023-2024

Type of Modification*

Type of Modification Reorganization A change in the academic program (i.e., program name, degree designation or award type, CIP code, academic major, academic minor, concentration, track, specialization, emphasis), academic minor, certificate or teacher certification.

**checkbox unselected

Type of Modification Change to Delivery Method *checkbox unselected

Type of Modification Adjusting Courses Required for Program checkbox selected

Type of Modification Other checkbox unselected

** denotes a change in the workflow within the Curriculog system. This can be ignored and will not result in any changes to your proposal.

Program Title*

Program Title*
History, Comprehensive Social Studies, B.S.Ed.

Format for Title: Area of study, Concentration/emphasis, abbreviated degree (Ex: Biology, Marine Science Concentration, BS)

Degree Type*

Degree Type*
Bachelor of Science in Education

Bachelor of Science in Education

Description*

Description*

A 3.0 QPA will be required for entrance into the B.S.Ed. program and for matriculation to professional standing. The requirements for the B.S.Ed. include the completion of specific social studies, general education, and professional education courses. Where appropriate, these courses may also be used to fulfill general education categories.

All required courses (History, Required Allied Social Studies, Political Science Elective, Social Science Electives, and Required Professional Education Courses) must be passed with a grade of "C" or above.

This description will display in the University catalog prior to the list of program requirements.

Justification

Justification

As part of teaching certification, students are required to take a composition course (ENG 114 or HON 106) and a literature course (ENG 248, ENG 250, or HON 249). However, ENG 248, ENG 250, and HON 249 are currently not specified as the directed general education courses as part of the B.S.Ed. degree, even though they are required for teaching certification.

This proposal seeks to modify the B.S.Ed. degree program requirements for the Creative and Expression Theme/Literature Category by creating a directed general education requirement of ENG 248, ENG 250, or HON 249.

Currently, when students and advisors view degree audit for B.S.Ed. students, they will see a variety of courses listed as fulfilling the Creative and Expression/Literature Category under the general education section of degree audit. However, when scrolling downward students and advisors will see that ENG 248, ENG 250, or HON 249 are required in that category for certification. This has led to confusion for students as they will take one of the courses listed under the general education section of degree audit, but not realize that ENG 248, ENG 250, or HON 249 are required for certification. This has led to students to not taking the right classes or exception forms needing to be filled out. Creating a directed general education requirement will avoid confusion and ensure timely completion of curricular and certification requirements for students.

Be clear and thorough in explaining your justification for the proposed changes. Strive for a rationale that will be easily understood by someone from outside your discipline. When relevant, please note if changes reflect findings in formal or informal program assessment.

How will this program be assessed?

How will this program be assessed?

The general education courses will be assessed using the rubrics established by the General Education Program. The BSED program is assessed by the program outcomes established by the department and by the program's accrediting body.

Program Change/Addition Resource Effects: How will this change or addition affect program resources?

Will additional sections of courses need to be added? What equivalent sections of courses will be deleted?

Program Change/Addition Effects

Program Change/Addition Effects

The will no impact on resources as this is merely ensuring that students are enrolling in the courses already required for social studies teaching certification.

How will this change or addition affect program resources? Will additional sections of courses need to be added? What equivalent sections of courses will be deleted?"

Will this new program affect resources of other departments? If so, how? Provide details regarding impact.

Will this new program affect resources of other departments? If so, how? Provide details regarding impact.

This will have minimal impact on other departments. This proposal will merely avoid students mistakenly taking courses that do not count toward teaching certification, which are primarily in the Global Languages and Cultures Department.

Provide details regarding impact. (Consult with other departments prior to submitting the proposal.)

Student Learning Outcomes*

Student Learning Outcomes*

The SLOs listed for the Creativity and Expression Theme/Literature Category will be used for assessment according to the General Education Program rubrics. The SLOs are the following:

SLO 1. Comprehension: The student comprehends the text.

SLO 2. Analysis: The student identifies and explains relations among ideas, text structure, or other textual features to show how they support an advanced understand of the text as a whole or of its parts.

SLO 3. Interpretation & Significance: The student articulates a close and critical interpretation of primary texts, drawing conclusions that move beyond summary.

Prospective Curriculum*

Preview Curriculum View Curriculum Schema View Curriculum Courses

ECO - 101 - Principles of Macroeconomics

EDU - 412 - Teaching Social Studies in Secondary Schools I

EDU - 413 - Teaching of Social Studies II

EDU - 495 - Student Teaching

6

EEC - 273 - Introduction to Exceptionalities: Understanding Diverse Learners

EEC - 423 - Effective Instructional Strategies for Students with Exceptionalities

EEC - 483 - Assessing Children with Exceptionalities for Curricular Decision-Making

ENG - 248 - Introduction to Culturally Diverse Literature of the U.S.

ENG - 250 - Literature and Society

GEO - 101 - World Geography

HIS - 201 - Early History of the United States

HIS - 202 - Recent History of the United States

HON - 249 - Honors: Introduction to Literature

RDG - 413 - Teaching Reading to English Language Learners

TCH - 207 - Organizational and Psychological Foundations in Secondary Education

WST - 190 - Special Topics: (De)Constructing Gender Norms in Pop Culture zz 2023-2025 Undergraduate Course Modify

Proposal Description Information

o Work on the Proposal

-
- o **FILL IN** all fields required marked with an *.
- o **Edit fields** by clicking on the text in the field.
- o **Upload supporting documentation** by clicking the paperclip icon in the right-side menu to access the Files Tab.
- o **LAUNCH proposal** by clicking Validate and Launch at the top or bottom of the proposal. If all required fields are completed, the proposal will launch into the workflow.
- o **Once the proposal has been launched, follow the steps to approve the proposal..**

Review Proposal

-
- o **View changes to the proposal** by clicking the Discussion tab using the chat icon in the right-side menu and selecting "Show current with markup" on the User Tracking dropdown.
- o **View current comments concerning this proposal** by clicking the Discussion tab using the chat icon in the right-side menu.
- o **View the history of the proposal** by clicking the Workflow Status tab using the bullet list icon in the right-side menu.
- o **View the files associated with the proposal** by clicking the paperclip icon in the right-side menu to access the Files tab.

Approve

-
- o **Comment on the proposal** by clicking the Discussion tab using the chat icon in the right-side menu and clicking the + Add Comment button.
- o **Make a decision (approve/reject)** by clicking the Decisions Tab using the check mark icon in the right-side menu.

o **Curriculog Hierarchy Owner***

- **Women's and Gender Studies Program**

-

- Does this belong to the School of Engineering and Technology?*

Does this belong to the School of Engineering and Technology?Yesradio button unselected

Does this belong to the School of Engineering and Technology?Noradio button selected

○ Sponsor*

Josefine Smith

Josefine Smith

○ Sponsor Phone*

7174771634

7174771634

Sponsor Email*

jmsmith@ship.edu

jmsmith@ship.edu

○ Implementation Semester*

Winter

- **Winter**

-

Implementation Year*

2023

- **2023**

-

○ Distance Ed = Academic Outreach (AOC)

○ Other than College Council, what other Councils need to review proposal?*

Other than College Council, what other Councils need to review proposal?General Education Council (GEC) Onlyradio button selected

Other than College Council, what other Councils need to review proposal?Teacher Education Council (TEC) Onlyradio button unselected

Other than College Council, what other Councils need to review proposal?Academic Outreach (AOC) Onlyradio button unselected

Other than College Council, what other Councils need to review proposal?GEC and TECradio button unselected

Other than College Council, what other Councils need to review proposal?GEC and AOCradio button unselected

Other than College Council, what other Councils need to review proposal?TEC and AOCradio button unselected

Other than College Council, what other Councils need to review proposal?GEC, TEC and AOCradio button unselected

Other than College Council, what other Councils need to review proposal?None of the Aboveradio button unselected

Course Information and Curriculum Considerations

○ A Program Modify Form is ALSO required if this course change affects ANY program. To determine if your course change will affect a program, run the "Impact Report."

At the top of the page, click on Run Impact Report. Copy the results of the Impact Report and paste them into the space below.

The report will appear in a pop-up window. Click and drag the cursor over the entire report to select all text, then copy and paste the information into the text field Impact Report Status box below.

Note: It is the responsibility of the sponsor Originator to ensure that any course or program change proposals that the changes in this proposal necessitate are concurrently launched, or this proposal will be tabled by UCC until a program proposal is submitted.

Impact Report Status*

Impact Report for WST 190

Source: DRAFT 2023-2025 - UG Catalog (USE THIS ONE TO MAKE UPDATES); UG Catalog Course Modify

There are no results for this report.

This course proposal will provide students with the opportunity to take a D category course during winter term.

- Course Information
- If a new Prefix is being suggested, select "TBD" in the Subject field.

Subject*

WST

- WST

Course #*

190

190

Is a new Prefix being Suggested?*

Is a new Prefix being Suggested?Yesradio button unselected

Is a new Prefix being Suggested?Noradio button selected

Suggested Prefix

Course Title*

Special Topics: (De)Constructing Gender Norms in Pop Culture

Special Topics: (De)Constructing Gender Norms in Pop Culture

Title Abbreviation*

Special Topics

Special Topics

Course Type*

Women's & Gender Studies

- Women's & Gender Studies

Level*

LevelUndergraduateradio button selected

LevelBoth (Undergraduate and Graduate-including Doctorate)radio button unselected

Select changes being requested*

Select changes being requestedTitle Changecheckbox unselected

Select changes being requestedCatalog Description Changecheckbox unselected

Select changes being requestedCorequisite/Prerequisite Changecheckbox unselected

Select changes being requestedCredits Changecheckbox unselected

- Select changes being requestedGrade Mode Changecheckbox unselected
- Select changes being requestedRequesting Course to be offered via Distance Educationcheckbox selected
- Select changes being requestedRequesting Course to be added to General Education programcheckbox selected
- Select changes being requestedCourse Prefix Changecheckbox unselected
- Select changes being requestedCourse Number Changecheckbox unselected
- Select changes being requested400-Level Course Change: Changing from UG only to both UG and G or changing from both UG and G to UG onlycheckbox unselected
- Select changes being requestedOther Change Requested (Please consult with the UCC chair for guidance)checkbox unselected

○ If this is a proposal for a 400 Level Course, select the following that applies:

•

○ Grading System

Standard

- Standard

•

○ Minimum Credits

•

Maximum Credits*

3

- 3

•

○ Standing Category:

Diversity (D)
Diversity (D)

○ Workload Equivalency

3

- 3

•

○ Description*

Male or Female. Man or Woman. Masculine and Feminine. Hetero- or Homosexual. Our culture has developed a a coded set of terms to define and construct gender, biological sex, and sexual orientation. In this special topics course we will explore how gender definitions are created, and the tensions between a so called "natural" or biological" set of gender characteristics and the cultural forces that build and normalize these constructs. Through an interdisciplinary approach to Women Studies, we will critique our own preconceived understandings of gender expression and biological sex, probe issues of cultural norms, and discuss what it means to exist as a gendered body in American society in both historic and contemporary contexts. Students will identify their central methodological approaches of Women Studies reflect on their own understanding of gender, and discuss how gender is constructed and disseminated in a society.

○ Co-Requisite(s):
○ Pre-Requisite(s):

Exclude

- **Exclude**

-

- Restriction Values

- Equivalent Course Subject

-

- Equivalent Course #

- Justification for Proposal*

To the General Education Council and Program Committee,

I propose a winter term women studies special topics course entitled WST190:(De)Constructing Gender Norms in Pop Culture (syllabus attached) and seek your approval. I designed this course to meet the general education Diversity program goal. This course will guide and prompt students to evaluate the diversity of gendered human experience, behavior, and thought, in order to better understand themselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities. Students will examine the socio-cultural nature of gender and evaluate their own negotiations of gender norms and constructions.

This proposed course meets the Diversity Program learning objectives in the following ways:

Human Diversity (Individual, Group, Institutional) and its Impact on Behavior: *The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity.*

This course focuses the cultural and constructed components of gender performance, gender identity, and gender norms. Students will identify how gender norms support and subvert institutions and social networks. For example, students will participate in discussion posts and respond to reflective writing prompts that require them to apply gender and feminist theories to popular culture, institutions, and their daily lives. After this course, students will be able to summarize relevant principles, theories, research, and research methods central to understanding gendered behavior and broader structures that shape the meaning of gender-based concepts like "man and woman," and apply that to their own identity.

- Course Learning Objective 2: Demonstrate an understanding of gender as it intersects with sexuality, race, ethnicity, religion, class and other critical variables.
- Course Learning Objective 4: Evaluate human interactions, identity development, and social/political systems using a "gender lens".

Historical and Cultural Roots of Inequality *The student recognizes historical and cultural roots of inequality, and responds to the need for social justice.*

Through this course, students will identify compare and compare iterations and hierarchies of gender identity across cultures, and how that intersects with other identities. Students will apply theoretical lenses to cultural

and societal artifacts during class discussion, discussion boards and reflection papers to unpack systems of privilege and oppression.

- **Course Learning Objective 1: Identify the ways gender-based power, privilege, and oppression play out across a range of cultures and human experiences.**

Attitudes, Beliefs, Behaviors Regarding Diversity *The student demonstrates awareness of and manages the influence of personal biases.*

In the final paper, students will engage with theories and research related to gender construction and asked to reflect on the impact of gender norming forces on their own values and gender identity, and the impact on their broader communities, primarily through auto-ethnography.

- **Course Learning Objective 3: Interpret how gender identity and other complex aspects of identity affect one's status and self-concept, and use this knowledge to question events and situations occurring in their everyday life.**

○ **Student Learning Outcomes***

1. Identify the ways gender-based power, privilege, and oppression play out across a range of cultures and human experiences.
2. Demonstrate an understanding of gender as it intersects with sexuality, race, ethnicity, religion, class and other cultural variables.
3. Interpret how gender identity and other complex aspects of identity affect one's status and self-concept, and use this knowledge to question events and situations occurring in their everyday life.
4. Evaluate human interactions, identity development, and social/political systems using a "gender lens".

○ **Assessment***

- **Attendance and Class Participation 20% (SL01)**

- Discussion Boards
- Completion/Status Reports

- Reflection papers (20%) (SL03)
- Mid-semester project (30%) (SL04)
- Research project (30%) (SL0 2,3)

○ **Curriculum Considerations**

- **How will this proposal impact the general education program?**

This class will give students a winter term option to take a diversity course. The impact report for CURRICULOG-2023-2025 Undergraduate Course Modify shows no class impact.

○ **Intended Audience**

All UG majors and non-majors

All UG majors and non-majors

○ **Degree Credit**

Fulfills a general education requirement (Diversity). Not counted toward major or minor degree programs.

○ **Impact on other Academic Units**

- Estimated Frequency of Offering

Irregularly based on faculty interest

Irregularly based on faculty interest

Initial Number of Sections

1

1

- Project Offerings for next five years

Winter 2023

- Class Size & Rationale*

25, consistent with delivery method and other general education online offerings

25, consistent with delivery method and other general education online offerings

- Are there similar courses in other Departments?

Are there similar courses in other Departments?Yesradio button unselected

Are there similar courses in other Departments?Noradio button selected

- If yes, which course(s)?

- Rationale for Similar Course, include Audience Crossover and Registration Competition

Course content is specific to Women and Gender Studies as a general education credit that looks specifically at gender and its intersection with others diverse identities like race, disability, sexuality, etc.

- Will this course impact resources for other departments?

Will this course impact resources for other departments?Yesradio button unselected

Will this course impact resources for other departments?Noradio button selected

- If yes, explain.

- Does this course replace or overlap an existing course?

Does this course replace or overlap an existing course?Yesradio button unselected

Does this course replace or overlap an existing course?Noradio button selected

- If yes, explain which course and how.

- Will any course not be taught as a result of shifting resources?

Will any course not be taught as a result of shifting resources?Yesradio button unselected

Will any course not be taught as a result of shifting resources?Noradio button selected

- Courses Not Taught

- Growth Impact

Growth can easily be met by adding off-load, online sections by named instructor or other department faculty.

- Methods of Instruction

Asynchronous reading and reflection on course materials; regular zoom sessions offered live and recorded for asynchronous review

Asynchronous reading and reflection on course materials; regular zoom sessions offered live and recorded for asynchronous review

- [Attachment List](#)

- ATTACHMENT INSTRUCTION

Please attach any required files by navigating to the right side menu and clicking "Files".

Check*

 Check I have completed all relevant parts of the section. checkbox selected

 Syllabus

 Attached*

 Attached I have attached a syllabus. checkbox selected

 Program Sheet/Three-year Verification Grid: Indicate how the proposed course will be accommodated into the schedule by either

 Attached*

 Attached I have attached a Program Sheet checkbox selected

 Attached*

 Attached I have attached a Three-year Verification Grid checkbox selected

Core Support Services

 Faculty Coverage

This class is a special topics class, and so the general topic area (women and gender studies) can be taught by multiple faculty with section specific content dictated by the faculty's area of expertise. Courses offered in the future can either replicate this syllabus and proposal, or resubmit with revisions to specific content and application of SLOs.

 Additional Costs

Faculty overload for 3 credit Winter term course

Faculty overload for 3 credit Winter term course

 Additional Computing Resources Required

No

 Additional Library Resources Required

No

Distance Education Status

- Distance Education:** Distance Education evaluative criteria are based upon suggested practices from "Distance Education at SU: Recommended Policies, Best Practices and State of Distance Education at SU" by Gary Armstrong, Angela Bartoli, Deborah Jacobs, and George Pomeroy, (October 2004) and from the CBA (2003-2007) 42:E.1.

In order to comply with the CBA, UCC decisions regarding existing courses proposed for Distance Education delivery status will take place within 30 days of being approved by all appropriate departments and councils.

 Is this a Distance Education course? *

 Is this a Distance Education course? Yes radio button selected

 Is this a Distance Education course? No radio button unselected

 Proposed course length in weeks

6

6

 Course Will Be Taught

Off-load

- **Off-load**

- **Program in which course will be offered**

Women Studies

Women Studies

- **Brief Description**

Male or Female. Man or Woman. Masculine and Feminine. Hetero- or Homosexual. Our culture has developed a coded set of terms to define and construct gender, biological sex, and sexual orientation. In this special topics course we will explore how gender definitions are created, and the tensions between a so called "natural" or "biological" set of gender characteristics and the cultural forces that build and normalize these constructs. Through an interdisciplinary approach to Women Studies, we will critique our own preconceived understandings of gender expression and biological sex, and how those are shaped by cultural norms, and discuss what it means to exist as a gendered body in American society. Students will identify their central methodological approaches of Women Studies reflect on their own understanding of gender, and discuss how gender is constructed and disseminated in a society. General Education Category: Diversity (D).

- **Target Audience**

Undergraduate

Undergraduate

- **Distance Education Justification**

WST courses are taught online during winter and summer terms.

- **Student Learning Outcomes and Assessment Methods**

1. Student will identify the ways gender-based power, privilege, and oppression play out across a range of cultures and human experiences.

- Attendance and Class Participation 20% (SLO1)

2. Student will demonstrate an understanding of gender as it intersects with other critical variables such as race, sexuality, ethnicity, religion, or class.

- Research project(30%) (SLO 2,3)

3. Student will interpret how gender identity and other complex aspects of identity affect one's status and self-concept, and use this knowledge to question events and situations occurring in their everyday life.

- Reflection papers (20%) (SLO3)
- Research project(30%) (SLO 2,3)

4. Student will evaluate human interactions, identity development, and social/political systems using a "gender lens".

- Mid-semester project (30%) (SLO4)

- **Instructor Information**

Prof. Josefine Smith, who will completed the distance education trainings and has completed the QM training.

- **Attachment List**

- **ATTACHMENT INSTRUCTION**

Please attach any required files by navigating to the right side menu and clicking "Files".

Check I have completed all relevant parts of the section. checkbox selected

- Justification

Provide documentation for demand for this course to be offered online.

○ Attached

Attached I have attached documentation for Justification. checkbox selected

Attached I have attached a DE-specific syllabus for this course. checkbox selected

General Education Status

- **General Education:** Please be sure to read the General Education Mission, Goals, Objectives, and Assessment document posted [here](#) on the General Education Council (GEC) website prior to filling out this proposal. New General Education Courses should meet the requirements listed below:
 - General Education courses can be offered at any level, 100-400, keeping in mind that prerequisites should be consistent with the policy that students can only count two courses that use the same prefix toward their general education requirements. Courses that require more than one general education course from the same prefix as prerequisites violate this policy.
 - Courses specified as directed general education may not double count as credits toward a major. Programs must communicate clearly with GEC/UCC, through a program revision proposal if necessary as to how a given course will count for their majors. This directed general education policy only applies to majors, not minors.
 - General Education courses should meet the objectives for the program goal as laid out by the General Education Council on their website [here](#). Sponsors must provide a plan to assess the course in terms of the objectives outlined in the appropriate goal area rubric.
 - Supporting documentation (including the syllabus) and the justification should demonstrate evidence that student work (i.e. essays, test questions, projects, portfolios, etc.) will be retained for assessment of learning outcomes and that the learning outcomes will be clearly communicated to students.
 - Sponsors should communicate with all Chairs of departments currently offering classes in the same program goal prior to developing this proposal and impacts should be addressed. Summary documentation should also be distributed to appropriate Deans for consideration in advance of proposal development. Departments that disapprove would have to make the case that the new course would significantly change their own enrollments or that the course would not meet the objectives outlined in the appropriate rubric.
 - The Department or Academic Program offering this course must agree to foster assessment of student learning outcomes and to help GEC to periodically assess the General Education Program.
 - Is this proposal seeking to add an existing course to the General Education program?*

Is this proposal seeking to add an existing course to the General Education program? Yes radio button selected

Is this proposal seeking to add an existing course to the General Education program? No radio button unselected

Justification for adding to GE Program

WST190 was part of the previous General Education curriculum. This proposal allows the WST program to offer special topics classes that provide more involved topical instruction beyond WST100, which is just the introduction to the field.

Gen Ed Category

Interconnections Diversity (D)

- **Interconnections Diversity (D)**

-

Final Exam

Final Exam Yes radio button unselected

Final Exam No radio button selected

Credits Count Towards Degree?

Credits Count Towards Degree? Yes radio button unselected

Credits Count Towards Degree? No radio button selected

Any questions should be directed to GE committee. GEC Email: gec@ship.edu.

Student Learning Outcomes and Assessment

GENERAL EDUCATION STUDENT LEARNING OBJECTIVES, OUTCOMES, AND ASSESSMENTS OF COMPETENCY FOR THE COURSE:

A. A student learning objective is a clear statement of what we expect a successful learner to know, understand, or be able to do at the end of a period of learning.

B. A student learning outcome is the result of a learning process; an actual outcome (e.g., an answer given, an essay written, an argument made, a skill demonstrated, etc.) that indicates what a learner knows, understands, or can do.

C. A competency is a descriptor that describes how well a student knows, understands, or can do something (e.g., Unsatisfactory, Emerging, Developing, Proficient, or Mastery); a level of competency better than unsatisfactory is usually required to pass.

D. Departments or academic programs offering General Education courses must address the student learning objectives associated with each selected General Education Program Goal and may include additional student learning objectives associated with the subject, special topic, or discipline.

General Education Program Goal Student Learning Objectives

Diversity Learning Objectives:

Human Diversity (Individual, Group, Institutional) and its Impact on Behavior: *The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity.*

- Course Learning Objective 2: Demonstrate an understanding of gender as it intersects with sexuality, race, ethnicity, religion, class and other critical variables.
- Course Learning Objective 4: Evaluate human interactions, identity development, and social/political systems using a “gender lens”.

Historical and Cultural Roots of Inequality: *The student recognizes historical and cultural roots of inequality, and responds to the need for social justice.* Through this course, students will identify compare and compare iterations and hierarchies of gender identity across cultures, and how that intersects with other identities.

Students will apply theoretical lenses to cultural and societal artifacts in order to unpack systems of privilege and oppression.

- Course Learning Objective 1: Identify the ways gender-based power, privilege, and oppression play out across a range of cultures and human experiences.

Attitudes, Beliefs, Behaviors Regarding Diversity: *The student demonstrates awareness of and manages the influence of personal biases.*

As students engage with theories and research related to gender construction, they will be asked to reflect on the impact of gender norming forces on their own values and gender identity, and the impact on their broader communities, primarily through auto-ethnography.

- Course Learning Objective 3: Interpret how gender identity and other complex aspects of identity affect one's status and self-concept, and use this knowledge to question events and situations occurring in their everyday life.

○ **Assessment of Program Goals**

1. Student will identify the ways gender-based power, privilege, and oppression play out across a range of cultures and human experiences.

- Attendance and Class Participation 20% (SLO1)

2. Student will demonstrate an understanding of gender as it intersects with other critical variables such as race, sexuality, ethnicity, religion, or class.

- Research project(30%) (SLO 2,3)

3. Student will interpret how gender identity and other complex aspects of identity affect one's status and self-concept, and use this knowledge to question events and situations occurring in their everyday life.

- Reflection papers (20%) (SLO3)
- Research project(30%) (SLO 2,3)

4. Student will evaluate human interactions, identity development, and social/political systems using a “gender lens”.

- Mid-semester project (30%) (SLO4)

○ **Need for Course**

This course will allow students to take an online Diversity course in the winter term, and so could relieve them of some of their FA/SP academic work. Provides a unique option for students to complete their Diversity credits.

○ **Sections**

This course will be offered periodically. Faculty teaching WST190 with a different focus will submit a separate course modify proposal. This is typical for a special topics course.

○ **Impact to Sponsoring Department**

Ideally this class will be a pilot for having a more permanent class within WST in the GEN ED program other than WST100.

○ **Impact to Other Departments**

Potential impact to other courses in the D goal that are offered in Winter 2023.

○ **Similar Courses**

None

○ **Commonalities Among Courses**

N/A

WST190:(De)Constructing Gender Norms in Pop Culture

Winter term, general education special topic course proposal

Instructor

Prof Josefine Smith, Associate Professor

Library Department

jmsmith@ship.edu

To the General Education Council and Program Committee,

I propose a winter term women studies special topics course entitled WST190:(De)Constructing Gender Norms in Pop

Culture (syllabus attached) and seek your approval. I designed this course to meet the general education Diversity Program goal. This course will guide and prompt students to evaluate the diversity of a gendered human experience, behavior, and thought, in order to better understand themselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities. Students will examine the socio-cultural nature of gender and evaluate their own negotiations of gender norms and constructions.

This proposed course meets the Diversity Program learning objectives in the following ways:

Human Diversity (Individual, Group, Institutional) and its Impact on Behavior: The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity.

This course focuses on the cultural and constructed components of gender performance, gender identity, and gender norms. Students will identify how gender norms support and subvert institutions and social networks. For example, students will participate in discussion posts and respond to reflective writing prompts that require them to apply gender and feminist theories to popular culture, institutions, and their daily lives. After this course, students will be able to summarize relevant principles, theories, research, and research methods central to understanding gendered behavior and broader structures that shape the meaning of gender-based concepts like "man and woman," and apply that to their own identity.

- Course Learning Objective 2: Demonstrate an understanding of gender as it intersects with sexuality, race, ethnicity, religion, class and other critical variables.
- Course Learning Objective 4: Evaluate human interactions, identity development, and social/political systems using a "gender lens".

Historical and Cultural Roots of Inequality The student recognizes historical and cultural roots of inequality, and responds to the need for social justice.

Through this course, students will identify compare and compare iterations and hierarchies of gender identity across cultures, and how that intersects with other identities. Students will apply theoretical lenses to cultural and societal artifacts during class discussion, discussion boards and reflection papers to unpack systems of privilege and oppression.

- Course Learning Objective 1: Identify the ways gender-based power, privilege, and oppression play out across a range of cultures and human experiences.

Attitudes, Beliefs, Behaviors Regarding Diversity The student demonstrates awareness of and manages the influence of personal biases.

In the final paper, students will engage with theories and research related to gender construction and asked to reflect on the impact of gender norming forces on their own values and gender identity, and the impact on their broader communities, primarily through auto-ethnography.

- Course Learning Objective 3: Interpret how gender identity and other complex aspects of identity affect one's status and self-concept, and use this knowledge to question events and situations occurring in their everyday life.

WST190:

(De)Constructing Gender Norms in Popular Culture

Instructor Information

Office Hours: By appointment on Zoom

Prof Josefine Smith

Associate Professor, Library Department

jmsmith@ship.edu / <https://ship.zoom.us/my/josefinesmith>

Course description:

Male or Female. Man or Woman. Masculine and Feminine. Hetero- or Homosexual. Our culture has developed a coded set of terms to define and construct gender, biological sex, and sexual orientation. In this special topics, course we will explore how gender definitions are created, and the tensions between a so called "natural" or "biological" set of gender characteristics and the cultural forces that build and normalize these constructions. Through an interdisciplinary approach to Women Studies, we will critique our own preconceived understandings of gender expression and biological sex, and how those are shaped by cultural norms, and discuss what it means to exist as a gendered body in American society. Students will identify their central methodological approaches of Women Studies reflect on their own understanding of gender and discuss how gender is constructed and disseminated in a society.

Course Expectations

The undergraduate and graduate catalogs are the source for academic expectations. See catalogs for specific expectations. The Office of the Registrar maintains an up-to-date account of curricular and policy changes. Academic programs are managed at Department, College and Provost levels as part of shared governance structures coordinated by faculty, staff and administration.

Safe Space and Hate Speech

Based on the University's commitment to diversity and my own personal beliefs, I believe that everyone in my classroom should feel safe. In a class where we are discussing sensitive issues, you are expected to conduct yourself in a respectful and sensitive manner. It is okay to feel uncomfortable - we will have a process to check in and support uncomfortable conversations. Please feel free to ask questions and discuss these issues with me at any time. Hate speech, use of derogatory terms, or other hurtful behavior will not be tolerated.

Code of Conduct

Responsible classroom behavior is demonstrated as part of our shared classroom culture. Your active participation is needed to establish and maintain a positive classroom climate for the success of all students in this course. These positive behaviors are reflective of the University's core values of respect, responsibility, and integrity. To ensure a productive and engaging environment for everyone in this course, please do your part to demonstrate responsible behaviors and avoid disruptive behaviors. Productive behavior in this class includes:

- Accessing materials for class regularly and completing assignments on time.
- Thoughtful participation and engaging with classmates and the professor about class material.
- Respectfully interacting with professor and your classmates, even when contested issues are discussed.
- Following all university including behaviors outlined in the student code of conduct Disruptive behavior in this class includes:
 - Disrespectful, abusive, or intimidating comments
 - Interruptions of the professor or your classmates
 - Blatant cheating or plagiarism
 - Non-compliance with university policies, expectations outlined in the syllabus, student code of conduct, and/ or expectations verbally covered in class

Course Learning Objectives:

Through the discussions, reflections, project and paper in this course, the student will

1. Identify the ways gender-based power, privilege, and oppression play out across a range of cultures and human experiences.
2. Demonstrate an understanding of gender as it intersects with sexuality, race, ethnicity, religion, class and other critical variables.
3. Interpret how gender identity and other complex aspects of identity affect one's status and self-concept and use this knowledge to question events and situations occurring in their everyday life.
4. Evaluate human interactions, identity development, and social/political systems using a “gender lens”.

SLO: The student can...	Excellent (A)	Proficient (B)	Satisfactory (C)	Needs Improvement (D)	Unacceptable (F)
Identify the ways gender-based power, privilege, and oppression play out across a range of cultures and human experiences (<i>Historical and Cultural Roots of Inequality</i>)	Explain how gender-based power, privilege, and oppression impact other power dynamics like race, class, sexuality, etc.	Identifies ways gender-based power, privilege, and oppression play out across a range of cultures and human experiences	Explains concepts of gender-based power, privilege, and oppression	Identify the concepts of gender-based power, privilege, and oppression	Cannot identify concepts of gender-based power, privilege, and oppression
Demonstrate an understanding of gender as it intersects with sexuality, race, ethnicity, religion, class, and other critical variables. (<i>Human Diversity</i>)	Interprets ways that gender identity intersects with and impacts sexuality, race, ethnicity, religion, class, and other critical variables	Discusses ways that gender identity intersects with multiple critical variables like sexuality, race, ethnicity, religion, class.	Explains the concept of intersectionality, and how gender identity intersects with one or more critical variables like sexuality, race, ethnicity, religion, class.	Explains the concept of intersectionality, and how gender is one component of a person's larger identity.	Cannot define the concept of intersectionality.
Interpret how gender identity and other complex aspects of identity affect one's status and self-concept, and use this knowledge to question events and situations occurring in their everyday life (<i>Attitudes, Beliefs, Behaviors Regarding Diversity</i>)	Interprets how gender identity and other complex aspects of identity affect one's status and self-concept, and use this knowledge to question events and situations occurring in their everyday life	Identifies how gender identity and other complex aspects of identity affect one's status and self-concept, and use this knowledge to analyze events and situations occurring in their everyday life	Summarize how gender identity and other complex aspects of identity affect one's status and self-concept and describe some connection to events and situations occurring in their everyday life	Can list some ways that gender identity and other complex aspects of identity affect one's status and self-concept and begins to connect those ideas to events and situations occurring in their everyday life	Cannot identify ways that gender identity and other complex aspects of identity affect one's status and self-concept
Evaluate human interactions, identity development, and social/political systems using a “gender lens” (<i>Human Diversity</i>)	Interprets and discusses human interactions, identity development, and social/political systems using a “gender lens”	Discusses human interactions, identity development, and social/political systems using a “gender lens”	Explains ways human interactions, identity development, and social/political systems using a “gender lens”	identifies some ways human interactions, identity development, and social/political systems using a “gender lens”	Cannot identify human interactions, identity development, and social/political systems using a “gender lens”

Course Structure And Grading:

Student work and achievement will be assessed using the following tools:

- Class Participation (20%)
- Reflection papers: 4 @ 5pts (20%)

- Mid-semester project 1 @ 30pts (30%)
- Research Paper 1 @ 30pts (30%)

Due Dates

The due dates for assignments are clearly marked in the syllabus. Late work will be docked five points for each day that it is late. I will not accept an assignment that is more than one week late. If you need to change a due date for personal reasons, you should email me in advance (i.e., the week before).

Attendance and Class Participation – 20%

This course is 100% online, with synchronous and asynchronous participation. Participation is an integral part of this course. If you do not participate in the course, you will not be successful. *Simply logging into D2L is not sufficient.* Class participation includes completing modules and readings in D2L, actively engaging during synchronous class meetings, engaging in weekly discussions by asking and answering questions on the discussion board. If you have concerns, questions, or need special accommodation, contact me as soon as possible so that an appropriate plan can be made for you. Asynchronous attendance/participation will be assessed based on discussion boards and other online communication platforms.

Excellent (A)	Proficient (B)	Satisfactory (C)	Needs Improvement (D)	Unacceptable (F)
Student completes 1 original post and 2 responses.	Student completes 1 original post and 2 responses.	Student completes 1 original post and 2 responses.	Student posts some components of 1 original post and 2 responses.	Student does not complete posts. completes original post and 2 responses.
Original post clearly connects to content. Substantial use of supporting examples and evidence. Rich, detailed, original thinking.	Original post clearly connects to content. Uses supporting examples and evidence. Rich, detailed, original thinking.	Original post lists class content and engages somewhat with content and provides some new ideas but is somewhat superficial (too much use of "I agree with" statements).	Original post shows little evidence of engagement or knowledge of the content. Little ability to make meaningful connections. Superficial or off-topic. Poorly written or difficult to understand.	Original post is incomplete or does not demonstrate understanding or engagement with class content.
Replies thoroughly respond to the original classmates' post and apply ideas from class readings and content to move the conversation forward.	Replies clearly respond to the original post and somewhat attempts to apply ideas from class readings and content.	Replies respond to the original post but without depth and describes ideas from class readings and content.	Replies respond somewhat to the original post and describes some ideas from class readings and content.	Reply/Replies do not respond to the original post or incorporate ideas from class content or readings.

Reflection papers (20%)

Throughout the term, you will reflect on class reading and the theories, principles, and research methods they introduce. Through these papers, I encourage you to reflect on how those concepts apply to your life and experiences. What questions does a text raise for you? With what do you agree or disagree? Is there a particular point that jumps out at you or challenges you? These are not a formal papers- you may write in first person.

Excellent (A)	Proficient (B)	Satisfactory (C)	Needs Improvement (D)	Unacceptable (F)
The reflection is uploaded within the time frame specified. The reflection is focused and engages with the readings and the larger ideas of gender and diversity (see the course learning objectives).	The reflection is uploaded within the time frame specified. The reflection demonstrates significant engagement with the readings and articulates engagement the larger ideas of gender and diversity (see the course learning objectives).	The reflection is uploaded within the time frame specified. The reflection is focused and somewhat engages with the readings, but the analysis minimally demonstrates engagement the larger ideas of gender and diversity (see the course learning objectives).	The reflection is not uploaded within the time frame specified. The reflection does not clearly engage with the readings, merely summarizing the larger ideas of gender and diversity (see the course learning objectives).	The reflection is not uploaded, are incomplete and unreadable. The reflection does not demonstrate engagement with the content.

Mid Semester Project – 30%

In this autobiographical reflection, consider your own relationship to gender. How do you use your body to communicate your gender expression? Who taught you important lessons about gender or your particular gender identity? In what ways has your relationship with gender evolved over time (or do you see places for future evolution?) What cultural lessons have you internalized about gender? There is no right or wrong answer or response in this reflection piece. I welcome creative or alternative interpretive ideas to this assignment (poetry, short stories, art, etc.) but strongly suggest that you run them by me before turning them in. This is also a foundation for your final paper.

Excellent (A)	Proficient (B)	Satisfactory (C)	Needs Improvement (D)	Unacceptable (F)
The project is focused and organized. The language and ideas are clearly and thoroughly communicated to the reader. There are no spelling or grammatical errors.	The project is mostly focused and organized. The language is clear, and ideas are somewhat clearly communicated to the reader. There are minimal spelling or grammatical errors.	The project is somewhat focused and organized. The language is somewhat clear, and ideas are somewhat clearly communicated to the reader. There are some spelling or grammatical errors.	The project is unfocused, underdeveloped, or rambling and the analysis lacks any depth and only superficially engages the topic.	The paper is incomplete and unorganized
The project incorporates the course readings and discussion to demonstrate complex intellectual engagement with the larger ideas of gender and diversity (see the course learning objectives).	The project incorporates the course readings and discussion to demonstrate thorough intellectual engagement with the larger ideas of gender and diversity (see the course learning objectives).	The project incorporates some course readings and discussion and superficially demonstrates intellectual engagement with the larger ideas of gender and diversity (see the course learning objectives).	The project only incorporates the course readings and discussion and merely reports data and information from the course content, with superficial engagement with the larger ideas of gender and diversity (see the course learning objectives).	The project does not incorporate the course readings and discussion and does not demonstrate intellectual engagement with the course content.
In-text citations and references follow a consistent format with no errors, and ethically	In-text citations and references follow a consistent format with minimal errors, and	In-text citations and references follow a consistent format with some errors, and	In-text citations and references follow a consistent format with significant errors, and	In-text citations and references does not follow a consistent and does not ethically

recognize other people's thoughts and ideas.	ethically recognize other people's thoughts and ideas.	ethically recognize other people's thoughts and ideas.	ethically recognize other people's thoughts and ideas.	recognize other people's thoughts and ideas.
Project demonstrates significant depth and reflection through interpretation of personal experiences with gender identity and discussion of how personal gender identity has evolved.	Project demonstrates meaningful depth and reflection through interpretation of personal experiences with gender identity and how personal gender identity has evolved.	Project reflects on personal experiences with gender identity and how personal gender identity has evolved but only minimally interprets the meaning behind that identity.	Project summarizes personal understanding of gender and superficial reflection of gender identity	Project does not reflect on personal understanding of gender identity.

Research Paper – 30%

You are required to research and write a paper in which you investigate an aspect gender, sex, or sexuality and evaluate the topic using the methodologies discussed in class. This paper will incorporate auto-ethnographic reflections, observations, and insights, but be contextualized with scholarly research.

I am open to discussing alternative interpretations of this assignment in lieu of a traditional research paper. Prior to the execution of any alternative assignment, please consult me for approval to ensure that it meets course standards.

Excellent (A)	Proficient (B)	Satisfactory (C)	Needs Improvement (D)	Unacceptable (F)
<p>The project is focused and organized. The language and ideas are clearly and thoroughly communicated to the reader.</p> <p>There are no spelling or grammatical errors.</p>	<p>The project is mostly focused and organized. The language is clear and ideas are somewhat clearly communicated to the reader.</p> <p>There are minimal spelling or grammatical errors.</p>	<p>The project is somewhat focused and organized. The language is somewhat clear and ideas are somewhat clearly communicated to the reader.</p> <p>There are some spelling or grammatical errors.</p>	<p>The project is unfocused, underdeveloped, or rambling and the analysis lacks any depth and only superficially engages the topic.</p>	<p>The paper is incomplete and unorganized</p>
<p>The project incorporates the course readings and discussion to demonstrate complex intellectual engagement with the larger ideas of gender and diversity (see the course learning objectives).</p>	<p>The project incorporates the course readings and discussion to demonstrate thorough intellectual engagement with the larger ideas of gender and diversity (see the course learning objectives).</p>	<p>The project incorporates some course readings and discussion and superficially demonstrates intellectual engagement with the larger ideas of gender and diversity (see the course learning objectives).</p>	<p>The project only incorporates the course readings and discussion and merely reports data and information with superficial engagement with the larger ideas of gender and diversity (see the course learning objectives).</p>	<p>The project does not incorporate the course readings and discussion and does not demonstrate intellectual engagement with the course content.</p>
<p>In-text citations and references follow a consistent format with no errors, and ethically recognize other people's thoughts and ideas.</p>	<p>In-text citations and references follow a consistent format with minimal errors, and ethically recognize other people's thoughts and ideas.</p>	<p>In-text citations and references follow a consistent format with some errors, and ethically recognize other people's thoughts and ideas.</p>	<p>In-text citations and references follow a consistent format with significant errors, and ethically recognize other people's thoughts and ideas.</p>	<p>In-text citations and references does not follow a consistent and does not ethically recognize other people's thoughts and ideas.</p>

Project demonstrates significant depth and reflection through interpretation of personal experiences with gender identity and discussion of how personal gender identity has evolved.	Project demonstrates meaningful depth and reflection through interpretation of personal experiences with gender identity and how personal gender identity has evolved.	Project reflects on personal experiences with gender identity and how personal gender identity has evolved but only minimally interprets the meaning behind that identity.	Project summarizes personal understanding of gender and superficial reflection of gender identity	Project does not reflect on personal understanding of gender identity.
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Mission statement for Women & Gender Studies (WST)

Women's & Gender Studies (WST) is a multi-disciplinary program that explores topics concerning gender differences, identities, and issues as analyzed by the humanities, social sciences, and natural sciences. Scholarship is inclusive and explores the varying racial, ethnic, and class backgrounds of women. Women's & Gender Studies analyzes the experiences of all people with respect to sociocultural, social psychological, and biological factors that influence the construction and representation of gender.

Women's & Gender Studies courses often involve the investigation of materials previously neglected by scholars, and new methodological and critical approaches to materials customarily treated in other ways. Such courses may thus propose revisions in the content, methods, assumptions, and theories of particular disciplines in light of feminist and intersectional scholarship.

General Education @ SHIP

This course is a Diversity (D) general education course, which guides and prompts students to evaluate the diversity of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities.

Education at a college or university has traditionally had two equally important components—depth and breadth. Depth is provided by the academic major which a student chooses and which prepares him or her for a useful vocation; breadth of knowledge is the concern and aim of the general education curriculum. Since men and women first began to discuss the nature and purpose of education, they have seen in it something more than the mere acquisition of specific knowledge or skills, important as these may be. This something they called a liberal or general education and the need for it has been based on the ideal that a breadth of knowledge is necessary for an individual to become an informed and literate member of society.

Diversity Learning Objectives:

Human Diversity (Individual, Group, Institutional) and its Impact on Behavior: *The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity.*

- Course Learning Objective 2: Demonstrate an understanding of gender as it intersects with sexuality, race, ethnicity, religion, class and other critical variables.
- Course Learning Objective 4: Evaluate human interactions, identity development, and social/political systems using a “gender lens”.

Historical and Cultural Roots of Inequality *The student recognizes historical and cultural roots of inequality, and responds to the need for social justice.*

Through this course, students will identify compare and compare iterations and hierarchies of gender identity across cultures, and how that intersects with other identities. Students will apply theoretical lenses to cultural and societal artifacts in order to unpack systems of privilege and oppression.

- Course Learning Objective 1: Identify the ways gender-based power, privilege, and oppression play out across a range of cultures and human experiences.

Attitudes, Beliefs, Behaviors Regarding Diversity *The student demonstrates awareness of and manages the influence of personal biases.*

As students engage with theories and research related to gender construction, they will be asked to reflect on the impact of gender norming forces on their own values and gender identity, and the impact on their broader communities, primarily through auto-ethnography.

- Course Learning Objective 3: Interpret how gender identity and other complex aspects of identity affect one's status and self-concept, and use this knowledge to question events and situations occurring in their everyday life.

Desire 2 Learn (D2L)

All key course material will be posted on or linked through D2L Brightspace, Shippensburg University's online course management system. Important course information, announcements, and discussions will take place on D2L Brightspace, so please make sure you know how to use it. For more information on the platform, please check out Instructional Designs website and click Student – www.ship.edu/idwt.

Campus Policies

Chosen Name

In an effort to continue building a more inclusive and affirming campus climate, the LGBTQ+ Concerns Committee collaborated with APSCUF's Social Justice Committee to develop a chosen name policy at Shippensburg University. This policy was unanimously approved by President's Cabinet in September, 2017. Although a legal name and/or gender marker change is determined by the state in which a student, staff, or faculty resides in, the LGBTQ+ committee has worked to increase access for campus community members to utilize a chosen name in situations where a legal name is not required. Throughout the implementation process, the LGBTQ+ Concerns Committee will work to engage the campus community to increase awareness and offer support. For more information visit https://www.ship.edu/about/offices/EIC/preferred_names_guidance/.

It's On Us – Ending Sexual Misconduct

Shippensburg University is a safe and supportive environment for students, faculty, staff, alumni, and visitors and does not tolerate sexual misconduct within its community. See It's On Us – Ending Sexual Misconduct.

Title IX

Shippensburg University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to comply with the requirements of Title IX of the Education Amendments of 1972 and the university's commitment to offering supportive measures in accordance with the regulations issued under Title IX, Shippensburg University of Pennsylvania requires faculty members to report incidents of sexual violence shared by students to the university's Title IX Coordinator, Dr. John Burnett [JABurnett@ship.edu] or [Title9@ship.edu]. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a university-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the university's Protection and Supervision of Minors on Campus Policy.

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence are available on the Office of Human Resources website: https://www.ship.edu/about/offices/hr/title_ix_statement/

COVID-19 Safety Statement

Due to the pandemic, students will be expected to follow the CDC, PA Department of Health, and University safety protocols to reduce risks to everyone's health. The most up-to-date information about each individual's responsibility to protect the health and wellbeing of the entire campus community can be found on Shippensburg University's website at <https://raiderrespect.ship.edu/>. There are specific locations on campus where masks are still required, including in personal faculty or staff offices where posted.

Do not come to class if you are sick or if you suspect that you have been exposed to someone who is sick. Visit Etter Health Center on campus (717-477-1458) for symptomatic COVID tests and care (mask required). Notify covid19@ship.edu, and they will notify all of your professors of absence due to quarantine or isolation. Make plans to copy class notes from another student, use additional resources posted to D2L, and plan to join office hours via Zoom to ask questions about the material you have missed when you are well enough to do so.

Accessibility Resources

Shippensburg University is committed to providing equal opportunity for participation in all programs, services and activities. The University welcomes all students with disabilities into all of the University's educational programs and strives to make all learning experiences as accessible as possible. Any student who feels they may need an accommodation based on the impact of a disability should contact the Office of Accessibility Resources (OAR) to discuss specific needs. OAR is located in Mowery Hall 252 and can be reached by phone at (717) 477-1364 or via email at oar@ship.edu.

Campus Access and Use of Technology

Students have access to state of the art digital and computer technologies, including hardware and software for all campus related experiences. Students also have access to troubleshooting services located in the Ezra Lehman Library via the SU Technology Helpdesk at helpdesk@ship.edu. Information relating to SU Technology can be found at: [technology and student help desk](#).

Academic Policies

Ship Cares

Shippensburg University created the Ship CARES team to make early contact with students experiencing challenges that impede their success during their time in college. See Ship Cares. The following is a list of referral reasons:

- Academic: Regular or consecutive class absences, lessened quality or quantity of classwork, change in academic performance, and/or student struggles to stay awake or pay attention in class.
- Physical: Visible changes in hygiene or physical appearance, dramatic change in energy levels, signs of cutting, personal violence, or self-harm and/or known abuse of drugs and alcohol.
- Emotional: Expression of feelings of isolation or disconnection from peers, lack of responsiveness, threatening online postings, obsession with violence, death or suicidal ideations, regular or unusual financial difficulties and/or noticeable change in emotion due to family problems or difficulties.

Withdrawal from the Course

Students can drop a course within the drop/add period without ramifications to the students' transcript. After the drop/add period ends, students may withdraw from a course through the end of the withdrawal period, and a W grade will be noted on the student's transcript. For semester drop/add and withdrawal dates and deadlines visit <https://www.ship.edu/academics/academics-resources/registrar/semester-information/fall/>.

Returning students can use the registration system to drop or withdraw from all but their last class. First-semester freshmen or any student who has a hold that prevents registration will need to contact their academic dean's office for assistance with dropping or withdrawing from a class. Any student wishing to withdraw from all classes (i.e. University withdrawal) will need to contact their academic dean's office for assistance.

Academic Dishonesty

Academic dishonesty will not be tolerated in this class. Academic dishonesty means deceit or misrepresentation in attempting (successfully or unsuccessfully) to influence the grading process or to obtain academic credit by a means not authorized by the course instructor or university policy. Shippensburg University expects academic honesty from its community members.

A breach of academic honesty is committed by students who give, as well as receive, unauthorized assistance in course and laboratory work and/or who purposefully evade or assist other students in evading the university's policy against academic dishonesty. Students who commit breaches of academic honesty will be subject to various sanctions outlined in this policy.

For a full description of this policy see <http://catalog.ship.edu/content.php?catoid=3&navoid=62#academic-dishonesty>. Examples of offenses against academic honesty include, but are not limited to, the following:

Plagiarism: Plagiarism is defined as the borrowing of ideas, opinions, examples, key words, phrases, sentences, paragraphs, or even structure from another person's work without proper acknowledgment.

- "Work" includes theses, drafts, completed essays, examinations, quizzes, projects, assignments, presentations, or any other form of communication, be it on the Internet or in any other medium or media.
- "Proper acknowledgment" is defined as the use of quotation marks or indenting plus documentation for directly quoted work and specific, clearly articulated citation for paraphrased or otherwise borrowed material.

Cheating: Includes, but is not limited to, those activities where a student:

- obtains or attempts to obtain pre-knowledge content of an examination;
- copies someone else's work;
- works in a group when the student has been told to work individually; • uses unauthorized reference material in an examination;
- has someone else take an examination.

Campus Resources

There are a number a campus departments, offices and resources, including tutoring, the learning center, residence life, advising centers, the university counseling center, etc., that are dedicated to enhancing student success. See the SU Campus Resource List below for who to contact for various needs.

UNIVERSITY SERVICES AND RESOURCE OFFICES

Resource	Location	Contact	Email	Phone Number
Athletics	Heiges Field House	Jeff Michaels	jamich@ship.edu	(717) 477- 1541
Big Red's Cupboard (Food & Toiletries Pantry)	Ceddia Union Building, (239)	NA	cupboard@ship.edu	N/A
Bookstore	Ceddia Union Building, Ground floor	Aaron Topper	shipstore@bkstr.com	(717) 477- 1600
Career, Mentoring, and Professional Development Center	Ceddia Union Building, (108)	Various	career@ship.edu	(717) 477- 1484
College Advising Centers 1. Exploratory Studies 2. Arts & Sciences 3. Education & Human Resources 4. College of Business	1. Mowrey Hall, 2 nd floor 2. Dauphin Humanities Center (216) 3. Shippen Hall (211) 4. Grove Hall (121/123)	1. Michael Levinstein 2. Carla Kungl 3. Sam Benbow 4. Ondai Rand	1. 717-477-1383 2. 717-477-1150 3. 717-477-1373 4. 717-477-1429	mplevinstein@ship.edu casa@ship.edu srben@ship.edu ssrc@ship.edu
Connection Drug and Alcohol Services	Old Main, (210)	Kurt Dunkel	connectga@ship.edu	(717) 477- 1536
Counseling Center	Naugle Hall, Ground floor (Wellness Center)	Various	counctr@ship.edu	(717) 477- 1481; After Hours Emergencies, call Campus Police (717)- 477-1444
Commuter Services	Ceddia Union Building, (236)	Brigette Allen	bcallen@ship.edu	(717)-477-1164
Dining Services	Reisner Dining Hall	Various	N/A	(717) 477- 1619
Early Alert and Student Retention	Mowrey 2 nd floor	Felicia Shearer	eac@ship.edu	717-477-7447
Etter Health Center	Naugle Hall, Ground floor	Various	ehs@ship.edu	(717) 477- 1458
Financial Aid	Old Main, (101)	Various	fnaid@ship.edu	(717) 477- 1131
First Year Experience & Transfer Student Support	Mowrey Student Success Center, (206)	Alex Karlheim	fre@ship.edu	(717) 477- 1919
Housing and Residence Life	McLean Hall, (113)	Teresa Clevenger	housing@ship.edu	(717) 477- 1701
Human Resources	Old Main, (109)	Various	studentpavroll@ship.edu	(717) 477- 1124
ID Room	Ceddia Union Building, Information Desk	N/A	N/A	(717) 477- 1693
Information Desk	Ceddia Union Building, Ground floor	N/A	cubmgr@ship.edu	(717) 477- 1693
International Programs	Mowrey (247-249)	Mary Burnett	meburnett@ship.edu	(717)-477-1279
Learning Center	Mowrey Student Success Center, Great Room	Zack Grabowsky	learning@ship.edu	(717) 477- 1420
Learning Specialists	Mowrey Hall, (109)	Jaime Juarez	irjuarez@ship.edu	(717)-477-1015
Lehman Library	Lehman Library	Various	N/A	Call:(717) 477- 1461 Text: (717) 496- 4552
Lost and Found	Reed Operation Center	N/A	N/A	(717) 477- 1444
Multicultural Student Affairs	Gilbert Hall, (100)	Diane Jefferson Kapri Brown	msa@ship.edu	(717) 477- 1616
Non-Traditional Student Services	Ceddia Union Building (227)	Office of Student Development	ntso@ship.edu	(717) 477- 1560

Office of Accessibility Resources	Mowrey Student Success Center, (252)	Shelbie D'Annibale Kerry Harbst	oar@ship.edu	(717) 477- 1364
Office of Student Development (Formerly Dean of Students)	Old Main, (210)	Various	deanstu@ship.edu	(717) 477- 1164
Parking	Ceddia Union Building, SUSSI Fiscal Office (226)	N/A	ssinc@ship.edu	(717) 477- 1730
Police Department	Reed Operations Center	Various	police@ship.edu	(717) 477- 1444
PSECU Banking	Ceddia Union Building, (022)	N/A	N/A	(717) 532- 5322
PAGE Center	Ceddia Union Building, (230)	Sahara McGrath	pagecenter@ship.edu	(717) 477- 1291
Raider Academic Center for Student Athletes	Lehman Library (127)	Trejon Dinkins	tadinkins@ship.edu	(717)-477-1669
Registrar	Old Main (111)	Various	registrar@ship.edu	(717) 477- 1381
Recreation	ShipRec	Melissa Hazzard	rec@ship.edu	(717) 477- 1755 or 1561
Retention and Student Success	Mowrey Student Success Center, (223)	Jennifer Haughie	retention@ship.edu	(717) 477- 1396
ShipCARES	Office of Student Development	Lorie Davis	Referral form	(717)-477-1164
Student Accounts	Old Main, (100)	Various	studentacctts@ship.edu	(717) 477- 1211
Student Government Association	Ceddia Union Building (202)	Andrew Hare	sgapresident@ship.edu	(717) 477- 1651
Supplemental Instruction	Mowrey, 2 nd floor	Rebecca Harris	rkarris@ship.edu	(717)-477-1395
Technology Help Desk	Lehman Library	Various	helpdesk@ship.edu	(717) 477- 4357
The Raider Challenge (Low Ropes Course)	Ceddia Union Building	Emily Javitt	ekjavitt@ship.edu	(717) 447- 1560 (ext. 3657)
Campus Ministry	Office of Student Development	Lorie Davis	deanstu@ship.edu	(717) 477- 1164
UPS Store and Student Mail	Ceddia Union Building	Various	N/A	(717) 477- 0877
Veterans Services Veteran Verification	Ceddia Union Building, (236) Mowrey Student Success Center, (207)	Marsha Bonn Alex Karlheim	vetaffairs@ship.edu	(717) 477- 1133 (717) 477- 1710 (benefits)
Wellness Program	Ceddia Union Building, (121) Old Main, (210)	Kurt Dunkel	kadunkel@ship.edu	(717) 477- 1536
Writing Support	Mowrey Student Success Center (105)	Crystal Conzo	learning@ship.edu	(717) 477- 1420
Graduate Writing Center	Mowrey Student Success Center (137)	Karen Johnson	onlinewriting@ship.edu	(717) 477- 1420, x3023

Class Schedule

WEEK	TOPIC	DUE
Week 1	Gender and identity as a cultural construct	Reflection 1 Storey - <i>Cultural theory</i>
Week 2	Gender as a learned behavior	Reflection 2 Readings on gender in education
Week 3	Subcultures and identity	Reflection 3 Crenshaw - <i>Intersectionality</i>
Week 4	Gender and the self	Mid Semester Project Readings on masculinity, femininity, queer, trans, body and gender
Week 5	Popular culture and gender norms	Reflection 4 Milestone & Meyer - <i>Gender and popular culture</i>
Week 6	Critical consumer of gendered norms	Final Paper Readings on Gender and advocacy

Tentative Reading List

Readings will be provided on D2L. The final reading schedule is still under development, but will draw from the sources below.

Adichie, Chimamanda Ngozi. *We should all be feminists*. Vintage, 2014.

Ames, Melissa, and Sarah Burcon. *How Pop Culture Shapes the Stages of a Woman's Life: From Toddlers-in-tiaras to Cougars-on-the-prowl*. London: Palgrave Macmillan, 2016

Banet-Weiser, Sarah. *Empowered: Popular feminism and popular misogyny*. Duke University Press, 2018.

Bronner, Simon. *Manly Traditions: The Folk Roots of American Masculinities*. (Indiana University Press, 2005).

Butler, Judith. *Gender Trouble: Feminism and Subversion of Identity*. (Routledge, 2006).

Crenshaw, Kimberlé W. *On intersectionality: Essential writings*. The New Press, 2017.

Driscoll, Catherine. *Girls: Feminine adolescence in popular culture and cultural theory*. Columbia University Press, 2002.

Fausto-Sterling, Anne. *Sexing the Body: Gender Politics and the Construction of Sexuality*. (Basic Books, 2000).

Gill, Rosalind. "From Sexual Objectification to Sexual Subjectification: The Resexualization of Women's Bodies in the Media"

Gilligan, Carol. *In a Different Voice*. (Harvard University Press, 1982).

hooks, bell. *We Real Cool: Black Men and Masculinity*. (Routledge, 2003).

Kunin, Madeleine M. *The New Feminist Agenda: Defining the Next Revolution for Women, Work, and Family*. (Chelsea Green Publishing, 2012).

Milestone, Katie, and Anneke Meyer. *Gender and popular culture*. John Wiley & Sons, 2020.

Pascoe, C.J. *Dude, You're a Fag: Masculinity and Sexuality in High School*. (University of California Press, 2011).

Storey, John. *Cultural theory and popular culture: An introduction*. Routledge, 2018.

Susan Douglas, *Enlightened Sexism*.

Thorne, Barrie. *Gender Play: Girls and Boys in School*. (Rutgers University Press, 1993).

GER190 – GERMAN BEER CULTURE: PRODUCTS, PRACTICES, PERSPECTIVES

<p>Wednesday 6:30 – 9:00pm in ____ Drs. Alison Feeney and David W. Wildermuth DWWildermuth@ship.edu (48 hour policy) Rowland #121/ x1119 Student Hours: Monday & Wednesday 3:15 – 4:45pm, Friday 2:00 – 4:00pm</p>

Course Description: Welcome to German 190! In this course, we will examine the geographic, physical, cultural, and historical factors which have contributed to the development and popularity of beer in Germany. This course does not promote the drinking of beer, but rather the study of beer – what it is, how it is brewed, who were some of its early pioneers and champions, where and when it was developed, and why it remains an important beverage in many of today’s world cultures. Students will develop a sophisticated and nuanced understanding of not just beer, but beer culture in Germany. In doing so, students will be encouraged to contrast their understanding of German beer culture with the beer culture of the USA, especially as it relates to underage consumption.

Student Learning Objectives, Global Perspective (G):

Upon successful completion of the course, students will:

- demonstrate understanding of the geographic, cultural, and social factors which have contributed to the development and popularity of beer in Germany, Austria and Czechia, and to be able to compare and contrast these factors. Additionally, this understanding will allow students a basis for comparison with their understanding of the culture of beer in the USA (Global Perspectives Curriculum - Factors and Interactions)
- demonstrate understanding of geographic tools (graphs, maps and charts) and to describe and contrast resources, economies, languages, and cultural patterns within and between the regions of Germany, Austria, Czechia and the USA. (Global Perspectives Curriculum – Representation and Sources)
- demonstrate an understanding of beer as not just a product, but a practice of and perspective into German culture. Students will develop an appreciation of beer as the means to understand the interrelationship of personal, social, environmental, cultural and global forces which have helped shape German civilization and culture. (Global Perspectives Curriculum - Perspectives).

GLOBAL PERSPECTIVES CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to develop global **perspectives** by analyzing systems and evaluating interrelationships.

Comprehension	Unsatisfactory	Emerging	Developing	Proficient	Mastery
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Factors and Interactions <i>The student understands, compares and contrasts the factors in human and/or natural systems that contribute to the range of interactions among/between groups, cultures, states, regions or nations.</i>	Fails to understand the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.	Understands but is unable to compare and contrast the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.	Describes an understanding of the factors that allows them to compare and contrast the possible range of interactions among/between groups, cultures, states, regions or nations.	Analyzes and evaluates the relative contributions of the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.	Produces sophisticated and workable solutions to address complex social problems through analysis and synthesis of the study of such factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.
Representation and Sources <i>The student understands and/or uses appropriate quantitative data representations (e.g., graphs, maps, data sets, models, etc.) and/or qualitative sources relevant to the topic of study.</i>	Fails to understand or use appropriate quantitative data representations or qualitative sources in even relatively simple cases.	Understands when quantitative data representations and/or qualitative sources in relatively simple cases are appropriate.	Explains which kind of quantitative data and/or qualitative sources are appropriate for relatively simple cases.	Evaluates the pros and cons of the appropriateness of quantitative data representations and/or qualitative sources in more complex cases.	Synthesizes across various quantitative data representations and/or qualitative sources to develop a conclusion.
Perspectives <i>The student has developed the capacity to understand the interrelationships among multiple perspectives (such as personal, social, cultural, disciplinary, environmental, local, and global) when exploring subjects within natural and/or human systems.</i>	Fails to exhibit understanding of the interrelationships among multiple perspectives when exploring subjects within natural and/or human systems.	Identifies multiple perspectives while maintaining a value preference for own perspective when exploring subjects within natural and/or human systems.	Identifies and explains multiple perspectives in a neutral way when exploring subjects within natural and/or human systems.	Evaluates and applies multiple perspectives to complex subjects within natural and/or human systems in the face of multiple and even conflicting positions, acknowledging own.	Synthesizes multiple perspectives when exploring subjects within natural and/or human systems, including critique of own perspective.

Readings

Students will be provided with readings from the instructor addressing each facet of the course from the following list:

Adams, William James. "Markets: Beer in Germany and the United States," *The Journal of Economic Perspectives*, 2006 Jan 01. 20(1), p. 189-205.

Blue II, Ronald P. & Karioris, Frank G., "The Travelling Spirit: Towards a Terroir of Beer."

Coldnoon: Travel Poetics, September 2017, p. 46-63.

Hornbusch, Horst D., *Prost! The Story of German Beer*. Boulder, CO: Brewers Publications, 1998.

Petr Holub, Petr & Fiala, Jaromír, “Regional Differences in Beer Styles in Early Modern Europe,” *Kvasný průmysl*, Vol 68, Issue 1, p. 572-584 (2022)

Karagiannis, Giannis et al, „Markups and Product Differentiation in the German Brewing Sector,” *Agribusiness*, Winter2018, Vol. 34 Issue 1, p. 61-76.

Kilian, Carolin et al, “A new perspective on European drinking cultures: a model-based approach to determine variations in drinking practices among 19 European countries,” *Addiction*, August 2021, Vol. 116 Issue 8, p. 2016-2025.

Pieczonka, Stefan A. et al, “On the Trail of the German Purity Law: Distinguishing the Metabolic Signatures of Wheat, corn and Rice in Beer,” *Frontiers in Chemistry*, Vol 9 (2021), p. 715372.

Standage, Tom. *A History of the World in Six Glasses*. New York: Bloomsbury, 2005.

Wilms, Nicolas et al, “Alcoholic Beverage Preference in Germany: An Age-Period-Cohort Analysis of Trends 1995–2018,” *Alcohol and Alcoholism*, 2023, 58(4), p. 426–435.

Additionally, students will be required to identify appropriate peer-reviewed journal articles and other qualitative sources concerning their individual research project.

Course Expectations: Regular attendance, preparation, and participation in this discussion are crucial for your success in this course. When you come to class, be ready to get to work and put away anything that might distract you. If you have a documented disability, please speak with me at the beginning of the semester, so we can arrange for reasonable accommodation. I also encourage everybody who has special needs or concerns to talk to me. The timeline for this course may need to be adjusted for severe weather events or other unforeseen circumstances.

Grade Distribution: Grading is based on a 1,000 point system as follows:

1. Class Participation & Preparation	200
2. Weekly Journal Article Work	200
3. Travel Journal	200
4. Research Paper	200
5. Presentation on Individual Topic	100
6. Quizzes	<u>100</u>
	Total = 1,000

<u>Course Points</u>	<u>Course Grade</u>
925 - 1000	= A

<u>Course Points</u>	<u>Course Grade</u>
765 - 794=	C+

895 - 924	=	A-	695 - 764=	C
865 - 894	=	B+	600 - 694=	D
825 - 864	=	B	599 and below=	F
795 - 824	=	B-		

1. Participation & Preparation:

In-class participation is an important part of your grade. When you come to class, be ready to get to work and put away anything that might distract you. If your written and spoken work in class give evidence of solid preparation, you receive participation credit. I might ask you to turn in homework and/or work produced in class. Simply attending class will not earn you participation credit – participation means being actively and cooperatively involved in the classroom sessions. How best to do this? (A) Be curious. Ask questions. (B.) Be well-rested and ready to think. (C.) Address your fellow students and professor with respect (“Professor” or “Professor Wildermuth”).

Your class participation grade will be based on the following criteria:

	Attentiveness	Contribution
Expectations are exceeded (90-100%)	The student always pays attention.	The student is always eager to contribute to class, pair and group work, and ask questions. The student always volunteers answers.
Expectations are met (80-89%)	The student pays attention most of the time.	The student is always eager to contribute to class, pair and group work, and occasionally asks questions. The student often volunteers answers.
Expectations are barely met (70-79%)	The student sometimes pays attention, but sometimes appears distracted.	The student occasionally contributes to class, pair and group work, and occasionally asks questions. The student sometimes volunteers answers.
Expectations are not met (69% and under)	The student rarely pays attention, appears distracted, <u>or is absent.</u>	The student almost never contributes to class, pair or group work, never asks questions or volunteers answers, <u>or is absent.</u>

Please note that as per the above rubric, missing a class means forfeiting the opportunity to accrue participation points.

Regular attendance is mandatory. Because of the pace and amount of information covered, it is necessary that you be present and prepared for every single class meeting! Please make sure you sign the attendance sheet every day. **DO NOT MISS QUIZZES OR OTHER ASSIGNMENTS.** Please first approach a fellow student about the work you have missed. If after approaching fellow students you are unclear as to the work missed, please see me.

2. Weekly Journal Article Work

Weekly Journal Articles:

You are to select a topic of yours, and for each week select 1 peer-reviewed journal articles, read, summarize, and be ready to briefly discuss them in class. You will ready 5 before we travel to Germany to prepare for what you may see, and 5 after spring break to help you reflect on your experiences. Over the course of the semester, you will build a strong literature foundation that will let you be a more educated and observant traveler.

Topic

You should pick a topic that relates to your area of interest or major and how it related to German beer culture and heritage. For example, if you are a chemistry major, perhaps you examine how water chemistry impacts different styles of beer. If you are a marketing major, maybe you examine different styles of advertisements or compare marketing of beer in the United States verses Germany. If you are criminal justice, maybe you examine differences between underage drinking in the two countries. If you are pre-med you could examine the positive and negative aspects of beer to health.

The topic is whatever you find interesting, but the **KEY** is finding peer-reviewed academic journals. Academic, peer-reviewed are paper that a group of experts in that field have reviewed, scrutinized the methodology and results and agree that the research follows a strict set of guidelines and standards for that field.

Here is an example of how I might start looking for a topic in my field. I am very interest in craft beer and tourism and how it impacts where, when, and why people travel and some of the experiences they do while visiting a place. In Pennsylvania the craft brewing industry has over a \$7 billion economic impact to the state and many breweries are reusing and preserving old buildings in many small towns throughout the state and developing ale trails and tourism regions. Beer has a long history with different cultures around the world and the mass-produced beer today is run by global conglomerates. So in this example, my topic may be on craft beer and world travel, so for this first search I tried to find out about the growth of of craft beer in China.

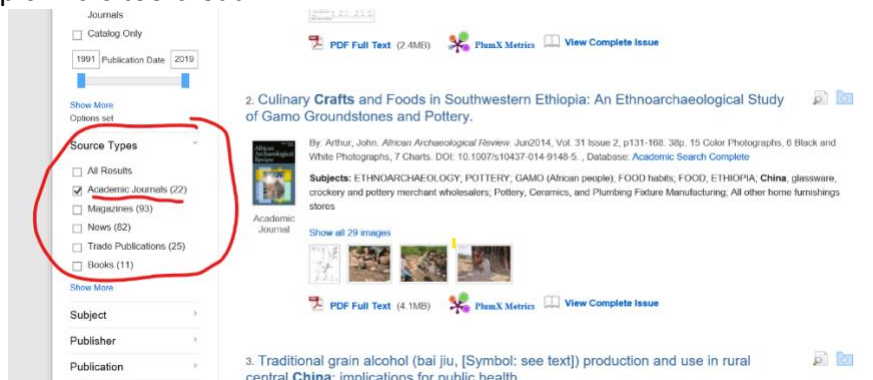
First You MUST.....

Go to <http://library.ship.edu/home>

The screenshot shows the Shippensburg University Library website. At the top, there is a navigation bar with links for ACADEMICS, ADMISSIONS, ABOUT, SHIPPENSBURG UNIVERSITY, LIFE AT SHIP, ATHLETICS, and GIVE. Below this is the EZRA LEHMAN MEMORIAL LIBRARY header. The main content area features a search bar with the text "craft beer china" entered. A yellow circle highlights the search bar and the "Discovery" tab. To the right of the search bar, there are tabs for "Library Catalog", "WorldCat", and "News". Below the search bar, there are links for "More Research Tools: Databases A-Z | Journal Titles A-Z | eBooks", "Get Research Help", "Research Consultations", "Ask Us Anything", and "Citing Sources". On the left side, there is a "Quick Start" menu with links for "Research Guides", "Library Resources", "Library Services", "Places & Spaces", and "About the Library". On the right side, there is a "Library Hours Today" section with a table showing hours for Lehman Library (8am - 4pm), Research Help (Closed), Tech Help (Closed), and Lehm Library (7:30am - 3pm). Below the hours section is a "ShipLibrary Blog" with several posts listed.

Use the search engine on the main page to find articles, example: Craft beer China

It should find many topics; you can look through some ideas. Try other key words to narrow down your topic if it is too broad.



Once you have found a topic make sure you put the check on the left column to select only **Academic Journals**. This will ensure you are not reading newspapers, webpages, etc. While those are great places to read things to get a general overview, many of those have unchecked facts or are biased.

Write up

Each week you should find an article related to your topic and that region of the world we are covering. After you have read each article, write up a **ONE** page for each article.

Start with your name, followed by the the proper MLA or APL citation of the article you read,

Example:

Alison Feeney Topic craft beer and tourism

Colen, L., & Swinnen, J. (2016). Economic growth, globalisation and beer consumption. *Journal of Agricultural Economics*, 67(1), 186-207.

Followed by your summary-written in your own words. Do Not just re-write what they wrote but consider the major points of the article, why did they conduct their research, what method did they use to study the topic, and any conclusions they found. Feel free to place a sentence or two at end synthesizing the topics into something that is relevant to you.

Again keep it to **1-page**, single space, typed report.

Example:

Alison E. Feeney: Topic craft beer and tourism

Yang, N. J. J. McCluskey, and M.P. Brady. 2012. "The value of good neighbors: A spatial analysis of the California and Washington state wine industries, *Land Economics*, 88(4): 674-684.

This study examined the geospatial clustering of wineries in the United States. Wine growing micro regions often have their own geography and wineries often talk about terroir. The combination of climate and soil can influence the flavor of wine and can add or detract from the consumers' appeal. The authors chose to utilize winery-level data from California and Washington State to examine the spatial relationships among neighboring wineries. The spatial properties were evaluated using cluster tests based on wine prices and tasting scores. Additionally, a spatial-lag model was used to estimate whether there are positive effects from neighbors when it comes to the price of wine. This type of spatial analysis for California and Washington wine industries can improve the understanding of the economic relationships among prices, other products, and how producer's reputations can be influenced by location.

The authors discuss the many benefits for wineries to be clustered together such as ideal growing conditions, winery tours with little travel, scale economies, shared labor resources to lower production costs, and knowledge spillovers. Additionally, they considered reasons why wineries may separate, or move away from each other. For instance, an infestation of pests, insects, or diseases may cause a producer to move their winery away from a particular area. The authors assemble spatial hedonic literature, which has been used largely to analyze land use and land value questions, with the literature on hedonic modeling of consumer goods. The econometric models, the spatial lag, and the spatial error models have been used in prior spatial hedonic studies.

The data utilized in this article consisted of a detailed winery-level GIS data set that was created by collecting mailing addresses from the wines listed in the *Wine Spectator* magazine. The data set examined producers of red wines from the two states. Each observation included information about price, rating score, years of aging, vintage, and production region. The macro wine regions for California included Napa, Sonoma, Mendocino, Bay Area, South Coast, Cameros, and Sierra Foothills. In Washington the regions included Columbia Valley, Yakima Valley, Walla Walla, and Puget Sound. Although there are 137 wineries in Washington and 1,195 in California, only 79 from Washington and 876 from California were analyzed.

The methods used in this study were assessing spatial effects by implementing clustering tests based on wine prices and tasting scores. A spatial-lag model was then estimated to test whether there are positive effects from neighbors in a hedonic price estimation. The results indicated that strong and positive neighbor effects are present.

In their results the authors found that the nearest neighbor has the most positive effect on a winery's product price. This can be substantial to an investor looking to buy land. The price also increased with more limited supplies and more aged wines. Results indicate that spatial analysis is related to reputation and quality.

This study supports much of my research in the craft beer industry where towns that have multiple breweries tend to be stronger. People are attracted to places with several choices and will visit multiple breweries. Strong clusters of breweries tend to draw in tourists willing to travel to faraway places if there are more options.

Writing Assessment Rubric-20 points per article (10 articles during the semester=200 points)

Do NOT plagiarize or use AI to write your summary-The university has a serious HONOR policy and we strongly uphold it.

Element	Excellent	Average	Poor	Score
Peer-Reviewed journal article pertaining to topic	Paper meets expectations with quality journal and fits within the topic selected by the student for the semester	Paper comes from a trade or government agency or the topic seems very distant from the one selected or how it	Reading is from a webpage, newspaper, or blog or the topic seems completely unrelated to semester's goals	/3
Required Material Description of Research article	All required elements complete, well- designed, and effective.	All required elements included but should be improved via minor changes.	Missing one or more required elements, or Poorly designed/ incomplete required elements.	/5
Proper Citation	Paper meets all technical requirements exactly.	Paper meets almost all technical requirements, but should be improved via minor changes.	Paper does not meet all technical requirements and needs substantial revision to do so.	/3
Proofreading and editing	Paper is free of spelling and grammatical errors and is clear and concise.	Few spelling and grammatical errors, or Writing is sometimes unclear and should be edited for brevity.	Several spelling and grammatical errors, or Writing is frequently unclear, repeats concepts, and/or does not adequately explain concepts.	/4
Signs of understanding /comprehension	Paper reflects a complete grasp of issues and a strong depth of analysis. Paper provides sufficient evidence to arrive at stated conclusions.	Paper reflects a partial grasp of issues and/or an average depth of analysis and/or Paper ineffectively addresses some or all elements of the assignment.	Paper reflects a poor grasp of issues and/or a weak depth of analysis, or Paper provides insufficient evidence to arrive at stated conclusions.	/5
Total				/20
* Plagiarism and major flaws	Failing grades may result from an assignment that displays plagiarism, use of AI and/or any misrepresentation of original work. Substantial errors in individual sections that render the paper ineffective may result in greater point reductions than shown above, up to and including a zero grade or the assignment.			

3. Travel Journal Assignment and Rubric

This assignment will produce a comprehensive travel journal that documents your experiences and understanding of the cultural heritage of beer in Germany, Austria, and Czechia, offering a basis for comparison with the culture in the USA. This assignment aims to enrich your global perspectives and deepen your appreciation for the interconnectedness of cultures.

Your journal should include the following types of entries:

1. Pre-Trip planning and thoughts-(3 entries): Each of the three weeks leading up to departure, write about any excitements, worries, ideas you have about the trip. Discuss a few of the aspects you are most anxious about. Now that you have selected a topic, summarize a few notes on the geography, cultural factors, or development of your topic. This way you will have some brief reminders and do not need to carry all your school supplies on the trip. You may want to include maps, graph, or charts to keep track of where you will be traveling and what you will be seeing.
2. Event reflections-Shortly after finishing each event, like a museum, brewery tour or historic walking tour, briefly summarize what you saw, what you learned, and anything

you liked or disliked about the experiences. Taking just a few minutes to record each event will help you remember specific activities.

3. **Daily Reflections (8 entries):** At the end of each evening, you must spend a few minutes on your daily reflections. Describe any cultural practices, social interactions, environmental elements that you found unique to the city, region, or country.
4. **Topic observations:** Everyone will have a different topic but try to observe and record aspects of your research. For example, if your topic is marketing of beer, jot down any advertising, bus signs, slogans on shirts, etc. that you observed that day.
5. **Comparative Analysis (1 entry):** Towards the end of your trip, compare and contrast the history, geography, and culture in Germany, Austria, and Czechia and how they individually or collectively compare to the United State. Reflect on how the geographic, cultural, and social factors influence the perception and consumption of beer in these regions and how it differs from what you know or have observed in the United States.
6. **Personal Perspective (1 entry):** Reflect on how this experience has changed you, your perspective on different countries, different cultures, or your desire to travel. Discuss any growth in knowledge or thoughts on beer and its interrelations to social, environmental, cultural, and globalization. Summarize any observations or reflections on your individual topic of study. This Personal perspective should have you analyzing and synthesize the information gathered during the journey.

Travel Journal Rubric: The rubric is designed to assess various aspects of the travel journal, including observations, reflections, analysis, and personal perspective. Each criterion is assigned a range from Excellent to Needs Improvement. The total sums to a maximum of 200 points.

Category	Scoring Criteria	Total Points	Score
Pre Trip Entries (3 required)	Thoroughly researched and well-written entry with detailed historical significance and insightful analysis of geographic and cultural factors (30). Adequately researched and written entry with some historical significance and analysis of geographic and cultural factors (20) Partially researched and written entry with limited historical significance and basic analysis of geographic and cultural factors. (10) Inadequate research and poorly written entry with minimal historical significance and weak analysis of geographic and cultural factors. (5)	30	

Event Reflections	Thoroughly was aware and gained insights to activities (20) Adequately summarized events (15) Marginally recorded activities (10) Missing activities or very limited information (5)	30	
Daily Reflections (8 required)	Consistently detailed and insightful reflections on experiences, cultural practices, and social interactions. Demonstrates a deep appreciation of the day's travels and experiences beer culture in each country (5) Mostly detailed and thoughtful reflections. Demonstrates a good understanding of the day's travel and experiences in each country (4) Partially detailed reflections the experiences, cultural practices, and social interactions (3) Limited or superficial reflections (2)	40 (5 points each)	
Topic Observation	Consistently records detailed descriptions and observations Mostly detailed and thoughtful observation of topic Occasional reflections on topic and how it relates to the places visited. Limited or no reports on observations	20	
Comparative Analysis	Thorough and well-structured comparison and contrast of beer culture in Germany, Austria, Czechia, and the United States Adequate comparison and contrast of beer cultures in Germany, Austria, Czechia, and the USA. Demonstrates a good understanding of geographic, cultural, and social factors influencing beer traditions Partial comparison and contrast of beer cultures in Germany, Austria, Czechia, and the USA. Demonstrates some understanding of geographic, cultural, and social factors influencing beer traditions Limited or unclear comparison and contrast of beer cultures in Germany, Austria, Czechia, and the USA. Weak understanding of geographic, cultural, and social factors influencing beer traditions	40	
Personal Perspective	Thoughtful and insightful reflection on how the experience has changed the student's perspective on beer as a cultural phenomenon. Demonstrates a strong appreciation of the interrelationships of personal, social, environmental, cultural, and global forces. Reflects on how the experience has changed the student's perspective on beer as a cultural phenomenon. Demonstrates an appreciation of the interrelationships of personal, social, environmental, cultural, and global forces. Partial reflection on how the experience has changed the student's perspective on beer as a cultural phenomenon. Some appreciation of the interrelationships of personal, social, environmental, cultural, and global forces. Limited or superficial reflection on how the experience has changed the student's perspective on beer as a cultural	40	

	phenomenon. Weak appreciation of the interrelationships of personal, social, environmental, cultural, and global forces.		
Score (200)			

4. Research Paper

Students will write a research paper on a topic of their choice regarding German beer culture in consultation with the professor(s). The research paper will be developed along the following procedure, with due dates for each step to follow:

I. Bibliography

The bibliography is a list of the scholarly books and scholarly journal articles that will inform your research paper with a short explanation as to why you chose it, i.e. what research questions the chosen source will help you answer. So for example, if I was preparing a research paper on the German Army's involvement in the Holocaust by using Bielica as a case study, I could provide the following sources and explanations:

Bielica Yitzkor book (Tel Aviv: Lieber Losh, 1968; English Translation Mahway, NJ: Jacob Berger, 2010): This book is a memorial book written by the Jewish community of Bielica. It contains many reports of traditional Jewish life in Bielica, as well as specific eyewitness reports of major events there. There are multiple testimonials by numerous survivors of the arrival of the German Army in Bielica that will provide the victim perspective to the events of June 28, 1941. This source can answer the questions: what did the survivors witness that day? How did the atrocity come to pass, what reprisals were taken, and who were its victims?

35ID Kriegstagebuch (BA/MA 26/35): this is the war diary for the 35th Infantry Division for the time period April 5 – September 30, 1941. It contains important information on the deployment of all the subunits of the division for the time period in question. It also provides the perpetrator's perspective on what happened in Bielica on June 28, 1941. This source can answer the questions: what subunits were in Bielica on that day, what actions did they report back to their commanding officers as having taken?

Please note internet websites such as Wikipedia and general trade books on the beer culture of Germany may help inform the bibliography but are not themselves appropriate sources. Students should have a minimum of 10 sources and use the MLA format.

II. Outline

The outline should break your paper down into sections and list the questions that you will be discussing. Before you know the questions you will be discussing, **you will need to have completed the majority of your research**, so that you know what you are in a position to discuss and what, for lack of time/scope/resources, will be left out. At this point, it is not necessary to have all the answers to the questions you will be discussing, but you should be very clear as to what your paper will and will not discuss. One way to help you clarify your thoughts is to practice what you would say if someone (like your professor) asked you what your paper is about. Can you give a detailed and comprehensive answer?

III. The first draft:

This draft should be a minimum of 1500 words. **You should not think of this draft as something that will be greatly modified for its final form, but as work that you would already feel comfortable presenting.** Only by putting this much initial effort into the draft will the final paper achieve the quality you would like it to have and the revisions be accomplished without too much grief. Invariably, there will be points to clarify, sources to re-read, etc., which is typical of the revision process. But there will not be enough time for a major overhaul of the work.

IV. The final draft: When you hand this in, there should be no outstanding issues to the paper.

Element	Excellent	Average	Poor	Score
Peer-Reviewed journal articles pertaining to topic	Paper meets expectations with quality journal articles and fits within the topic selected by the student for	Paper comes from a trade or government agency or the topic seems very distant from the one selected or how it	Reading is from a webpage, newspaper, or blog or the topic seems completely unrelated to semester's goals	/ 15
Required Material Description of Research article	All required elements complete, well- designed, and effective.	All required elements included but should be improved via minor changes.	Missing one or more required elements, or Poorly designed/ incomplete required elements.	/ 15
Proper Citation	Paper meets all technical requirements exactly.	Paper meets almost all technical requirements, but should be improved via minor changes.	Paper does not meet all technical requirements and needs substantial revision to do so.	/ 15
Proofreading and editing	Paper is free of spelling and grammatical errors and is clear and concise.	Few spelling and grammatical errors, or Writing is sometimes unclear and should be edited for brevity.	Several spelling and grammatical errors, or Writing is frequently unclear, repeats concepts, and/or does not adequately explain concepts.	/ 15

Signs of understanding /comprehension	Paper reflects a complete grasp of issues and a strong depth of analysis. Paper provides sufficient evidence to arrive at stated conclusions.	Paper reflects a partial grasp of issues and/or an average depth of analysis and/or Paper ineffectively addresses some or all elements of the assignment.	Paper reflects a poor grasp of issues and/or a weak depth of analysis, or Paper provides insufficient evidence to arrive at stated conclusions.	/ 15
Total				/ 75
* Plagiarism and major flaws	Failing grades may result from an assignment that displays plagiarism, use of AI and/or any misrepresentation of original work. Substantial errors in individual sections that render the paper ineffective may result in greater point reductions than shown above, up to and including a zero grade or the assignment.			

V. Grading:

Bibliography	25 points
Outline	25 points
First Draft	75 points
Final Draft	75 points

As you know, it is important that we stay on this schedule. A late penalty of 10 points/day will be applied to any missed deadlines.

5. Presentation on an Individual Topic:

Students are required to complete a 5-7 minute presentation on a topic agreed upon by the student and professor(s). By completing a presentation, students will (a) deepen their knowledge of a particular facet of German beer culture while (b) gaining valuable experience with the following critical thinking skills: application, analysis and evaluation.

The presentation should investigate a perspective, practice or product of German beer culture. In the presentation, students should:

- address why you selected the topic.
- assess how the topic reflects German beer culture.
- tie into concepts and ideas about German beer culture discussed in class.
- provide specific examples for your topic.

The course readings, power point presentations and classroom discussion should all help to prepare the student for their partner presentation and should be referenced. In addition, works on the topic selected should be consulted and properly cited.

Only the final presentation that is well-organized, that backs up the presenter's interpretation with concrete examples, and that does not fail to treat all of the above points can be considered an excellent presentation (= a grade of "A").

Please provide a one-page handout for the presentation as well as some sort of visual aids (images, PowerPoint presentation, etc.). Students may prepare notes for their presentation but these notes will not be part of the presentation grade. The three aspects of the presentation that will receive a grade: (a.) the presentation itself, (b.) the handout, and (c.) the visual images used to support the presentation.

Category	Scoring Criteria	Total Points	Score
Organization (20 points)	The handout is well prepared, informative, effective and free of grammatical/orthographical errors.	10	
	The visual images / PPP is well prepared, informative, effective free of grammatical/orthographical errors	10	
Content (45 points)	Introduction is attention-getting, lays out the topic well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
Presentation (35 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Good language skills and pronunciation are used.	5	
	Information is presented in a logical sequence.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
Score	Total Points	100	

6. Quizzes will be announced in advance.

Homework & Written Work: *Homework* is perhaps the most important aspect of the course and reflects the level of commitment you make towards your studies. The work you do outside of class – i.e. your *homework* – will largely determine how successful you are in the class, as it impacts not just your homework grade, but your class participation grade – 30% of your final grade. Students who do not budget at least two hours of homework time for every contact hour, and/or students who attempt to complete homework in the hallway – or worse, in class! – in the quarter hour leading up to class are encouraged to reevaluate their commitment to their studies and the learning process. The homework grade you receive will be based on the homework I collect and the following chart:

Mark:	Approximate Numerical Grade:	Definition:
√+	90 - 100	All aspects of assignment are complete; student has shown a complete effort (such as writing out all examples); written work demonstrates complete understanding of issue being assessed
√	80-89	All aspects of assignment are complete; student has shown adequate effort in completing assignment; written work demonstrates adequate understanding of issue being assessed.
√-	65-79	All aspects of assignment are complete; student has shown inadequate effort in completing assignment; written work demonstrates some understanding of issue being assessed but errors remain
Inc.	Below 65	The assignment was not completed, and/or work has demonstrated no understanding of issue being assessed

All homework and written work handed in needs to be **DOUBLE-SPACED** to allow adequate space for corrections. Students who do not double space their work will have it returned and will not receive credit. **LATE HOMEWORK WILL NOT BE ACCEPTED.** It is the responsibility of the student to keep all homework for future reference until after the course ends.

Cell phones, eating, drinking, leaving class, talking: CELL PHONES SHOULD BE TURNED OFF PRIOR TO ENTERING THE CLASSROOM. Unless previously approved by the instructor (in cases of emergency), anyone operating an electronic device during class will receive an F for class participation for that class. For each instance where a cell phone call disrupts a class, a ten point penalty will apply, unless this is during a test, in which case departmental policy will apply (cf. below, Modern Languages Criteria for Participation and Behavior, IV. Behavior). Drinking in class is disruptive. Therefore, please limit your consumption to water or another beverage for keeping hydrated. Eating in class is prohibited. Please do not leave the classroom unless it is an emergency. Please do not converse with your classmates in a way that disrupts other's ability to speak, hear, and concentrate.

The College of Arts & Sciences Advising Center (CASA): located in DHC 216, CASA is a walk-in office that offers several types of academic support, from advice and help on time management, test anxiety, and study skills to discussions about what major might be right for you. It is open

Mon-Thurs from 9:00 to 4:00 and Fri from 9:00 to 12:00. You can also email (casa@ship.edu) or call (717-477-1150) to set up a time to meet with a success coach or faculty advisor.

Title IX of the Education Amendments of 1972**Contact:** title9@ship.edu

Shippensburg University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to faculty members' reporting obligations are when incidents of sexual violence are communicated by students during classroom discussions, in writing assignments for class, or as part of University-approved research projects. Faculty members are obligated to report allegations of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred. Such reporting must be made to the Shippensburg University Police (717-477-1444), the Department of Human Services (DHS) at 800-932-0313, and the University's Office of the Vice President of Student Affairs (717-477-1308). Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence are set forth at:

http://www.ship.edu/No_More/Sexual_Misconduct/Sexual_Misconduct_Information/ .

Accommodations for students with disabilities

Shippensburg University welcomes students with disabilities into all of the University's educational programs and strives to make all learning experiences as accessible as possible. Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Office of Accessibility Resources (OAR) to discuss your specific needs. OAR is located in Horton Hall 324 and can be reached by phone at (717) 477-1364. The office's website is www.ship.edu/oar.

In order to receive consideration for reasonable accommodations, you must provide documentation and participate in an intake interview. If the documentation supports your request for reasonable accommodations, the Office of Accessibility Resources will provide you with an Accommodation Notification Form. OAR encourages you to share your notification form with your instructors and discuss your accommodations with them as early in your courses as possible. You must submit a request for a new notification form each semester that you request accommodations.

Academic Dishonesty and Plagiarism: Academic dishonesty and plagiarism will not be tolerated. I expect you to submit YOUR OWN ORIGINAL WORK on all assignments. Working with or consulting with another student, tutor, etc., on a graded assignment is not permitted (unless previously agreed with the instructor). The use of translation programs is also prohibited and all other rules of academic honesty as stated by the University apply. If you are in doubt as to what is allowed, please ask me.

Week	Germany- history, geography, and culture	Beer History and Culture	Travel knowledge and Etiquette	Readings
Week 1-Jan 24	Overview of Central Europe – Germany, Austria and Czechia: locations, regions and importance in Europe. <i>Factors & Interactions</i>	History of Beer	Expectations- part of group, part of university, Mini-lesson: German Language	Tom Standage, A History of the World in Six Glasses, Chapter One: Beer
Week 2-Jan31	Focus on Bavaria as beer capital: Physical landforms, rivers, and natural resources. Cultural uniqueness. <i>Representation & sources</i>	How is beer produced Ingredients How we describe beer by IBU, ABV, SRM	Money exchange Exchange fees Cc fees/use Phone usage Mini-lesson: German Language	Adams, William James. “Markets: Beer in Germany and the United States,” <i>The Journal of Economic Perspectives</i> , 2006 Jan 01. 20(1), p. 189-205.
Week 3-Feb. 7	Urban geography and Rural landscapes Bavarian food and drink Culinary traditions Beer Gardens and Lederhosen. <i>Factors & Interactions</i>	Beer Styles-lagers vs. ale Specific German beer styles Bavarian wheat beers	TSA, what you can and cannot take, Make contact lists-what/who if something goes wrong	Blue II, Ronald P. & Karioris, Frank G., “The Travelling Spirit: Towards a Terroir of Beer.” <i>Coldnoon: Travel Poetics</i> , September 2017, p. 46-63.
Week 4-Feb. 14	Focus on Austria and Czechia: Physical landforms, rivers, and natural resources. Cultural uniqueness.	Marzen and Vienna style, Water chemistry and Pilsen Urquell	Train travel, buses, trams Bicycle and walking	Petr Holub, Petr & Fiala, Jaromír, “Regional Differences in Beer Styles in Early Modern Europe,” <i>Kvasný průmysl</i> , Vol 68, Issue 1, p. 572-584 (2022)

	<i>Representation & sources</i>			
Week 5-Feb. 21	Transportation Networks and Industrialization: future development verses historical landscapes and cultural heritage. <i>Perspectives</i>	Festbier, and Rauchbier	Optimizing health and being able to have a happy and memorable experience	Karagiannis, Giannis et al, „Markups and Product Differentiation in the German Brewing Sector,” <i>Agribusiness</i> , Winter2018, Vol. 34 Issue 1, p. 61-76.
Week 6-Feb. 28	Institutions-political structure and governance, education and schooling, common religions. <i>Factors & Interactions</i>	Berliner Weisse, Gose, Kolsh, and Altbier Glassware	Weather check, packing instructions	Wilms, Nicolas et al, “Alcoholic Beverage Preference in Germany: An Age-Period-Cohort Analysis of Trends 1995–2018,” <i>Alcohol and Alcoholism</i> , 2023, 58(4), p. 426–435.
Week 7-March 6	Wrap-up of any topics not fully covered; final packing review and reminders			Kilian, Carolin et al, “A new perspective on European drinking cultures: a model-based approach to determine variations in drinking practices among 19 European countries,” <i>Addiction</i> , August 2021, Vol. 116 Issue 8, p. 2016-2025.
TRAVEL BEGINS				

Thurs-March 7-Flight to Munich			
Fri. March 8-Munich			
Sat. March 9-Munich			
Sun. March 10-Salzburg			
Mon. March 11-Linz			
Tues. March 12-Budweis / Ceske Budejovice			
Wed. March 13-Pilsen / Plzeň			
Thurs. March 14-Pilsen / Plzeň			
Fri. March 15-Bamberg			
Sat. March 16-Munich			
Sun. March. 17-Return			
TRAVEL ENDS			
Week 8-March 20	No class. GER190 students have opportunity to rest, recover, and get caught up with other classes		
Week 9-March 27	Debriefing & Reflection		Readings for individual student presentations
Week 10-April 3	Guest speaker-DUI enforcement agent		Readings for individual student presentations
Week 11-April 10	Sustainability issues, broader concerns. <i>Perspectives</i>	Responsible Alcohol Management Practice RAMP certification	Readings for individual student presentations
Week 12-April 17	Student presentations	Impact of lager beers on Pennsylvania and North America	Readings for individual student presentations
Week 13-April 24	Student presentations	Resurgence of craft brewers and lager beer	Readings for individual student presentations
Week 14-May 1	Student presentations	Final Thoughts	Readings for individual student presentations
Week 15-May 8	Final exam week		

Supplement to GER190 proposal, detailing assessment of the Global learning objectives:

Regarding the request to, “make explicit the ways in which you are meeting/connecting with the specific learning objectives of the global category,” I will do this by using the same strategy as the General Education Assessment Data Reports written at the end of each course which tie specific assessments to specific SLOs:

- A. **Factors and Interactions** – In addition to students demonstrating their understanding of important factors and interactions concerning German beer culture and civilization in class meetings through small assessments like quizzes, the **research paper** will assess this learning outcome in depth. Through the process of information gathering, organizing and writing, students will gain a much greater understanding of the beer cultures of Germany and compare and contrast this understanding with other beer cultures such as Austria, Czechia and the United States.
- B. **Representation and Sources** – The **weekly journal article** work will be used to assess this learning outcome in depth. When selecting a weekly peer-reviewed article, students will be required to use appropriate quantitative data representations (e.g., graphs, maps, data sets, models, etc.) and/or qualitative sources relevant to the topic of study and analyze them.
- C. **Perspectives** – The **travel journal** will assess this learning outcome in depth. Through the required 13 entries before, during and after the travel component, students will demonstrate understanding of the interrelationships among multiple perspectives (such as personal, social, cultural, disciplinary, environmental, local, and global) as these regard German beer culture.

Attachment E**GEC Waivers and Exceptions Report 2022-2023**

52 Gen Ed related exception requests

2 Withdrawn

4 Not Approved

43 Approved (some after requesting additional justification based on gen ed learning objectives)

3 In progress (waiting for additional justification)

24 Requesting to count 3 courses in the same discipline (10 ENG, 7 HIS, 3 BIO, 2 ESS, 1 MAT, 1 SPN)

28 Requesting substitution of a course not currently approved for the goal

16 from CEHS

15 from COB

21 from CAS

New Dynamic Forms Exception process to begin October 2023

- Exception forms must be initiated online by academic advisor.
- General Education related requests are routed through the Dean's office, the GEC, then back to the Dean's office, before going to the Registrar for entry into degree audit. (Similar to current paper process, this provides opportunity for Dean's office to request more justification before GEC review, as well as giving the Dean's office final approval rights after seeing the recommendation from GEC.)
- The only responsibility of the student is to sign the online form after it is submitted by advisor and approved by GEC and Dean's office.
- Since advisor is entering the justification, if we want students to write the justification then advisors will have to ask students to submit a written justification that the advisor can upload.
- At this time, there is no clear instruction on the paper or online form, that specifies justification for a gen ed course substitution should elaborate on how the substituted course meets the three learning objectives associated with the relevant gen ed goal. We have recommended to the Registrar's office that this be added to the online form.

Submitted by Sherri Bergsten

Attachment F

GEC FYE Committee meeting minutes September 20th, 2023, 1pm, DHC 002

Present: Corrine Bertram, Laurie Cella, Dhiman Chattopadhyay, Allison Mellott

Laurie described the past **role of the FYE Committee** as focused on curriculum, assessment (i.e., grading of final essays in UNIV 101 sections), and hiring faculty. Because UNIV 101 is now established, our focus might change to the other 100-level general education courses—ENG 114, HCS 100, HIS 105, and MAT courses. The focus could be on infusing first year friendly practices across those courses. The practices discussed included:

- Pulling 100-level course first-year students aside after class to tell them about resources on campus (Dhiman)
- Including information about the speech and communications center (Melissa)
- Reducing class size in 100-level classes (Corrine)
- Sharing FYE Digest with all 100-level faculty (Laurie)
- Including information about financial aid
- Allison raised the needs of transfer students. Alex Karlheim addresses the needs of transfer, veteran, and FYE students.
- We established **the officers of the committee** (by consensus). Laurie will be the chair of the committee and Corrine will be the secretary.
- (Corrine had to leave to attend another meeting, and Melissa continued to take notes

1:26 pm

Transfer students- Student needs? Talk to Alex K.

What are 10 things every Gen Ed class should do?

Assessment:- Identifying factors from fall to spring?

Fall semester = 1-stop shop, can we add this in the spring?

- In Mowery before add/drop period ended

- Faculty volunteers for the event

Goal: to be more holistic about Gen Eds and FYF classes since UNI101 is off and running

- Think about a theme for the year that can apply to all classes in some way

- Can we work a year ahead for the theme for the year?

o Coordinated events

o Speaker related to theme

§ Sustainability

§ Mental health

§ Music & the Arts

OnCourse review

- We could do a half a day that connects faculty (breakfast) to share experiences doing the exercises learned from the original training

o 21

o Value line

o 4 corners for learning preferences and changed syllabus after receiving feedback

Attachment G**GEC Documentation Committee****Agenda 09/21/2023**

- I. Brief Overview of Committee Background and Teams
- II. Elect Chair and Secretary
 - a. Wendy elected chair (4-0)
 - b. Josefine elected secretary (4-0)
- III. Action Items/New Business
 - a. Meetings Second and fourth Friday of the month 1:30-2PM
 - b. Members review Teams document
 - c. Identify an area of interest.
- IV. Adjourned 2:41PM

11/18/22

For GEC meeting:

- By Laws Approval
- Green Light for information management
- Plan Of Action:
 - Reorganization for website structure by audience and all in one place
 - Coordinate with Myra, IR, etc
 - Website reporting qualtrics form
 - Working meeting in January

10/18/22

New Course/New Program

- How are new additions justified:
 - Data/Assessment
 - Benefit to DEPT, GE Curriculum, potential impacts (+/-) to contributors to general education
- Curriculog Proposals
 - Access
 - Workflow for data collection (bi-annually)
 - Approved curriculum proposals (Post forum approval)
 - Presidents Approval Documentation