

MEMORANDUM

TO: Undergraduate Curriculum Committee
FROM: Ron Kaufmann, Associate Dean
DATE: May 4, 2016
RE: Materials for Undergraduate Curriculum Committee Meeting 5/10/16
UC-107, 12:15-1:15 pm

Agenda

- 1) Announcements
 - a. Degree audit treatment of courses without fixed numbers in majors and minors
 - b. Draft language for College Faculty Handbook regarding deletion or inactivation of courses that are unlikely to be taught in the near future.
 - i. It is recommended that courses that are unlikely to be taught within a four year period should be removed from the course catalog. The request to inactivate or delete a course should be initiated at the faculty or department level, and a department vote should accompany any such request. It is further recommended that departments consider including language in course descriptions that will help students to know the frequency with which courses are likely to be taught.
 - c. Numbering guidelines: reiteration
 - i. Course numbers in the 90's will be reserved for particular types of courses. Others can be added as recommended by the task force.
 - x99: Independent Study (199, 499)
 - x98: Internship (298, 498)
 - x97: Techniques (497)
 - x96: Undergraduate Research (496)
 - x95: Thesis/seminar (495)
 - x94: Special Topics (194, 294, 394, 494)
 - x93: Field Experience
- 2) New Business
 - a. Expedited Actions
 - i. ITAL 320 – Introduction to Italian Literature and Culture I (pp. 3-5)
 - ii. ITAL 321 – Introduction to Italian Literature and Culture II (pp. 6-8)
 - iii. ITAL 394 – Topics in Language, Literature, or Culture (pp. 9-11)

b. Non-Expedited Actions

- i. MUSC 316 – English Diction for Singers (pp. 12-16) NEW
- ii. MUSC 317 – Italian and Latin Diction for Singers (pp. 17-21) NEW
- iii. MUSC 318 – German Diction for Singers (pp. 22-26) NEW
- iv. MUSC 319 – French Diction for Singers (pp. 27-31) NEW
- v. MUSC 415 – The Art of Teaching Choral Ensembles (pp. 32-37) NEW
- vi. MUSC 491 – Music Advocacy and Classroom Management (pp. 38-44)
NEW
- vii. PSYC 378 – Explorations in Human Sexuality (pp. 45-57) NEW
- viii. THRS 231 – Christian Changemakers (pp. 55-74) NEW
- ix. THRS 332 – HIV/AIDS and Christian Ethics (pp. 75-86) NEW

3) Adjournment

Course Change Request

Date Submitted: 04/13/16 6:14 pm

Viewing: **ITAL 320 : Introduction to Italian Literature and Culture I: From the Middle Ages to the 17th Century**

Last edit: 05/03/16 11:23 pm

Changes proposed by: Idm

In Workflow

1. LANG Chair
2. AS Associate Dean
3. Registrar
4. Banner

Approval Path

1. 04/16/16 9:49 am
Michele Magnin (mmagnin):
Approved for
LANG Chair

Catalog Pages referencing this course

[Italian \(ITAL\)](#)
[Italian Studies](#)

Programs referencing this

[BA-HUMN: Interdisciplinary Humanities Major](#)
[BA-IREL: International Relations Major](#)

Contact Person(s)

Name:	E-mail:	Campus Phone:
Loredana Di Martino	ldm@sandiego.edu	2746

Effective Term

Fall 2016

Subject Code

ITAL Course Number 320

Department

Languages & Literature (LANG)

College

College of Arts & Sciences

Title of Course

Italian Literature & Culture I

Catalog Title

Introduction to Italian Literature and Culture I: From the Middle Ages to the 17th Century

Credit Hours

3

Weekly Contact Hours

Lecture: 3-0 Lab: 0 Other: 0

Catalog Course Description

Introduction to the major works of Italian literature, in their socio-cultural context, from the birth of the language to the 17th century.

Primary Grading Mode

Standard Grading System- Final

Other Grading Mode(s) (Check all that apply)

Pass/Fail Grading System

Primary method of delivery

Lecture

Other method(s) of delivery

(Check all that apply)

Faculty Course

Same as course credit

Workload

Is this course cross-listed?

No

Prerequisites? ITAL 301 or ~~302~~ ~~302,~~ or ~~394, higher,~~ or ~~higher, equivalent,~~ or approval of the instructor.

Does this course have concurrent Prerequisites? **No**

Are there 1 or more Co-Requisites?

No

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Literature

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:

~~Italian~~ - **ITAL**

Department Restrictions:

Major Restrictions:

Class Restrictions: Include

Class Codes: JR, S2, SR

Level Restrictions: Include

Level Codes: UG

Degree Restrictions:

Program Restrictions:

Campus Restrictions:

College Restrictions:

Student Attribute Restrictions:

Enter the vote of the Department on this course:

Yes: **13** No: **0** Abstain: **2**

Rationale:

This is to further clarify the pre-requisite so that it is correctly inserted in Banner. It has happened multiple times that students who took 394 were prevented from enrolling in this class.

Supporting documents

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

None

Will this change have any staffing/budgetary impact?

No

Will this change impact student enrollment numbers?

No

Course Reviewer Comments

Ronald Kaufmann (kaufmann) (05/01/16 10:11 am): Changed effective term to Fall 2016

Key: 1315

Course Change Request

Date Submitted: 04/13/16 6:15 pm

Viewing: **ITAL 321 : Introduction to Italian Literature and Culture II: From the Enlightenment to Today**

Last edit: 05/01/16 10:18 am

Changes proposed by: Idm

In Workflow

1. LANG Chair
2. AS Associate Dean
3. Registrar
4. Banner

Approval Path

1. 04/16/16 9:49 am
Michele Magnin (mmagnin):
Approved for
LANG Chair

Catalog Pages referencing this course
[Italian \(ITAL\)](#)
[Italian Studies](#)

Programs referencing this
[BA-HUMN: Interdisciplinary Humanities Major](#)
[BA-IREL: International Relations Major](#)

Contact Person(s)

Name:	E-mail:	Campus Phone:
Loredana Di Martino	ldm@sandiego.edu	2746

Effective Term Fall 2016

Subject Code ITAL Course Number 321

Department Languages & Literature (LANG)

College College of Arts & Sciences

Title of Course Ital Literature & Culture II

Catalog Title Introduction to Italian Literature and Culture II: From the Enlightenment to Today

Credit Hours 3

Weekly Contact Hours Lecture: 3-0 Lab: 0 Other: 0

Catalog Course Description Introduction to the major works of Italian literature, in their socio-cultural context, from the 18th century to present times.

Primary Grading Mode Standard Grading System- Final

Other Grading Mode(s) (Check all that apply)

Pass/Fail Grading System

Primary method of delivery Lecture

Other method(s) of delivery (Check all that apply)

Faculty Course **Same as course credit**

Workload

Is this course cross-listed?

No

Prerequisites? ITAL 301 or ~~302~~ or ~~302,~~ or ~~394, higher,~~ or ~~higher, equivalent,~~ or approval of the instructor.

Does this course have concurrent Prerequisites? **No**

Are there 1 or more Co-Requisites?

No

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Literature

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Department Restrictions:

Major Restrictions:

Class Restrictions: Include

Class Codes: JR, S2, SR

Level Restrictions: Include

Level Codes: UG

Degree Restrictions:

Program Restrictions:

Campus Restrictions:

College Restrictions:

Student Attribute Restrictions:

Enter the vote of the Department on this course:

Yes:

7

13

No: 0

Abstain: 2

Rationale:

This is to further clarify the pre-requisite so that it is correctly inserted in Banner. It has happened multiple times that students who took 394 were prevented from enrolling in this class.

Supporting documents

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

None

Will this change have any staffing/budgetary impact?

No

Will this change impact student enrollment numbers?

No

Course Reviewer Comments

Ronald Kaufmann (kaufmann) (05/01/16 10:11 am): Changed effective term to Fall 2016

Key: 1316

Course Change Request

Date Submitted: 04/19/16 5:27 pm

Viewing: **ITAL 394 : Topics in Language, Literature, or Culture**

Last edit: 05/01/16 10:09 am

Changes proposed by: Idm

In Workflow

1. LANG Chair
2. AS Associate Dean
3. Registrar
4. Banner

Catalog Pages referencing this course

[Italian \(ITAL\)](#)
[Italian Studies](#)

Programs referencing this

[BA-HUMN: Interdisciplinary Humanities Major](#)
[BA-ITAL: Italian Studies Major](#)

Contact Person(s)

Name:	E-mail:	Campus Phone:
Loredana Di Martino	ldm@sandiego.edu	2746

Effective Term

Fall 2016

Subject Code

ITAL Course Number 394

Department

Languages & Literature (LANG)

College

College of Arts & Sciences

Title of Course

Topics: Language, Lit, Culture

Catalog Title

Topics in Language, Literature, or Culture

Credit Hours

3

Weekly Contact Hours

Lecture: 3-0 Lab: 0 Other: 0

Catalog Course Description

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor. May be taken for credit each time topic changes.

Primary Grading Mode

Standard Grading System- Final

Other Grading Mode(s) (Check all that apply)

Pass/Fail Grading System

Primary method of delivery

Lecture

Other method(s) of delivery (Check all that apply)

Faculty Course Workload

Same as course credit

Approval Path

1. 04/19/16 5:32 pm
Michele Magnin (mmagnin):
Approved for LANG Chair

Is this course cross-listed?

No

Prerequisites?

ITAL 202 or **Passing equivalent, or approval of the appropriate departmental placement test within the previous year.** ~~instructor.~~

Does this course have concurrent Prerequisites?

No

Are there 1 or more Co-Requisites?

No

Is this course a topics course?

Yes

Is this course repeatable for credit?

Repeatable with different Topics

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:

Italian ~~IT~~ **ITAL**

Department Restrictions:

Major Restrictions:

Class Restrictions:

Include

Class Codes: JR, S2, SR

Level Restrictions:

Include

Level Codes: UG

Degree Restrictions:

Program Restrictions:

Campus Restrictions:

College Restrictions:

Student Attribute Restrictions:

Enter the vote of the Department on this course:

Yes: **13** No: **0** Abstain: **2**

Rationale: The slight change in wording serves to clarify the pre-requisite for the class.

Supporting documents

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

None

Will this change have any staffing/budgetary impact?

No

Will this change impact student enrollment numbers?

No

Course Reviewer
Comments

Ronald Kaufmann (kaufmann) (04/19/16 12:02 pm): Rollback: As requested
Ronald Kaufmann (kaufmann) (05/01/16 10:09 am): Changed effective term to
Fall 2016

Key: 1317

Course Change Request

New Course Proposal

Date Submitted: 04/15/16 4:55 pm

Viewing: **MUSC 316 : English Diction for Singers**

Last edit: 05/05/16 11:18 am

Changes proposed by: dharnish

In Workflow

1. **MUSC Chair**
2. **AS Associate Dean**
3. Registrar
4. Banner

Approval Path

1. 04/15/16 5:26 pm
David Harnish (dharnish):
Approved for MUSC Chair

Contact Person(s)	Name:	E-mail:	Campus Phone:
	David Harnish	dharnish@sandiego.edu	619-260-4128
Effective Term	Spring 2017		
Subject Code	MUSC	Course Level	Undergraduate Course Number 316
Department	Music (MUSC)		
College	College of Arts & Sciences		
Title of Course	English Diction for Singers		
Catalog Title	English Diction for Singers		

Credit Hours 1

Weekly Contact Hours
Lecture: Lab: Other: 2

Catalog Course Description
This course presents the phonetic sounds of sung English. Students will learn the basics of singer's diction and the International Phonetic Alphabet, and demonstrate their knowledge through written examination, speaking, and singing.

Primary Grading Mode
Standard Grading System- Final

Primary method of delivery
Seminar

Other method(s) of delivery
(Check all that apply)
Seminar

Faculty Course Workload
Same as course credit

Is this course cross-listed?

No

Prerequisites?

Does this course have concurrent Prerequisites?
No

Are there 1 or more Co-Requisites?

Yes

With which course?

Code	Title
MUSC 161	Course Not Found
MUSC 361	Voice

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:
Music - MUSC
Music, General - MUS1

Department
Restrictions:

Major
Restrictions:

Class
Restrictions:

Level
Restrictions:

Degree
Restrictions:

Program
Restrictions:

Campus
Restrictions:

College
Restrictions:

Student Attribute
Restrictions:

Enter the vote of the Department on this course:

Yes: 5 No: 0 Abstain: 0

Rationale:

These one-unit diction courses – English Diction for Singers (MUSC 316), Italian & Latin Diction for Singers (MUSC 317), German Diction for Singers (MUSC 318), and French Diction for Singers (MUSC 319) – are open to all USD students and will be required in the forthcoming music education emphasis in the Music Department. These courses are necessary for students pursuing music education and trains students to be able to teach the nuances of each respective language at the primary and secondary levels through researching, studying and singing.

Supporting documents

[MUSC 316 S17 Syllabus.pdf](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

No impact

Will this change have any staffing/budgetary impact?

Will this change impact student enrollment numbers?

Course Reviewer Comments

Ronald Kaufmann (kaufmann) (05/05/16 11:18 am): MUSC 161/361 is a co-requisite for this course.

Key: 2489

MUSC 316: English Diction for Singers (1 credit)
Spring 2017
MW 2:30-3:30, Camino 156

Dr. Emilie Amrein

Office Hours: MWF 12:15-1:15 & TR 2:30-3:30
amrein@sandiego.edu, Camino Hall 144A, x4111

I. Course Description

This course presents the phonetic sounds of sung English. Students will learn the basics of singer's diction and the International Phonetic Alphabet, and demonstrate their knowledge through written examination, speaking, and singing. *Co-requisites: MUSC 161/361.*

II. Learning Outcomes

By the end of this course, students will be able to:

- Apply the rules of pronunciation and syllabification for English.
- Transcribe English texts into the International Phonetic Alphabet.
- Hear and critically assess pronunciation of performances of sung English texts.

III. Course Materials

All students will be required to purchase a score packet, as well as the following textbook:

Karna, Duane. *The Use of the IPA in the Choral Rehearsal*. Scarecrow Press, 2010. \$72.00.

LaBouff, Kathryn. *Singing and communicating in English: a singer's guide to English diction*. New York: Oxford University Press, 2008. \$31.95.

Montgomery, Cheri. *English Lyric Diction Workbook, Third Edition*. STM Publishers, 2009. \$38.00.

IV. Overall Structure of the Course

This course is structured as a seminar with a portion of the semester dedicated as a performance laboratory. During our course meeting time we will discuss the nuances of sung language, apply language rules to vocal and choral repertoire, and perform for each other. Every member of the course is expected to sing in the performance laboratory as well as in our seminars.

V. Required Coursework

WORKSHOPS (400 points, 40% of your final grade):

You will perform in class four times over the course of the semester. Your peers will evaluate your performance with a rubric, and your score will be averaged with your instructor's evaluation.

WRITTEN HOMEWORK (400 points, 40% of your final grade):

Over the course of the semester, there will be five IPA transliteration assignments (40 points for each paper = 200 points total), three workshop reflection papers (20 points each = 60 points total), three listening critiques (20 points each = 60 points total), and two spoken recordings (40 points each = 80 points total),

DICTION PORTFOLIO (100 points, 10% of your final grade):

At the end of the semester, you will produce an online diction portfolio that includes your workshop videos, your spoken recordings, song transcriptions, and reflection statements.

ATTENDANCE AND PARTICIPATION (100 points, 10% of your final grade)

Your attendance and participation at each class session and all required outside events are expected.

VI. Tentative Course Schedule (Subject to Change)

Week #1	Syllabus & Introduction
Week #2	Topic: Introduction to Diction Reading: LaBouff 1 Homework #1 due
Week #3	Topic: Communicating the Thought Reading: LaBouff 2 Homework #2 due
Week #4	Workshop Week #1: Performance & Critique
Week #5	Topic: Introduction to Vowels Reading: LaBouff 3 Reflection Paper due
Week #6	Topic: The Fronting Vowels, Backing Vowels, & Mixed Vowels Reading: LaBouff 4, 5, & 6 Recording #1 due
Week #7	Topic: Diphthongs & Semi-Vowel Glides Reading: LaBouff 7 & 8 Homework #3 due
Week #8	Workshop Week #2: Performance & Critique
Week #9	Topic: Introduction to Consonants Reading: LaBouff 9 Reflection Paper due
Week #10	Topic: Plosives & Fricatives Reading: LaBouff 10 & 11 Recording #2 due
Week #11	Topic: Nasal Consonants & The Lyrical L Reading: LaBouff 12 Homework #4 due
Week #12	Workshop Week #3 : Performance & Critique
Week #13	Topic: Connecting the Dots Reading: LaBouff 13 Reflection Paper due
Week #14	Topic: English Diction in the Choral Rehearsal Reading: Karna 3 Homework #5 due
Final Exam	Final Workshop & Diction Portfolio due

Course Change Request

New Course Proposal

Date Submitted: 04/15/16 5:01 pm

Viewing: **MUSC 317 : Italian and Latin Diction for Singers**

Last edit: 05/05/16 11:19 am

Changes proposed by: dharnish

In Workflow

1. **MUSC Chair**
2. **AS Associate Dean**
3. Registrar
4. Banner

Approval Path

1. 04/15/16 5:27 pm
David Harnish (dharnish):
Approved for MUSC Chair

Contact Person(s)	Name:	E-mail:	Campus Phone:
	David Harnish	dharnish@sandiego.edu	619-260-4128
Effective Term	Spring 2017		
Subject Code	MUSC	Course Level	Undergraduate Course Number 317
Department	Music (MUSC)		
College	College of Arts & Sciences		
Title of Course	Ital/Latin Diction for Singers		
Catalog Title	Italian and Latin Diction for Singers		

Credit Hours 1

Weekly Contact Hours
Lecture: Lab: Other: 2

Catalog Course Description
This course presents the phonetic sounds of sung Italian and Latin. Students will learn the basics of singer's diction and the International Phonetic Alphabet, and demonstrate their knowledge through written examination, speaking, and singing.

Primary Grading Mode
Standard Grading System- Final

Primary method of delivery
Seminar

Other method(s) of delivery
(Check all that apply)
Seminar

Faculty Course Workload
Same as course credit

Is this course cross-listed?

No

Prerequisites?

Does this course have concurrent Prerequisites?
No

Are there 1 or more Co-Requisites?

Yes

With which course?

Code	Title
MUSC 161	Course Not Found
MUSC 361	Voice

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:
Music - MUSC
Music, General - MUS1

Department
Restrictions:

Major
Restrictions:

Class
Restrictions:

Level
Restrictions:

Degree
Restrictions:

Program
Restrictions:

Campus
Restrictions:

College
Restrictions:

Student Attribute
Restrictions:

Enter the vote of the Department on this course:

Yes: 5 No: 0 Abstain: 0

Rationale:

These one-unit diction courses – English Diction for Singers (MUSC 316), Italian & Latin Diction for Singers (MUSC 317), German Diction for Singers (MUSC 318), and French Diction for Singers (MUSC 319) – are open to all USD students and will be required in the forthcoming music education emphasis in the Music Department. These courses are necessary for students pursuing music education and trains students to be able to teach the nuances of each respective language at the primary and secondary levels through researching, studying and singing.

Supporting documents

[MUSC 317 F17 Syllabus.pdf](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

No impact

Will this change have any staffing/budgetary impact?

Will this change impact student enrollment numbers?

Course Reviewer Comments

Ronald Kaufmann (kaufmann) (05/05/16 11:19 am): MUSC 161/361 is a co-requisite for this course.

Key: 2490

MUSC 317: Italian & Latin Diction for Singers (1 credit)
Fall 2017
MW 2:30-3:30, Camino 156

Dr. Emilie Amrein

Office Hours: MWF 12:15-1:15 & TR 2:30-3:30
amrein@sandiego.edu, Camino Hall 144A, x4111

I. Course Description

This course presents the phonetic sounds of sung Italian & Latin. Students will learn the basics of singer's diction and the International Phonetic Alphabet, and demonstrate their knowledge through written coursework, speaking, and singing. *Co-requisites: MUSC 161/361.*

II. Learning Outcomes

By the end of this course, students will be able to:

- Apply the rules of pronunciation and syllabification for Italian & Latin.
- Transcribe Italian & Latin texts into the International Phonetic Alphabet.
- Hear and critically assess pronunciation of performances of sung Italian & Latin texts.

III. Course Materials

All students will be required to purchase a score packet, as well as the following textbook:

Adams, David. *A handbook of diction for singers: Italian, German, French*. New York: Oxford University Press, 2008. \$24.95.

Karna, Duane. *The Use of the IPA in the Choral Rehearsal*. Scarecrow Press, 2010. \$72.00.

Montgomery, Cheri. *Italian Lyric Diction Workbook, Fifth Edition*. STM Publishers, 2009. \$38.00.

Italian Dictionary with IPA.

IV. Overall Structure of the Course

This course is structured as a seminar with a portion of the semester dedicated as a performance laboratory. During our course meeting time we will discuss the nuances of sung language, apply language rules to vocal and choral repertoire, and perform for each other. Every member of the course is expected to sing in the performance laboratory as well as in our seminars.

V. Required Coursework

WORKSHOPS (400 points, 40% of your final grade):

You will perform in class four times over the course of the semester. Your peers will evaluate your performance with a rubric, and your score will be averaged with your instructor's evaluation.

WRITTEN HOMEWORK (400 points, 40% of your final grade):

Over the course of the semester, there will be five IPA transliteration assignments (40 points for each paper = 200 points total), three workshop reflection papers (20 points each = 60 points total), three listening critiques (20 points each = 60 points total), and two spoken recordings (40 points each = 80 points total),

DICTION PORTFOLIO (100 points, 10% of your final grade):

At the end of the semester, you will produce an online diction portfolio that includes your workshop videos, your spoken recordings, song transcriptions, and reflection statements.

ATTENDANCE AND PARTICIPATION (100 points, 10% of your final grade)

Your attendance and participation at each class session and all required outside events are expected.

VI. Tentative Course Schedule (Subject to Change)

Week #1	Syllabus & Introduction Reading: Karna 5
Week #2	Topic: IPA Symbols in Italian Reading: Montgomery 1-2 Homework #1 due
Week #3	Topic: Italian Vowels and Glides, Diphthongs, Triphthongs Reading: Montgomery 3-4 Homework #2 due
Week #4	Workshop Week #1: Performance & Critique
Week #5	Topic: Vowel Length, Italian Consonants (Combinations, Single vs. Double Consonants) Reading: Montgomery 5-6 Reflection Paper due
Week #6	Topic: Italian Consonants, Continued Reading: Montgomery 7-8 Recording #1 due
Week #7	Topic: Diacriticals, Syllabification, Word Stress, Apocopation Reading: Montgomery 9-10 Homework #3 due
Week #8	Workshop Week #2: Performance & Critique
Week #9	Topic: IPA in the Choral Rehearsal Reading: Karna 1 Reflection Paper due
Week #10	Topic: Latin Vowels and Consonants Reading: Karna 2 Recording #2 due
Week #11	Topic: Syllabification, Accents, Division of Words in Latin Reading: Karna 4 Homework #4 due
Week #12	Workshop Week #3: Performance & Critique
Week #13	Topic: German Latin Diction Reading: Karna 7 Reflection Paper due
Week #14	Topic: Hebrew Diction Reading: Karna 10 Homework #5 due
Final Exam	Final Workshop & Diction Portfolio due

Course Change Request

New Course Proposal

Date Submitted: 04/15/16 5:05 pm

Viewing: **MUSC 318 : German Diction for Singers**

Last edit: 05/05/16 11:20 am

Changes proposed by: dharnish

In Workflow

1. **MUSC Chair**
2. **AS Associate Dean**
3. Registrar
4. Banner

Approval Path

1. 04/15/16 5:28 pm
David Harnish (dharnish):
Approved for MUSC Chair

Contact Person(s)	Name:	E-mail:	Campus Phone:
	David Harnish	dharnish@sandiego.edu	619-260-4128
Effective Term	Spring 2017		
Subject Code	MUSC	Course Level	Undergraduate Course Number 318
Department	Music (MUSC)		
College	College of Arts & Sciences		
Title of Course	German Diction for Singers		
Catalog Title	German Diction for Singers		

Credit Hours 1

Weekly Contact Hours
Lecture: Lab: Other: 2

Catalog Course Description
This course presents the phonetic sounds of sung German. Students will learn the basics of singer's diction and the International Phonetic Alphabet, and demonstrate their knowledge through written examination, speaking, and singing. Co-requisites: MUSC 161/361.

Primary Grading Mode
Standard Grading System- Final

Primary method of delivery
Seminar

Other method(s) of delivery
(Check all that apply)
Seminar

Faculty Course Workload
Same as course credit

Is this course cross-listed?

No

Prerequisites?

Does this course have concurrent Prerequisites?
No

Are there 1 or more Co-Requisites?

Yes

With which course?

Code	Title
MUSC 161	Course Not Found
MUSC 361	Voice

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Department
Restrictions:

Major
Restrictions:

Class
Restrictions:

Level
Restrictions:

Degree
Restrictions:

Program
Restrictions:

Campus
Restrictions:

College
Restrictions:

Student Attribute
Restrictions:

Enter the vote of the Department on this course:

Yes: 5 No: 0 Abstain: 0

Rationale:

These one-unit diction courses – English Diction for Singers (MUSC 316), Italian & Latin Diction for Singers (MUSC 317), German Diction for Singers (MUSC 318), and French Diction for Singers (MUSC 319) – are open to all USD students and will be required in the forthcoming music education emphasis in the Music Department. These courses are necessary for students

pursuing music education and trains students to be able to teach the nuances of each respective language at the primary and secondary levels through researching, studying and singing.

Supporting documents

[MUSC 318 S18 Syllabus.pdf](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

No impact

Will this change have any staffing/budgetary impact?

Will this change impact student enrollment numbers?

Course Reviewer Comments

Ronald Kaufmann (kaufmann) (05/05/16 11:20 am): MUSC 161/361 is a co-requisite for this course.

Key: 2491

MUSC 318: German Diction for Singers (1 credit)
Spring 2018
MW 2:30-3:30, Camino 156

Dr. Emilie Amrein

Office Hours: MWF 12:15-1:15 & TR 2:30-3:30
amrein@sandiego.edu, Camino Hall 144A, x4111

I. Course Description

This course presents the phonetic sounds of sung German. Students will learn the basics of singer's diction and the International Phonetic Alphabet, and demonstrate their knowledge through written coursework, speaking, and singing. *Co-requisites: MUSC 161/361.*

II. Learning Outcomes

By the end of this course, students will be able to:

- Apply the rules of pronunciation and syllabification for German.
- Transcribe German texts into the International Phonetic Alphabet.
- Hear and critically assess pronunciation of performances of sung German texts.

III. Course Materials

All students will be required to purchase a score packet, as well as the following textbook:

Adams, David. *A handbook of diction for singers: Italian, German, French*. New York: Oxford University Press, 2008. \$24.95.

Karna, Duane. *The Use of the IPA in the Choral Rehearsal*. Scarecrow Press, 2010. \$72.00.

Montgomery, Cheri. *German Lyric Diction Workbook, Fifth Edition*. STM Publishers, 2014. \$49.50.

German Dictionary with IPA.

IV. Overall Structure of the Course

This course is structured as a seminar with a portion of the semester dedicated as a performance laboratory. During our course meeting time we will discuss the nuances of sung language, apply language rules to vocal and choral repertoire, and perform for each other. Every member of the course is expected to sing in the performance laboratory as well as in our seminars.

V. Required Coursework

WORKSHOPS (400 points, 40% of your final grade):

You will perform in class four times over the course of the semester. Your peers will evaluate your performance with a rubric, and your score will be averaged with your instructor's evaluation.

WRITTEN HOMEWORK (400 points, 40% of your final grade):

Over the course of the semester, there will be five IPA transliteration assignments (40 points for each paper = 200 points total), three workshop reflection papers (20 points each = 60 points total), three listening critiques (20 points each = 60 points total), and two spoken recordings (40 points each = 80 points total),

DICTION PORTFOLIO (100 points, 10% of your final grade):

At the end of the semester, you will produce an online diction portfolio that includes your workshop videos, your spoken recordings, song transcriptions, and reflection statements.

ATTENDANCE AND PARTICIPATION (100 points, 10% of your final grade)

Your attendance and participation at each class session and all required outside events are expected.

VI. Tentative Course Schedule (Subject to Change)

Week #1	Syllabus & Introduction Reading: Karna 6
Week #2	Topic: IPA Symbols in German Reading: Montgomery 1 & 2 Homework #1 due
Week #3	Topic: Word Origin: Germanic & Non-Germanic Reading: Montgomery 3 & 4 Homework #2 due
Week #4	Workshop Week #1: Performance & Critique
Week #5	Topic: The Umlaut, German Vowels, and Vowel Length Reading: Montgomery 5 & 6 Reflection Paper due
Week #6	Topic: Word Stem, Word Stress, Vowel Length Reading: Montgomery 7 & 8 Recording #1 due
Week #7	Topic: Specific Vowel Sounds in German, Diphthongs, Glides Reading: Montgomery 9 & 10 Homework #3 due
Week #8	Workshop Week #2: Performance & Critique
Week #9	Topic: German Consonants Reading: Montgomery 11 & 12 Reflection Paper due
Week #10	Topic: Syllabic Stress, Vowel Length, German Word Structure Reading: Montgomery 13 & 14 Recording #2 due
Week #11	Topic: Consonant Clusters Reading: Montgomery 15 & 16 Homework #4 due
Week #12	Workshop Week #3 : Performance & Critique
Week #13	Topic: Glottal Separation vs. Legato Connection Reading: Montgomery 17 & 18 Reflection Paper due
Week #14	Topic: Phrasal Consonant Clusters & Assimilation of Consonant Sounds Reading: Montgomery 19 & 20 Homework #5 due
Final Exam	Final Workshop & Diction Portfolio due

Course Change Request

New Course Proposal

Date Submitted: 04/15/16 5:08 pm

Viewing: **MUSC 319 : French Diction for Singers**

Last edit: 05/05/16 11:20 am

Changes proposed by: dharnish

In Workflow

1. **MUSC Chair**
2. **AS Associate Dean**
3. Registrar
4. Banner

Approval Path

1. 04/15/16 5:28 pm
David Harnish (dharnish):
Approved for MUSC Chair

Contact Person(s)	Name:	E-mail:	Campus Phone:
	David Harnish	dharnish@sandiego.edu	619-260-4128
Effective Term	Spring 2017		
Subject Code	MUSC	Course Level	Undergraduate Course Number 319
Department	Music (MUSC)		
College	College of Arts & Sciences		
Title of Course	French Diction for Singers		
Catalog Title	French Diction for Singers		

Credit Hours 1

Weekly Contact Hours
Lecture: Lab: Other: 2

Catalog Course Description
This course presents the phonetic sounds of sung French. Students will learn the basics of singer's diction and the International Phonetic Alphabet, and demonstrate their knowledge through written examination, speaking, and singing. Co-requisites: MUSC 161/361.

Primary Grading Mode
Standard Grading System- Final

Primary method of delivery
Seminar

Other method(s) of delivery
(Check all that apply)
Seminar

Faculty Course Workload
Same as course credit

Is this course cross-listed?

No

Prerequisites?

Does this course have concurrent Prerequisites?
No

Are there 1 or more Co-Requisites?

Yes

With which course?

Code	Title
MUSC 161	Course Not Found
MUSC 361	Voice

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:
Music - MUSC
Music, General - MUS1

Department
Restrictions:

Major
Restrictions:

Class
Restrictions:

Level
Restrictions:

Degree
Restrictions:

Program
Restrictions:

Campus
Restrictions:

College
Restrictions:

Student Attribute
Restrictions:

Enter the vote of the Department on this course:

Yes: 5 No: 0 Abstain: 0

Rationale:

These one-unit diction courses – English Diction for Singers (MUSC 316), Italian & Latin Diction for Singers (MUSC 317), German Diction for Singers (MUSC 318), and French Diction for Singers (MUSC 319) – are open to all USD students and will be required in the forthcoming music education emphasis in the Music Department. These courses are necessary for students pursuing music education and trains students to be able to teach the nuances of each respective language at the primary and secondary levels through researching, studying and singing.

Supporting documents

[MUSC 319 F18 Syllabus.pdf](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

No impact

Will this change have any staffing/budgetary impact?

Will this change impact student enrollment numbers?

Course Reviewer Comments

Ronald Kaufmann (kaufmann) (05/05/16 11:20 am): MUSC 161/361 is a co-requisite for this course.

Key: 2492

MUSC 319: French Diction for Singers (1 credit)
Fall 2018
MW 2:30-3:30, Camino 156

Dr. Emilie Amrein

Office Hours: MWF 12:15-1:15 & TR 2:30-3:30
amrein@sandiego.edu, Camino Hall 144A, x4111

I. Course Description

This course presents the phonetic sounds of sung French. Students will learn the basics of singer's diction and the International Phonetic Alphabet, and demonstrate their knowledge through written coursework, speaking, and singing. *Co-requisites: MUSC 161/361.*

II. Learning Outcomes

By the end of this course, students will be able to:

- Apply the rules of pronunciation and syllabification for French.
- Transcribe French texts into the International Phonetic Alphabet.
- Hear and critically assess pronunciation of performances of sung French texts.

III. Course Materials

All students will be required to purchase a score packet, as well as the following textbook:

Adams, David. *A handbook of diction for singers: Italian, German, French*. New York: Oxford University Press, 2008. \$24.95.

Karna, Duane. *The Use of the IPA in the Choral Rehearsal*. Scarecrow Press, 2010. \$72.00.

Montgomery, Cheri. *French Lyric Diction Workbook, Fourth Edition*. SMT Publishers, 2014. \$49.50.

French Dictionary with IPA.

IV. Overall Structure of the Course

This course is structured as a seminar with a portion of the semester dedicated as a performance laboratory. During our course meeting time we will discuss the nuances of sung language, apply language rules to vocal and choral repertoire, and perform for each other. Every member of the course is expected to sing in the performance laboratory as well as in our seminars.

V. Required Coursework

WORKSHOPS (400 points, 40% of your final grade):

You will perform in class four times over the course of the semester. Your peers will evaluate your performance with a rubric, and your score will be averaged with your instructor's evaluation.

WRITTEN HOMEWORK (400 points, 40% of your final grade):

Over the course of the semester, there will be five IPA transliteration assignments (40 points for each paper = 200 points total), three workshop reflection papers (20 points each = 60 points total), three listening critiques (20 points each = 60 points total), and two spoken recordings (40 points each = 80 points total),

DICTION PORTFOLIO (100 points, 10% of your final grade):

At the end of the semester, you will produce an online diction portfolio that includes your workshop videos, your spoken recordings, song transcriptions, and reflection statements.

ATTENDANCE AND PARTICIPATION (100 points, 10% of your final grade)

Your attendance and participation at each class session and all required outside events are expected.

VI. Tentative Course Schedule (Subject to Change)

Week #1	Syllabus & Introduction Reading: Karna 8
Week #2	Topic: IPA Symbols in French Reading: Montgomery 1 & 2 Homework #1 due
Week #3	Topic: French Diacriticals, Definitions of Terms Relating to French Diction, Syllabification Reading: Montgomery 3 & 4 Homework #2 due
Week #4	Workshop Week #1: Performance & Critique
Week #5	Topic: Word Stress, Vowel Length, French Vowel Spellings Reading: Montgomery 5 & 6 Reflection Paper due
Week #6	Topic: Mixed Vowels Reading: Montgomery 7 & 8 Recording #1 due
Week #7	Topic: Nasal Vowels, Glides Reading: Montgomery 9 & 10 Homework #3 due
Week #8	Workshop Week #2: Performance & Critique
Week #9	Topic: French Consonants, part I Reading: Montgomery 11 & 12 Reflection Paper due
Week #10	Topic: French Consonants, part II Reading: Montgomery 13 & 14 Recording #2 due
Week #11	Topic: Liaison Reading: Montgomery 15 & 16 Homework #4 due
Week #12	Workshop Week #3 : Performance & Critique
Week #13	Topic: Musical Settings of Mute <i>e</i> Reading: Montgomery 17 & 18 Reflection Paper due
Week #14	Topic: Musical Settings of Glides Reading: Montgomery 19, 20 , & 21 Homework #5 due
Final Exam	Final Workshop & Diction Portfolio due

Course Change Request

New Course Proposal

Date Submitted: 04/15/16 5:38 pm

Viewing: **MUSC 415 : The Art of Teaching Choral Ensembles**

Last edit: 05/05/16 11:24 am

Changes proposed by: dharnish

In Workflow

1. **MUSC Chair**
2. **AS Associate Dean**
3. Registrar
4. Banner

Approval Path

1. 04/15/16 5:42 pm
David Harnish (dharnish):
Approved for MUSC Chair

Contact Person(s)	Name:	E-mail:	Campus Phone:
	David Harnish	dharnish@sandiego.edu	619-260-4128
Effective Term	Spring 2017		
Subject Code	MUSC	Course Level	Undergraduate Course Number 415
Department	Music (MUSC)		
College	College of Arts & Sciences		
Title of Course	Art Teaching Choral Ensembles		
Catalog Title	The Art of Teaching Choral Ensembles		

Credit Hours 3

Weekly Contact Hours
Lecture: Lab: Other: 3

Catalog Course Description
This course is designed to help pre-professional music educators gain tools for teaching secondary choral music in the public schools. Topics to be explored will include choral literature appropriate for a variety of levels and learning styles, concert programming, group vocal technique, methodology involving sight-reading and strengthening musicianship, rehearsal techniques, and issues pertaining to the development of a choral ensemble. Co-requisites: MUSC 152/352 or 153/353.

Primary Grading Mode
Standard Grading System- Final

Primary method of delivery
Seminar

Other method(s) of delivery
(Check all that apply)

Faculty Course Workload
Same as course credit

Is this course cross-listed?

No

Prerequisites?

Does this course have concurrent Prerequisites? No

Are there 1 or more Co-Requisites?

Yes

With which course?

Code	Title
MUSC 352	Choral Scholars
MUSC 353	Concert Choir

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:
Music - MUSC
Music with Emphasis - MUS3
Music, General - MUS1

Department Restrictions:

Major Restrictions:

Class Restrictions:

Level Restrictions:

Degree Restrictions:

Program Restrictions:

Campus Restrictions:

College Restrictions:

Student Attribute Restrictions:

Enter the vote of the Department on this course:

Yes: 5 No: 0 Abstain: 0

Rationale: This three-unit Choral Methods courses – The Art of Teaching Choral Ensembles (MUSC 415) – is open to all USD students and will be required in the forthcoming music education emphasis in the Music Department. This course are necessary for students pursuing music education and trains students to be able to teach and conduct choirs at the primary and secondary levels through researching, studying and singing.

Supporting documents [MUSC 415 Syllabus.pdf](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

No impact

Will this change have any staffing/budgetary impact?

Will this change impact student enrollment numbers?

Course Reviewer Comments **Ronald Kaufmann (kaufmann) (04/16/16 11:42 am):** Co-requisites should be MUSC 352 or MUSC 353.
Ronald Kaufmann (kaufmann) (05/05/16 11:24 am): The co-requisite for this course is MUSC 352 or 353.

Key: 2493

MUSC 415: The Art of Teaching Choral Ensembles (3 units) **Spring 2018 TR 2:30-3:50, Camino 156**

Dr. Emilie Amrein

Office Hours: TBA and by appt.

amrein@sandiego.edu, Camino Hall 144A, x4111

I. Course Description

This course is designed to help pre-professional music educators gain tools for teaching secondary choral music in the public schools. Topics to be explored will include choral literature appropriate for a variety of levels and learning styles, concert programming, group vocal technique, methodology involving sight-reading and strengthening musicianship, rehearsal techniques, and issues pertaining to the development of a choral ensemble. *Co-requisites: MUSC 152/352 or 153/353.*

II. Learning Outcomes

By the end of this course, students will be able to:

- Plan effective teaching sequences.
- Make decisions about appropriate choral repertoire based on student learning needs.
- Demonstrate the role of the teacher/conductor in a rehearsal and classroom.
- Demonstrate the ability to respond effectively to class needs with a variety of strategies for increased learning and performance.

III. Course Materials

All students will be required to purchase a score packet from J.W. Pepper, as well as the following textbooks:

Brinson, Barbara A. *Choral Music: Methods and Materials*. Second Edition. Schirmer, 2013. \$162.95.

Dauids, Julia. *Vocal Technique: A Guide for Conductors, Teachers, & Singers*. Waveland Press, 2012. \$35.95.

IV. Required Coursework

QUIZZES AND EXAMS (375 points, 37.5% of your final grade):

There will be three quizzes (75 points each) and one examination (150 points) over the course of the semester.

WRITTEN HOMEWORK & PORTFOLIO (425 points, 42.5% of your final grade):

There will be six written assignments (50 points for each paper) to turn in. At the end of the semester, you will produce a class portfolio that includes your written work, your rehearsal observations, class notes (typed), handouts, and repertoire accumulated during the class. This will be graded considering amount of information, quality of information, and neatness/creativity. (125 points)

OBSERVATIONS & REHEARSAL REFLECTIONS (200 points, 20% of your final grade):

- Each student will do a total of four 50-minute observations. Two observations should be grades 9-12; two should be pre-9. Total observation time must be equal or greater than 200 minutes total.
- A list of recommended schools will be provided by your professor. You will arrange an observation time directly through the supervising teacher. Bring your driver's license (for foreign students, a passport) and the observation form (to be signed by the teacher) to the observation. Arrive early and in professional dress. If you do the observation with another classmate, limit the total number of students to 2. Late observations will be penalized.
- You must write and turn in a 150-word observation reflection for each observation. This should include date, location, class, and teacher in the header. The body should include, as it pertains to the instrument family being studied, the level of the students, the types of instructions, presence of pedagogical information from class, success of students, repertoire/method book, and overall feel and success of the class. You may be subjective, but also must support your paper with solid examples of means of improvement.

ATTENDANCE AND PARTICIPATION

Your attendance and participation at each class session and all required outside events are expected.

V. Grade Breakdown

Total Points: 1000	B+: 875-899	C+: 775-799	D+: 675-699
A: 925+ points	B: 825-874	C: 725-774	D: 625-674
A-: 900-924	B-: 800-824	C-: 700-724	D-: 600-624

VI. Tentative Course Schedule (Subject to Change)

Week #1	Topic: Syllabus, Meaning and Value of Choral Music Reading: Brinson 1
Week #2	Topic: Recruitment, Retention, Program Design Reading: Brinson 2-3 Homework #1 due
Week #3	Topic: Curriculum, Assessment, Repertoire Reading: Brinson 4-5 Homework #2 due
Week #4	Topic: Repertoire (cont'd), Programming, Producing Reading: Brinson 6 Quiz 1 & Concert Program due
Week #5	Topic: Foundations of Vocal Technique, Part I Reading: Brinson 7-8 Rehearsal Reflection Paper #1 due
Week #6	Topic: Foundations of Vocal Technique, Part II Reading: Davids 1-6 Homework #3 due
Week #7	Topic: Enhancements of Vocal Technique, Part I Reading: Davids 7-11 Homework #4 due
Week #8	Topic: Enhancements of Vocal Technique, Part II Reading: Davids 12-16 Quiz 2 & Warmup Worksheet due
Week #9	Topic: Building Musicianship Skills Reading: Brinson 9 Rehearsal Reflection Paper #2 due
Week #10	Topic: Analyzing and Preparing the Score Reading: Brinson 10 Homework #5 due

- Week #11 Topic: Planning the Rehearsal
Reading: Brinson 11
Homework #6 due
- Week #12 Topic: Rehearsing the Choir
Reading: Brinson 12
Quiz 3 & Lesson Plan due
- Week #13 Topic: Classroom Management, Small Ensembles & Musical Theatre
Reading: Brinson 13-14
Rehearsal Reflection Paper #3 due
- Week #14 Topic: Administration, Career Trajectory
Reading: Brinson 15-16
- Week #15 Final Examination & Portfolio due (including Rehearsal Reflection Paper #4)

Course Change Request

New Course Proposal

Date Submitted: 04/13/16 5:38 pm

Viewing: **MUSC 491 : Music Advocacy and Classroom Management**

Last edit: 05/05/16 11:25 am

Changes proposed by: dharnish

In Workflow

1. **MUSC Chair**
2. **AS Associate Dean**
3. Registrar
4. Banner

Approval Path

1. 04/13/16 5:54 pm
David Harnish (dharnish):
Approved for MUSC Chair

Contact Person(s)	<table border="1"><thead><tr><th>Name:</th><th>E-mail:</th><th>Campus Phone:</th></tr></thead><tbody><tr><td>David Harnish</td><td>dharnish@sandiego.edu</td><td>619-260-4128</td></tr></tbody></table>	Name:	E-mail:	Campus Phone:	David Harnish	dharnish@sandiego.edu	619-260-4128
Name:	E-mail:	Campus Phone:					
David Harnish	dharnish@sandiego.edu	619-260-4128					
Effective Term	Spring 2017						
Subject Code	MUSC	Course Level	Undergraduate	Course Number	491		
Department	Music (MUSC)						
College	College of Arts & Sciences						
Title of Course	Music Advocacy/ClassManagement						
Catalog Title	Music Advocacy and Classroom Management						

Credit Hours 3

Weekly Contact Hours
Lecture: Lab: Other: 3

Catalog Course Description
This course will address the non-musical components of the complete music educator and will help prepare any student to develop management and advocacy skills. Under the primary topics of organization and communication, specific secondary topics integral to the non-musical repertoire of an educator include budgets, recruitment (including in lower socio-economic districts), different levels of and strategies for communication, ethics, community development, and tools to avoid burnout. Though available to all USD students, the course is required for the Music Education Emphasis and the culmination of the course is a job-ready pre-professional educator, assessed by a well-branded website, resume, and mock interview. Technology will also be a common strand throughout the course, used to maximize many facets of management, community outreach and advocacy.

Primary Grading Mode
Standard Grading System- Final

Primary method of delivery
Seminar

Other method(s) of delivery
(Check all that apply)

Faculty Course Workload

Is this course cross-listed?

No

Prerequisites?

Does this course have concurrent Prerequisites? No

Are there 1 or more Co-Requisites?

No

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:
Music - MUSC
Music with Emphasis - MUS3
Music, Comprehensive - MUS2
Music, General - MUS1

Department Restrictions:

Major Restrictions:

Class Restrictions:

Level Restrictions:

Degree Restrictions:

Program Restrictions:

Campus Restrictions:

College Restrictions:

Student Attribute Restrictions:

Enter the vote of the Department on this course:

Yes: No: Abstain:

Rationale:

Course is available to all students and is a requirement for the Music Major Education Emphasis program (in process). It will train students about classroom management, advocacy, community outreach and technology, and is essential for students wanting to become a music educator

Supporting documents

[MUSC 491 Advocacy & Mgmt Syllabus.pdf](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

No impact.

Will this change have any staffing/budgetary impact?

Will this change impact student enrollment numbers?

Course Reviewer
Comments

Key: 2485

University of San Diego
MUSC 491 Music Advocacy & Management for the Classroom

Dr. Jeffrey Malecki
Office C141B
jmalecki@san Diego.edu
Office hours:

Course Description: This three-unit course will address the non-musical components of the complete music educator and will help prepare any student to develop management and advocacy skills. Under the primary topics of organization and communication, specific secondary topics integral to the non-musical repertoire of an educator include budgets, recruitment (including in lower socio-economic districts), different levels of and strategies for communication, ethics, community development, and tools to avoid burnout. Though available to all USD students, the course is required for the Music Education Emphasis and the culmination of the course is a job-ready pre-professional educator, assessed by a well-branded website, resume, and mock interview. Technology will also be a common strand throughout the course, used to maximize many facets of management, community outreach and advocacy.

Materials:

- Cooper, Lynn. *Teaching Band & Orchestra*. GIA: Chicago, 2004.
- Domain name and web hosting (one year, budget \$50)
- Presence on social media (free)
- iWeb, Wordpress, or similar program; optional theme package app (approx. \$20)
- Binder, Milk crate, & Note taking device (paper, iPad, etc)

Outcomes:

- Mastering many of the non-musical dimensions to music education and management.
- Applying usable knowledge linking advocacy and communication within a school music program.
- Synthesizing and formulating a realistic 5-year budget that could apply to realistic school/classroom needs.
- Acquiring and utilizing an applied framework for educational ethics and strategies to avoid burnout through class discussions.
- Synthesizing and mastering the ability to craft recruitment plans specific to their desired path in education, which applies an understanding of attrition, common aptitude tests, and communication.
- Actively evaluating their own readiness to enter the profession of teaching by organizing a resume, portfolio, and website, and by deconstructing their final exam interview experience.
- Mastering the technological skills to streamline non-musical aspects of a school music program and community outreach and advocacy in general.

Grading (out of 1000 possible points):

Participation/Other assignments: 10%, 100 points

Observations/Practicum: 10%, 100 points

Budget Project: 20%, 200 points

Recruitment Project: 20%, 200 points

Resume/Portfolio/Website: 25%, 250 points (100, 50, 100)

Milk crate: 5%, 50 points

Mock Interview (final): 10%, 100 points

Total Possible Points: 1000

A: 925+ points

A-: 900-924

B+: 875-899

B: 825-874

B-: 800-824

C+: 775-799

C: 725-774

C-: 700-724

D+: 675-699

D: 625-674

D-: 600-624

METHODS OF EVALUATION

- **Participation:**
This includes completion of all small assignments and readings, and your ability to discuss those materials intelligently.
- **Observations:**
You will be required to do 10 hours of observation/practicum. These locations will be assigned by the professor, although times arranged by the student.
- **Budget Project:**
You will itemize a 5-year budget for a specific job situation that may apply to you (high school band including marching or orchestra; grades 7-12 choir; etc). This will be submitted as an annotated spreadsheet. It may itemized instrument/music purchase, fundraisers, and student travel. More specific expectations will be included when the project is formally assigned.
- **Recruitment Project:**
You will formulate a detailed recruitment and advocacy plan for a specific job situation that may apply to you. Key components may include a year-long calendar, promotional materials (posters), letters to parents/administrators, press releases, etc. More specific expectations will be included when the project is formally assigned.
- **Resume/Portfolio/Website:**
We will work on resume-writing in depth, producing a single page professional resume. This will be the cornerstone of a professional portfolio, including transcripts, work samples, etc. Much of the portfolio material, in addition to new material, will become part of your website. All materials should be readily available by the final exam/mock interview time.
- **Milk crate:**
You will organize all of your class materials, including articles, in-class handouts, class projects and typed class notes in a milk crate (or similar) to be submitted at the end of the semester. There should be a logical system of organization, but this is specifically up to you. Yes – you will have enough material to fill a milk crate.
- **Final: Mock Interview**
Your professor will assemble a panel of administrators, music educators, and/or parents to conduct a realistic interview. Have all of your professional materials ready for perusal by this panel (resume, portfolio, website). You will write a reflection on your performance at the interview's conclusion.

Schedule:

Week:	Topics:
1	<i>The Complete Music Educator: Balancing Musician (artist), Communicator (politician), Organizer (lawyer)</i>
2-4	<i>Budget (Project):</i> Buying music (copyright), instruments, repair (hands-on), fundraisers, grants, keeping records (library, inventory), trips (liability, justification, chaperones)
5	<i>Communication:</i> Branding (social media), Students (ethics), parents (boosters), administrators (Sun Tzu), Colleagues (Music/non)
6-7	<i>Advocacy:</i> Perceptions, Statistics/research, Community outreach, NAFME resources
8-9	<i>Recruitment (Project):</i> Elementary vs. Secondary, Gathering materials, Attrition, Music aptitude tests, Music dealers (business)
10	<i>Balancing Life and Work:</i> Burnout, Phases of teaching (Gumm), Professional development
11-14	<i>Finding a Job (Projects):</i> Where to look, types of schools, resume writing, portfolio/website, interview skills
15-16	<i>Organizing Class Materials (Milk Crate), Review, (Final Exam): Mock Interview</i>

Course Change Request

New Course Proposal

Date Submitted: 04/16/16 2:45 pm

Viewing: **PSYC 378 : Explorations in Human Sexuality**

Last edit: 05/01/16 4:56 pm

Changes proposed by: emch

In Workflow

1. **PSYC Chair**
2. **AS Associate Dean**
3. Registrar
4. Banner

Approval Path

1. 04/17/16 9:32 am
Michael Ichiyama (ichiyama):
Approved for
PSYC Chair

Contact Person(s)	Name:	E-mail:	Campus Phone:
	Sandra Sgoutas-Emch	emch@sandiego.edu	4005

Effective Term: Spring 2017

Subject Code: PSYC Course Level: Undergraduate Course Number: 378

Department: Psychological Sciences (PSYC)

College: College of Arts & Sciences

Title of Course: Human Sexuality

Catalog Title: Explorations in Human Sexuality

Credit Hours: 3

Weekly Contact Hours: Lecture: 3 Lab: Other:

Catalog Course Description: Sexuality is a fundamental part of everyone's life. During the past decade, discussions about sexual identity, sexual orientation, sexual behavior and gender issues have become increasingly common in society and education. Sexuality is an important issue of diversity and has been the basis of discrimination, a legacy of isolation, history of violence and exclusionary practices. This course provides an examination of the major variables affecting human sexuality including the physiological, psychological, and sociocultural variables associated with the development and manifestation of sexual identity, sexual behavior, and sexual disorders. The course will also examine the historical and societal factors that have led to inequities for those who do not represent the power hierarchy of being male and heterosexual.

Primary Grading Mode: Standard Grading System- Final

Primary method of delivery: Lecture

Other method(s) of delivery
(Check all that apply)

Faculty Course Workload: Same as course credit

Is this course cross-listed?

Prerequisites? No
PSYC 100 Introduction to Psychology

Does this course have concurrent Prerequisites? No

Are there 1 or more Co-Requisites? No

Is this course a topics course? No

Is this course repeatable for credit? No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:
Psychology - PSYC
Behavioral Neuroscience - NEUR

Department Restrictions:

Major Restrictions:

Class Restrictions:

Level Restrictions:

Degree Restrictions:

Program Restrictions:

Campus Restrictions:

College Restrictions:

Student Attribute Restrictions:

Enter the vote of the Department on this course:

Yes: 11 No: 0 Abstain:

Rationale: This course has been taught as a special topics course for two semesters and therefore we would like to add it as part of the curriculum.

Supporting documents [Psyc 378Human Sexuality.doc](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

none

Will this change have any staffing/budgetary impact?

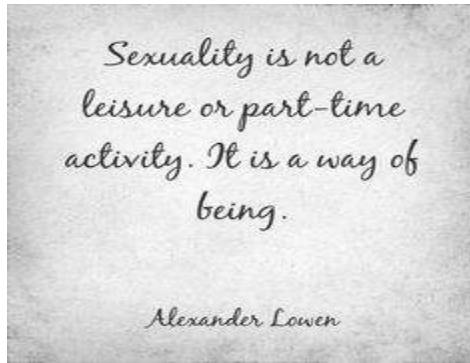
No

Will this change impact student enrollment numbers?

No

Course Reviewer
Comments

Key: 2505



Psyc 378: An Exploration of Human Sexuality

Instructor :	Dr. Sandra Sgoutas-Emch
Office :	Serra 112
Phone/ e-mail:	X 4005 / emch@sandiego.edu
Blackboard homepage:	https://ole.sandiego.edu/
Office Hours:	Wednesdays – 1:30 – 3:30 p.m. or by appointment NOTE: There will be no office hours on Wednesday February 25 th .

Course Description

Sexuality is a fundamental part of everyone's life. During the past decade, discussions about sexual identity, sexual orientation, sexual behavior and gender issues have become increasingly common in society and education. Sexuality is an important issue of diversity and has been the basis of discrimination, a legacy of isolation, history of violence and exclusionary practices. This course provides an examination of the major variables affecting human sexuality including the physiological, psychological, and sociocultural variables associated with the development and manifestation of sexual identity, sexual behavior, and sexual disorders. The course will also examine the historical and societal factors that have led to inequities for those who do not represent the power hierarchy of being male and heterosexual.

Textbook: Sexuality Now: Embracing Diversity, Carroll, 4th edition. Cengage.

E-Reserve: Many of the articles for this class will be found on E-reserve or Blackboard

Part of a Cluster of Courses focusing on Sexuality as a Diversity Issue

The courses in the Sexuality Diversity cluster will have an emphasis in examining diversity through the lens of sexuality. Several of the key elements that have been proposed by the D

curriculum committee will be addressed by the cluster of courses including investigating diversity through the lenses of power and privilege, courses that are interdisciplinary, courses that emphasize intersectionality of sexuality with other identities and common experiences focusing on sexuality as a diversity issue. The cluster of courses that have a diversity theme of sexuality include ours plus the following:

1. **ECON 494/BUSN 494 Out of the Closet and into the Business World - Dr. Sumner**
2. **SOCI 470 Sexuality and Borders - Dr. Nunn**
3. **THRS 494 Homosexuality and Christianity- Dr. Kirkley**

Learning Goals and Outcomes for Our Course:

Goal 1: To offer a broad view of human sexuality from multidisciplinary perspectives.

Learning Outcomes: By the end of the semester, you should be able to

- 1) Discuss biopsychosocial factors (for example, anatomy, gender identity and expression, age, ability and cultural and religious beliefs and traditions) that impact the human sexual experience and the theories that explain those connections.
- 2) Identify and compare sexual diseases/dysfunctions and their treatments.

Goal 2: To increase awareness and appreciation of different views and power structures concerning sexuality in relation to one's gender, age, sexual orientation, ability and religious, racial and/or ethnic background.

Learning Outcome: By the end of the semester, you should be able to

- 3) Critically examine the intersections of sexuality, race, ethnicity, gender, religion, ability and age within the contexts of power relationships that lead to systemic inequities, discrimination, and exploitation.
- 4) Demonstrate the application of sophisticated, culturally sensitive vocabulary when discussing sexual diversity that expresses not only appreciation of differences but cultural empathy for and awareness of the social marginalization and political disenfranchisement of sexual minorities.

Goal 3: To facilitate open and honest communication about sexuality.

- 5) Learning Outcome: By the end of the semester, you should be able to write about, listen to and discuss issues about sexuality in a respectful and open manner.

Goal 4: To question the myths, stereotypes and social expectations of sex, sexual orientation and sexual identity.

Learning Outcomes: By the end of the semester, you should be able to

- 6) Discuss how social expectations of sexuality are applied in the media and society.
- 7) Critique the myths and stereotypes on sexuality and how these led to discrimination, harassment, and abuse experienced by different populations.

CONFIDENTIALITY

One of the main goals of this class is to "*facilitate open and honest communication about sexuality.*" This cannot be accomplished unless students are encouraged to express themselves in class openly and honestly.

For this reason, above and beyond learning the information related to sexuality, students will be asked to discuss their own personal feelings and values related to the topics being covered. If students do not want to respond to any question about their personal feelings or values, and they clearly state that they do not want to respond, the instructor will immediately stop questioning the individual on that topic. However, if students fail to state their wishes clearly, the instructor is likely to assume that the students are merely trying to think about their answers to the questions. In this case, the instructor will probably try to help them out by clarifying the questions or waiting for them to respond.

Since we encourage open and honest discussion of sexuality both inside and outside of the class, any **personal** attitudes or information shared are **confidential**. This means that they cannot be revealed in any way outside of class that would identify the person involved — either directly or indirectly. (Even when talking about a specific person's values or feelings outside of class with another student from the class, especially in a public place, care must be taken not to include the person's name or other identifying information.)

Policies:

All of you are here to be educated and obtain your degree in hopes of enhancing your chances of a better life. Doing your best in class is key to your success. However, there are many barriers to achieving your goals.

It is often very hard to concentrate in class when there are too many distractions. Good listening and communication skills are crucial to reducing stress and becoming stress resistant. I ask that you please consider your own actions that may contribute to distractions including cell phone use (please turn them off before the lecture and stow them out of sight), texting during class or talking while others are speaking. Be respectful to others - the classroom is a place where people should feel free to ask questions, have discussions, and express their opinions.

Being on time for class is another important behavior that can lead to better success in your courses. It is extremely disruptive to have people coming in and out after the lecture has already begun. If you must be late or leave early - please notify me before hand and sit where there is easy access.

Other easy ways to enhance your performance:

- Since a portion of your grade is based on class participation, it would be wise of you to come to class every day and actively participate. Now I know this is not everyone's forte so please come and see me if you are apprehensive about speaking up in class.
- I have an over-scheduled life and so I design my classes to allow me time to grade papers/assignments in a timely manner so that you may receive feedback in a timely manner. Therefore, in order to keep with the schedule, due dates will be strictly enforced. If the assignment/essay is not turned in on the assigned date and time, the student will receive a 0 for that assignment/essay. However, as in life, stuff happens so some exceptions will be granted on a case-by-case base.
- Another great way to impress the professor and reduce your anxiety is coming prepared to class. Students should complete all assignments, watch videos and reading of the assigned chapters/articles ahead of class time.
- The syllabus, activities, and reading will be posted on BB for you to have access anytime. Any changes to the class schedule will be announced in class and made on the Blackboard tentative schedule. The syllabus and its schedule are tentative and therefore I reserve the right to make any changes to the schedule and the due dates. Make sure you **check your e-mail and/or website on a regular basis for updates and announcements**. I am not saying you need to do this as often as you update your facebook page but use your good judgment.

Academic Integrity:

"Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind." From the Policy for Integrity in Scholarship

USD's academic integrity policy can be found at http://home.sandiego.edu/~kaufmann/USD_academic_integrity.html

Because I feel academic integrity is so important to the validity of your education, I will strictly abide by these published policies.

Students with Learning Differences and Disabilities:

In order to ensure equity for each student's educational experience, those with any documented disability and required accommodations should contact me early in the semester so that your learning needs may be appropriately met. If you have not yet

contacted the Disability and Learning Difference Resource Center (DLDR), please do so as soon as possible. The office is located in Serra Hall Room 300.

Title IX. Sexual Assault and Harassment Statement

The University of San Diego is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Sexual misconduct and relationship violence in any form are antithetical to the university's mission and core values, violate university policies, and may also violate federal and state law. Faculty members are considered "Responsible Employees" and are required to report incidents of sexual misconduct and relationship violence. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking or sexual exploitation, please visit www.sandiego.edu/care to access information about university support and resources.

Blackboard: This is a course in which materials will be found on the Blackboard server (address listed above). In order to access this course you will need

- 1) a USD e-mail address – if you do not have one you will need to go to academic computing to get one set up for you – the service is free to registered students. It does take a few days so you will need to do this ASAP to gain access. If you have a USD account you will automatically be registered on the Blackboard.
- 2) If you have problems viewing the site or the slides – please check the computer requirements and setup needs in order to be able to adequately access the system.
- 3) All instructions about how to use the Blackboard are available on the Blackboard site – ondemandblackboard.com

This format will allow the student access to a number of tools and information for the course

Blackboard Options

Since this is a course that offers Blackboard you have access to a number of things

- 1) Slides of the lectures will be available ahead of class time for you to print out before class
- 2) Calendar of dates that include reading assignments, quiz dates, and due dates for assignments and projects. Links to important and interesting websites can be made here as well
- 3) E-mail so that we can communicate within the course and I can send regular updates and information
- 4) Written assignments can be printed out from here
- 5) Syllabus available
- 6) More specific instructions for assignments and projects and rubrics
- 7) Check your progress in the course with the grade report option
- 8) Online surveys and quizzes will appear on the site
- 9) Blog posts and comments will be done through the Blackboard option
- 10) **All Assignments, Reports and Reflective Essays (note: some assignments will be posted on the Organization as well) will be submitted using Blackboard unless specified by the instructor**

Black Board Organization

Since this course is part of a four course cluster focusing on LGBT issues and sexuality as a diversity issue, we (the other instructors: Drs. Sumner, Nunn and Kirkley) have developed a number of common learning experiences and assessments for our courses. The Blackboard organization is a way in which we can post information about these activities as well as various anonymous surveys.

Expectations:

My expectations for you:

- Attend class regularly and come prepared
- Turn in assignments and exams on time
- Maintain a positive, respectful, and engaged academic environment inside and outside the classroom
- Students to appear at office hours or a mutually convenient appointment for official matters of academic concern
- Full engagement within the classroom, including meaningful focus during lectures, appropriate and relevant questions, and class participation
- Students to act with integrity and to adhere to the principles of USD's Honor Code and Student Code of Conduct.
- Students to Engage in Respectful Discourse
- Have ownership in your own learning

Student Expectations for me:

- Be on time
- Be present
- Be organized
- Be excited about the topic
- Be engaged and engaging
- Treat us all equally
- Be Creative
- Be Passionate
- Build and facilitate a safe environment
- Be clear on what she expects on assignments/tests
- Keep a positive attitude

- Be available for help outside of class
- Check e-mail on a regular basis
- Properly address people who aren't respectful and mindful of what they say that might offend LGBT members in class.
- I expect to learn about diverse perspectives of human sexuality and learn more about what encompasses sexuality.
- Facilitate an open and welcoming classroom environment that invites questions and stimulates discussion
- Try and use multiple modes of teaching as to include every student's way of learning (ex: lecture, readings, visual, film, etc.)
- Be understanding if certain topics make me/others uncomfortable and therefore unwilling to comment during discussion
- Provide access to all sides of an issue so that we are able to develop our own belief systems without any sort of bias.
- Non-bias Grading
- Give your own perspective/beliefs (don't just always remain neutral) while being respectful of others' beliefs.

Graded Components

Online Quizzes	20%
Reflection Papers	15%
Blog Posts and Comments	25%
Team Activities and Project	25%
Class Participation	15%

Explanation of Graded Material

1) Online Quizzes :

Online quizzes will be given after each theme for the course. In order to maintain academic integrity, as we all aspire, these quizzes should be the work on each individual in the course. Please remember that although you will be able to use all your course materials and resources, the quizzes are expected to be your original work. There will be a combination of multiple choice, and essay questions which will require you to compare and contrast items, use examples from lecture and your readings and provide **thorough** explanations. Okay, I admit it, I am a very picky person (just ask my kids) so detailed explanations and examples are highly recommended. These quizzes will appear after the last lecture for the theme and be available until the next lecture date for the class. Again, in order to assure a quick turn-around for grading, you need to complete the quizzes before the next lecture's class by 1:00 p.m. If you are late, you are out of luck. Learning Outcomes 1 – 2.

2) Blog Postings:

There will be discussion questions for students to respond to during most of the sections of the course. Each student will be responsible for addressing 4 of the questions presented on the course blog throughout the semester. Students will also be expected to post comments for other students' blogs (2 per theme).

The purpose of these posts is to allow students an opportunity to address controversial topics integrating what they have learned in the course with their own research on a particular topic. These postings address not only the content of the course (Learning Outcomes 1 and 2) but also the learning outcome 5 for Goal #3. See rubric for grade breakdown and Blog Essentials Sheet for Ideas and Blog Etiquette.

- a) 4 postings selecting one question under each theme. To ensure a constant stream of blogs students need to respond with 1 blog per the following groupings:

Theme 1 and 2	Number 1 – 3
Theme 3	Number 4 – 6
Theme 4	Number 7 – 9
Theme 5	Number 10 - 12

- b) Must respond under each theme to two fellow students' posts per blog block (total of 8 comments for the semester). See guidelines for Blog posts and comment requirements and etiquette.

3) Written Reflections:

These written reflections are brief 1 – 3 page summaries of students' experiences with some of the in-class and outside lecture activities/events. The reflections should include students' reactions to the event/activity and how the event relates to the course content using the DEAL model that will be discussed in class (Article posted on Blackboard as well).

Two of the reflections will be from outside events from the other three courses in the cluster or related activities (i.e. Vagina Monologues, Drag Show). Only one reflection can be a movie (must be preapproved first). These will be announced in class and posted on the Blackboard Organization. Learning Outcomes 3 and 4.

These reflections will be scored as follows:

2 points = Beyond Satisfactory – student response is insightful and shows signs of critical reflection using the DEAL model

1 point = Satisfactory- student responded to the question but there was a lack of critical reflection as discussed in the DEAL model.

0 points = Unsatisfactory/Did not complete assignment – student’s response is minimal or not completed and has no critical reflection

The purpose of these papers is to give you a chance to display your knowledge of what you have experienced, critical reflect on your experiences and answer the following questions (DEAL model):

- What have I learned
- How did I learn it
- Why does it matter
- What will I do in light of it

4) Team Activities and Projects

I know, I know – you hate team projects. However, in the real world we rarely work on problems in a bubble and learning to work with others is an essential skill you will use throughout your life. Team activities will occur during the class period but may require some outside class time to prepare. These activities are a chance for you to practice being a team and learn about each other’s strengths.

The project will entail researching an organization that is an advocacy group for one of the topics we discuss in class particularly groups focused on social justice issues, political policies, or advocacy for a particular perspective. More details and the rubric for project are explained in Blackboard and will be discussed in class. All organizations that will be researched must be pre-approved by the professor first. See Blackboard for Team Project Rubric and Instructions. We will discuss expectations for individual and team participation and engagement in class. Learning Outcomes 6 and 7.

5) In-class discussion and participation:

This grade will be based on four primary requirements (see posted rubric on Blackboard). Learning Outcomes 4 and 5.

- 1) Participation in class activities

- 2) Discussion during class of reading material, lecture material and activities during class
- 3) Attendance – this course contains a lot of discussion and interactive components so it is very important that you attend class
- 4) In class minute paper assessments – these papers will assess your understanding of course content, in particular the readings.

Grade Breakdown

A	92.5 – 100	B+	87.5 – 89.5	C+	77.5 -79.5	D+	67.5 – 69.5
A -	89.5 – 92.5	B	82.5 – 87.5	C	72.5- 77.5	D	62.5- 67.5
		B-	79.5 – 82.5	C-	69.5- 72.5	D-	59.5 – 62.5

Tentative Schedule (the professor reserves the right to modify the schedule listed below and not all details are included here) and will be posted separately on Blackboard. Any changes to the schedule will be made on the online BB schedule and announced in class.

Course Change Request

New Course Proposal

Date Submitted: 04/13/16 12:29 pm

Viewing: **THRS 231 : Christian Changemakers**

Last edit: 04/13/16 12:29 pm

Changes proposed by: erb

In Workflow

1. **THRS Chair**
2. **AS Associate Dean**
3. Registrar
4. Banner

Approval Path

1. 04/14/16 7:31 am
Mitchell
Malachowski
(malachow):
Approved for
THRS Chair

Contact Person(s)	<table border="1"><thead><tr><th>Name:</th><th>E-mail:</th><th>Campus Phone:</th></tr></thead><tbody><tr><td>Emily Reimer-Barry</td><td>erb@sandiego.edu</td><td>6827</td></tr></tbody></table>	Name:	E-mail:	Campus Phone:	Emily Reimer-Barry	erb@sandiego.edu	6827
Name:	E-mail:	Campus Phone:					
Emily Reimer-Barry	erb@sandiego.edu	6827					
Effective Term	Fall 2016						
Subject Code	THRS	Course Level	Undergraduate	Course Number	231		
Department	Theology & Religious Studies (THRS)						
College	College of Arts & Sciences						
Title of Course	Christian Changemakers						
Catalog Title	Christian Changemakers						

Credit Hours 3

Weekly Contact Hours
Lecture: 3 Lab: Other:

Catalog Course Description
An introduction to the nature and scope of Christian theology, with a special focus on Christians who have created positive social change. We study the works of a select group of writers, thinkers, and activists, all of whom have been significantly shaped by their encounter with Christianity, and have, in turn, created lasting testimonies of significant cultural value because of that encounter. Throughout the semester students engage in self-reflection about their life experiences and core values; in written assignments students explore what it means to create positive social change in our world. There are no prerequisites for this course.

Primary Grading Mode
Standard Grading System- Final

Primary method of delivery
Lecture

Other method(s) of delivery
(Check all that apply)

Faculty Course Workload
Same as course credit

Is this course cross-listed?

No

Prerequisites?

Does this course

have concurrent Prerequisites? No

Are there 1 or more Co-Requisites?

No

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Theology and Religious Studies

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:

Theology & Religious Studies - THRS

Department Restrictions:

Major Restrictions:

Class Restrictions:

Level Restrictions:

Degree Restrictions:

Program Restrictions:

Campus Restrictions:

College Restrictions:

Student Attribute Restrictions:

Enter the vote of the Department on this course:

Yes: 11 No: 0 Abstain: 0

Rationale:

I taught THRS 202: Topics: Christian Changemakers for the first time in Fall 2015. [This course was first approved with the title THRS 202: Topics: Great Christian Thinkers.] I would like to teach this course in the new core, not only as a lower division THRS course, but also as a DISJ (lower division 'domestic') course. Given that not all THRS 202 Topics courses will seek approval as DISJ courses, I am requesting that my course be given its own course number and Catalog description (effectively moving it out of the Topics category and into its own Catalog slot). I have attached the complete syllabus, as well as an abbreviated syllabus of 3 pages. My plan is to teach at least one section of this course every fall semester. I might apply to teach it as a preceptorial course (it would fit well in Faith & Reason, Social Justice, and/or Change LLCs).

I have left the Catalog description rather open-ended on purpose, so that in the future I can adjust readings or shift themes. In this current form, the course focuses on social justice in the Judeo-Christian Scriptures, racism, feminism, immigration, criminal justice, and labor. I have found that focusing on the life stories and writings of particular Christians (Christian changemakers, or role models in the tradition) enables students to go beyond seemingly abstract analysis of theological concepts as they apply those concepts to historical and contemporary social movements. I will, of course, continue to revise and improve the course over time.

Please let me know if you have any questions or concerns. -ERB

Supporting documents

[ChristianChangemakersSyllabus_THRS_231.doc](#)

[Short version ChristianChangemakersSyllabus_THRS_231.doc](#)

[THRS_231_ChristianChangemakers_core-application.pdf](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

Both sections of this course were full when taught in Fall 2015, and I expect that it will remain a popular class. There are no foreseen negative impacts to the THRS Department.

Will this change have any staffing/budgetary impact?

No

Will this change impact student enrollment numbers?

No

Course Reviewer Comments

Key: 2482



**THRS 231
Christian Changemakers
Fall 2017**

Emily Reimer-Barry, Ph.D.
Email: erb@sandiego.edu

Office: Maher Hall 279
Office Hours: TBD

Please read this syllabus carefully. You are responsible for the information and instructions contained herein. By choosing to remain in this course, you indicate that you have read and are fully aware of the requirements in the syllabus. Occasional updates will be sent via the email feature of Blackboard.

Course Catalog Description

An introduction to the nature and scope of Christian theology, with a special focus on Christians who have created positive social change. We study the works of a select group of writers, thinkers, and activists, all of whom have been significantly shaped by their encounter with Christianity, and have, in turn, created lasting testimonies of significant cultural value because of that encounter. Throughout the semester students engage in self-reflection about their life experiences and core values; in written assignments students explore what it means to create positive social change in our world. There are no prerequisites for this course.

*Pending approval, this course will count in the new core as a lower division Theological and Religious Inquiry course as well as a Diversity, Inclusion, and Social Justice (Level 1, Domestic) course.

Elaboration

Changemaking. Social Entrepreneurship. Positive Social Impact. Thought Innovators. Problem Solving on a Global Scale. In 2011, USD launched the Changemaker HUB, a campus-wide manifestation of USD's mission and values, with the purpose of empowering and enabling everyone to be a changemaker. A main focus of the HUB is developing diverse venues from festivals to fellowships to competitions for the USD community to learn about themselves, to be inspired and to experience changemaking in action." (<http://sites.sandiego.edu/changemaker/our-story/>). But where does the Catholic identity of USD fit in to this changemaking vision? What does religious commitment have to do with social change? Can one be both a thought innovator and a practicing member of a faith community that values tradition? Can one be a Christian Changemaker?

Over the course of the semester, we will explore these questions together as we consider the complex problems of today's world and the resources of the Christian tradition in addressing those problems. We will discover how a religious tradition is not static but is rather dynamic and

always in flux, constantly changing in part because of the innovative thinking of members who are willing to challenge the status quo. What motivates these Christian innovators?

A course on changemaking would be incomplete if it did not also invite students to reflect on their own values, commitments, and vocations. In addition to learning about what other changemakers have done, this course will ask that you consider your own strengths and weaknesses, your own hopes and dreams, and that you begin to construct a roadmap for how you will create positive social change in our world (even though this roadmap will be a preliminary plan).

To be successful in this course, each student must be willing to do the work (reading, papers, exams), and to do so with an open mind and collaborative spirit, ready to learn and to be inspired by others even as you inspire others. We can think of our classroom as an incubator of the Changemaker Hub, sharing the CH's vision of "creating an ecosystem to foster compassion and to provide knowledge and capabilities for building a humane world."

The course aims to facilitate cultural sensitivity and to foster community involvement, emotional development, and student reflection on personal moral values. It is assumed that students want to have a clear idea of the Catholic tradition, but are also open to critically assessing that tradition.

Students have the option of participating in service learning during the course of the semester. The American Association of Community Colleges defines service learning in this way: "Service learning combines community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility. Service-learning programs involve students in activities that address community-identified needs, while developing their academic skills and commitment to their community." USD's Center for Community Service Learning has provided institutional support for the planning of this course and has initiated our partnership with local organizations. Information about the Center for Community Service Learning can be found at their webpage: <http://www.sandiego.edu/csl/>.

Through two class field trips and optional CSL at Juvenile Hall, students in this course will have the opportunity to apply what they are learning in the classroom to community issues. CSL will help students to understand and examine the complexity of social justice at the same time that their personal reflections enable them to examine their own personal commitments and values.

Students who commit to work at Juvenile Hall must be mature, trustworthy, and responsible. You should understand that as you participate in service learning you represent USD. If you are unreliable or insensitive you risk damaging the institutional partnership between USD and our partner organizations. If you do not intend to take this community engagement seriously, you should choose other assignments to complete the course successfully.

Learning Outcomes

At the conclusion of this course, successful students will be able to:

1. Define "changemaking" and give examples, including examples from the Christian theological tradition

2. Describe key texts from the Bible and various interpretation of those texts, especially as they relate to contemporary social problems
3. Describe and analyze key theological concepts, including Christology, Theological Anthropology, Sin, Grace, Soteriology, Ecclesiology, Magisterium, and Sacramentality in preparation for upper division coursework in theology
4. Explain how the selected authors' constructive theologies were shaped by the historical and cultural contexts in which they lived, and reflect on how one's own context shapes one's approach to theology and changemaking
5. Communicate effectively in written papers, class discussions, oral presentations, and other formats (e.g. video) depending on the assignment
6. Describe one's own core values and explain how these values have been shaped, challenged, or transformed in light of the work completed in this course
7. Identify those issues that one wishes to address in the world through a reflective lens that questions one's own relation to the issues and one's place in the community
8. Envision, plan, and begin executing a changemaking project aligned with the theme of the USD Changemaker Hub

Texts Available at the USD Bookstore:

- Boyle, Gregory. *Tattoos on the Heart: The Power of Boundless Compassion*. New York: Free Press, 2011.
- Campbell, Sister Simone. *A Nun on the Bus: How All of Us Can Create Hope, Change, and Community*. New York: HarperOne, 2014.
- Griffin, Michael and Jennie Weiss Block, Eds., *In the Company of the Poor: Conversations with Dr. Paul Farmer and Fr. Gustavo Gutierrez*. Maryknoll, NY: 2013.
- Hilkert, Mary Catherine. *Speaking with Authority: Catherine of Siena and the Voices of Women Today*. New York: Paulist, 2001.
- Holmes, Seth. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. University of California Press, 2013.
- King, Jr., Martin Luther. *Strength to Love*. Minneapolis: Fortress Press, 2010.
- *Blackboard Readings: Selections from Bible, St. Francis, Dorothy Day, Cesar Chavez, Pope Francis, Melinda Gates, and misc handouts*

Grading

The scale below indicates the letter grade that corresponds to the point total at the end of the semester. I do not “round up.” All grades will be posted in the Blackboard gradebook, and your total points at the end of the semester determine your final grade in the course.

A	940-1000 points
A-	900-939.9 points
B+	880-899.9 points
B	840-879.9 points
B-	800-839.9 points
C+	780-799.9 points

C	740-779.9 points
C-	700-739.9 points
D+	680-699.9 points
D	640-679.9 points
D-	600-639.9 points
F	0-599.9 points

Policies

We are a learning community, and your participation in this learning community will contribute immensely to our communal and individual learning experiences. The assigned readings for each day should be read before we meet in class. Most class sessions will be interactive lectures. Students are expected to come prepared, to take accurate notes, and to participate in class discussion. You are expected to attend every class on time. You are allowed two “free absences” without penalty. I will take attendance every day. Class participation is worth 10% of your final grade in the course.

Your contributions to our class are important for several reasons:

- 1) Everyone brings something unique to our discussions and class is richer when many students participate instead of only a few.
- 2) Research shows that students who actively participate in the classroom learn more.
- 3) My experience as an instructor shows me that students who frequently miss class or who seem distracted in class struggle to perform well on exams.
- 4) My former students consistently say that discussion is the most valuable thing in my courses and discussion is better when more students are active and engaged learners.
- 5) When I hear you summarize and comment on what you read for class, I get immediate feedback on your understanding of the material and can adjust my class plans accordingly to help you learn.
- 6) When you speak about the writings of theologians and other scholars in class, you practice the skill of thinking theologically, a skill that you will need to cultivate to succeed in this class and in other theology/ethics courses.
- 7) Participating in class discussion gives you practice in oral communication, which is a skill you can develop and use in your own life.
- 8) Participating in class may make you feel vulnerable, but if your peers react with respect and we succeed in creating a safe learning environment, we will build a community of learners in which vulnerability is appreciated and valued. In this way we can work to create more safe spaces at USD and build a culture of respect and mutual appreciation on our campus.

It is expected that each of you will spend at least three hours in preparation for each class session. It is essential that you come to class not only having *read* the assigned reading, but having *thought* about it. As you read, ask yourself, what does this text say? What is the broader set of assumptions in which these ideas are operating? How does what I am learning and thinking about in this class relate to what I have learned in previous learning experiences? At home? In my religious tradition? Does this challenge me to think about an idea in a different way? Can I understand this from the perspective of the author? Please bring to every class the book or article from which that day’s readings were assigned. Always bring paper and a pen to class.

Laptop/Tablet Policy: You are not permitted to use laptops, tablet computers (iPads), or phones during class. Please silence all devices before class begins. This will enable you to focus your full attention on class and to be fully present in class discussions, which will foster a learning environment that is respectful of your peers and free of unnecessary distractions. If I see you using a device during class I will ask you to put it away. If a pattern persists, your grade in the course will suffer (20 points lost for every infraction).

As I facilitate class discussion, I will call on students by name to answer questions or respond to an idea from the reading or from a classmate. You may indicate that you would like to participate by raising your hand. You may “pass” for any reason up to two times during the semester by simply saying, “pass.” Passing a third time will incur a 10 point drop in your class participation grade.

If you miss a class, you are responsible for getting all notes and/or handouts from a responsible classmate.

If a personal situation, family crisis, or illness interrupts your ability to attend class, contact me in a timely fashion and we can discuss your options for completing the course assignments.

Students with Disabilities

I encourage any student needing to request accommodations for a disability to meet with me in my office hours during the first two weeks of class. In addition you will need to contact Disability Services (Serra Hall, Room 300) at your earliest convenience to ensure timely and appropriate accommodations. Only students with appropriate documentation will be given permission to record class lectures and discussion. Even if you have appropriate documentation it is still your responsibility to arrange for special testing circumstances (extended time, use of computer or dictionary, private space) at least 14 days in advance of any examination for which special circumstances are required. Please direct any questions about these policies to Office of Disability Services by calling (619) 260-4655 or by consulting their webpage at www.SanDiego.edu/disability.

Academic Integrity

Please read the section on academic integrity in the USD *Undergraduate Bulletin*. Deliberate plagiarism or cheating on exams will result in an F for the entire course. In addition, I am obliged to report all cases of plagiarism to the student’s Dean. Reported cases of plagiarism become a permanent part of your student file.

All of the following constitute plagiarism:

(1) failure to acknowledge by means of quotation marks and complete citations any direct quotations you have taken from sources; (2) failure to acknowledge by means of complete citations any paraphrased quotations (phrases or sentences taken from your sources that you have summarized by changing a few or many words) you have used; (3) failure to acknowledge all ideas, concepts, and specific interpretations you have taken from your sources (if you did not come up with the idea in your own mind or if it is not a very general idea known generally to all normal people, then you must acknowledge that you learned it from a book, website, article, conversation, etc); (4) failure to acknowledge by including a complete bibliography the general help received from books or other sources. If you hand in a paper with no bibliography when in fact you consulted books, articles, or internet sources, you are claiming to have come up with each and every idea and phrase in the paper entirely by yourself; if instead you took some ideas or phrases or sentences from one or more of your sources but fail to acknowledge this in footnotes and a bibliography, you have been deceptive. Citations for websites, online encyclopedias, etc are permissible in papers only if you do the necessary research to track down the precise author, publisher, and information sources that lie behind the website information. Materials on the internet vary greatly in credibility; it is your task to determine if and why the material you cite is trustworthy and accurate.

Other serious violations of academic integrity include the intentional giving or use of external assistance during an examination, any intentional falsification or invention of data, citation, or other authority in an academic exercise, unauthorized intentional collaboration between students, or any unauthorized access of an instructor's files or computer account. Full copies of the policy on Academic Integrity are available at the offices of the Provost, the Vice President for Student Affairs, and the Academic Deans.

Pass/Fail Rules

Academic regulations do not permit students who entered USD in fall 2006 or after to take this course Pass/Fail in order to fulfill a Core Curriculum requirement. Such students may take it Pass/Fail only if they want it to count as an elective, or as part of a minor. Other students may exercise the Pass/Fail option according to the regulations of the *Undergraduate Bulletin* in effect in the year they matriculated at USD. Please consult your academic advisor if you have questions about this policy.

Sexual Violence at USD:

The University of San Diego is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Sexual misconduct and relationship violence in any form are antithetical to the university's mission and core values, violate university policies, and may also violate federal and state law. **Faculty members are considered "Responsible Employees" and are required to report incidents of sexual misconduct and relationship violence.** If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking or sexual exploitation, please visit www.sandiego.edu/care to access information about university support and resources.

You should know that if you tell ERB about an experience of sexual assault, I have to report. I cannot keep your information confidential. But you may seek *confidential* assistance at the Counseling Center (Serra 300), Center for Health and Wellness Promotion (University Center 161), or with a pastoral counselor in University Ministry (University Center 238). Ask for *confidential* assistance.

Assignments and Assessment

You will create a portfolio of work for this course, and you have some flexibility in choosing the assignments you wish to complete for assessment purposes.

The total possible points for the semester are 1,000.

Starred assignments are REQUIRED. The rest are optional, but your attempted assignments added to your required assignments must equal 1,000 points.

- Class Participation: 100 points*
- 4 reader response papers: 200 points*
- Mid-term examination 200 points*
- Final Exam: 200 points*
- 3 additional reader response papers (50 points each, total of 150 points)
- MLK Jr. walk & interview paper (100 points)
- YouTube video of Christian Changemaker (100 points)

- Personal mission statement (50 points)
- Reflection paper after attending Changemaker Hub event or other recommended on campus event (50 points)
- Social Innovation or Changemaker Challenge project plan (200 points, with video 300)
- Reflection paper on experiential learning (Kearny Mesa Juvenile Hall) (200 points)

Reader Response Papers (4 required, 6 possible, 50 points each)

A reader response paper gives you the opportunity to reflect critically on each assigned book and tell me about your critical reaction to the text. A reader response paper does not require additional research and should focus on your analysis of the assigned text, not class discussion or lecture.

A reader response is a critical essay that tells the reader what a book means to YOU. This process is as much about you as it is about the text to which you are responding. It reflects a close reading of the work, contains specific examples drawn from the work (documented with proper footnotes or parenthetical citations), and provides your well-considered opinion of the work's strengths and/or shortcomings. Your essay will demonstrate that you have read the book, internalized and contextualized its arguments, and can articulate and substantiate your reactions to it.

Prompts that can help you as you plan and draft each paper:

What is the author's main argument?

What does the topic have to do with you personally and with your life?

How much does the author's worldview agree or clash with your own?

What was your favorite quotation and why?

Were any of your views/opinions challenged by the text?

How well did the author address things that you care about and consider important?

Does the author share your core values?

What is your overall reaction to this book?

Papers should be typed, five pages, double-spaced, in Times New Roman 12-point font, with 1-in margins. It is especially important that you give a fair analysis; points will be deducted if you misrepresent the author's position by overly simplistic analysis. Your tone should be balanced and professional. Avoid casual, harsh and/or flowery rhetoric. You are expected to write in the first person and to speak from your own perspective, but to do so professionally. All paraphrasing and quotations should be cited using the Turabian footnotes or parenthetical citations. Plagiarism will result in failure.

Please put your name, the date, and the assigned reading on the top line of the paper. You may be asked to read your paper out loud to the class on any day you submit a paper. *Points will be deducted for late papers. If your paper is turned in after class, the highest grade you can receive is 40 points. If your paper is turned in the day after class, 35 points; two days late, 20 points; three days late, 10 points. I will not accept papers that are more than three days late.*

MLK Jr Walk & Interview Paper (100 points)- Optional

For this paper, you are required to travel off campus, talk to strangers, and reflect on your experience in light of the course readings.

Location: Martin Luther King, Jr. Promenade Park, 326 W Harbor Drive, San Diego, CA 92101
Begin at the northwest corner of the park (W Market Street and W Harbor Drive) and walk along the promenade, stopping at each MLK Jr quotation to reflect on the quotation. Strike up a conversation as you go, talking to at least three different people (or groups of people) about racial justice and MLK Jr's legacy.

Example prompts for conversations:

What quote is most inspiring/challenging/troubling and why?

Do you think we live in a just world?

If MLK Jr were here right now, what do you think he would say about our world?

In your reflection paper, tell me about your experience of walking the promenade, discussing racial justice with the people you meet, and thinking about these in light of our course readings so far.

Mid-Term Exam (200 points)

The mid-term exam will be given in class on XXX and will include short answer and essay questions; these questions will be taken from assigned readings, lectures, and class discussions. You are encouraged to study with classmates (but must take the exam by yourself, without notes).

Christian Changemaker 3-minute YouTube video (100 points)- Optional (Rolling Deadline)

For this project, which can be completed individually or with a partner, you will select a Christian Changemaker and will research this person's accomplishments and what motivates him/her. Then create a 3-minute video to tell the world about this person and upload it to YouTube as either "public" or "unlisted." Send ERB the link and we will watch it in class. Start by defining "Christian Changemaker" and then tell us about this special person (living, deceased, famous or not). You may not choose someone ERB has identified as a Christian Changemaker in the course readings. You may complete this assignment one time during the semester. The last possible date for completion is the evening before the last day of class.

Personal Mission Statement (50 points)- Optional- Due Last Day of Class

On the last day of class, you will turn in (and share/discuss) your personal mission statement. Your personal mission statement should fit on one page and should succinctly articulate your core values and your identity. What is your life purpose? What do you stand for? What habits are you building to become the person you want to be? What do you hope to accomplish? A personal mission statement should fit on one typed page.

On Campus Events: Summary and Reflection Paper (50 points)- Optional

Requires a 3-5 page reflection paper on the event. Your paper must include a description of the event and your reaction to it in light of the course readings. Your paper is due within one week of the event. Each paper may earn a maximum of 50 points.

Changemaker Challenger or Social Innovation Project Plan (200 points)- Optional- Due Last day of class

For this optional assignment, you may work independently or with a group of up to four people. You will begin to plan a project for the Changemaker Challenger or the Social Innovation Challenge, which take place in the spring semester, making use of the opportunities offered

through the Changemaking Hub during the fall semester, including attending the CH Workshops and IDEA labs (TBD). Your final project plan (approximately 10 pages) should include the following:

- a. names of team members and events attended by each
- b. project title and summary (100 words or less)
- c. literature review and background information to your project including relevant statistics and data that demonstrate the need for your project (500-750 words)
- d. project overview, including description of community served by project, timeline, description of partners and/or relevant gatekeepers, motivation for project, and expected outcomes (circa 750 words)
- e. budget and funding sources
- f. brief description of possible hurdles and plan for addressing them
- g. conclusion
- h. bibliography

Please also send your assessment of peer collaborators on 10 point scale, with rationale for assessment, emailed to erb@sandiego.edu.

For more information on the Changemaker Challenge, see:
<http://sites.sandiego.edu/changemaker/challenge/>

For more on the Social Innovation Challenge, see:
<http://www.sandiego.edu/cpc/sic/>

Two Minute Video and Elevator Speech for Social Innovation or Changemaker Challenge
Optional 100 points (Due Last Day of Class)

If you complete the above 200-point assignment, you can choose to create an additional video and elevator speech that aligns with your project. These cannot be done on their own without having also completed the above. See the guidelines posted online for the Changemaker Challenge (link above) if you are interested in creating a video. This assignment helps you learn how to “pitch” your ideas in 1-2 minutes, synthesizing a 10 page report into what is most important. For more on this, see <http://www.20time.org/how/> (scroll down the page for the elevator speech)

Upload your video to youtube and we will watch it as a class. You will also give your elevator speech to the class (separately).

Reflection Papers on Experiential Learning- Literacy Through Character Program, Kearny Mesa Juvenile Hall Facility (Details TBD)

Students who can commit to participate in this program will volunteer weekly at Juvenile Hall to discuss prompts with juvenile offenders and to learn from their life experiences. We will unpack student experiences in class and through small group discussions, and students will write individual papers in which they engage in critical self-reflection in light of their experiential learning and the course readings. Each paper is worth 100 points.

Reflection is an important part of the experiential learning process because that is when we re-think and digest our experiences in the field. When we reflect on our experiences, we derive meaning from them. Ideally, reflection should be ongoing—that is, it should happen before,

during, and after your experiential learning. But writing down your reflections, and polishing your reflection papers for classmates to read, adds another dimension of depth as you think about what you are learning and how your experiences “in the field” connect to what we are learning “in the classroom.”

Experiential learning papers should be written in the first person and should be personal, but still formal (in other words, an academic paper and not a stream-of-consciousness journal entry).

Each student who is participating in the Juvenile Hall Experiential Learning assignment must complete 2 service learning reflection papers (100 points each) and one ungraded response paper.

All experiential learning papers should be turned in to the professor (hard copy only) on the due date AND ALSO posted onto the Blackboard Blog, where they can be read by your classmates. Please write the paper in your desktop publisher (Word, etc), save it, and then cut & paste it into the blog feature of Blackboard. Always retain an electronic copy for your records and in case the blog feature of Blackboard fails.

Your reflection papers should reflect on your experiences (see prompts below). Your response paper should respond to another classmate’s reflection, noting similarities and/or differences among your experiences. Papers should be long enough to reflect/respond in some depth, but you have some flexibility in figuring out what length would best serve your needs. As a general rule of thumb, aim for a paper no less than 3 pages and no more than 8 pages.

Please protect the confidentiality of the people with whom you are working and follow all site-specific rules and guidelines. This may require that you change a person’s name when retelling his/her story, or that you change other identifying information. This is a way to honor the person and his or her story (and is especially important for vulnerable youths like the students at juvenile hall). Since your classmates will have access to your reflection papers, it is very important that you follow these guidelines.

Juvenile Hall (see info sheet on Blackboard)

Reflection Paper #1 due October 13

The following questions can guide your brainstorming and reflection:

How did you feel during your first tour of Juvenile Hall? As you reflect on that now, after having visited multiple times, what has changed? Why? Describe Juvenile Hall and the program you’re involved with there. What is your role? Describe your feelings about your work so far. How have you handled your emotional reactions (i.e. How did you act as a result of your feelings? Were you in control of your feelings?) Do you think you should have felt differently? Why or why not? Have you begun to develop any relationships with the juvenile offenders? Have your feelings about the criminal justice system changed in any way since you began to participate? Why or why not? Can you identify any particular social issues that are particularly challenging for the juvenile offenders you’ve met? What have you learned about their lives? How is your life experience similar or different from theirs?

Reflection Paper #2 due Nov 27th

Describe a significant event or conversation that occurred at one of your recent visits to Juvenile Hall. Who was involved? What did you think/feel/do? Why was this significant to you? What

underlying issues (social, interpersonal) surfaced as a result of this experience? In what ways did differences in power and privilege emerge in this situation? What are the sources of this power and privilege? How might any inappropriate dependencies be eliminated? How will this incident influence your future thinking about this site, or your behavior there? Why? What have you learned about yourself by reflecting on this significant experience?

Final Exam (200 points)- Required

The final exam is cumulative and will include short answer and essay questions; these questions will be taken from assigned readings, lectures, and class discussions. You are encouraged to study with classmates (but must take the exam by yourself, without notes). On the day of the exam, all backpacks and purses must be placed in the front of the classroom, and I have the right to inspect all water bottles, coffee cups, or any other items kept at your desk. No cheating will be tolerated. You may not leave the classroom until you have completed the examination.

*****Excellent papers and videos will be invited to post to a public blog format to promote your work and the ongoing innovative work of USD changemakers. You may decline to post. More details will be given in class.**

Schedule of Classes

SEPTEMBER

Fri., Sept. 1	First day of class—overview of class policies and group discussion of definition of “changemaker”
Wed., Sept. 8	Self-assessment regarding leadership strengths and weaknesses; first Bible lecture
Mon., Sept. 11	Jesus as a Changemaker Mark 8:1-38 Mark 10:17-31 Mark 15:16- 16:8
Wed., Sept. 13	Jesus as Thought Innovator and Social Critic Matthew 5:1-7:28 Matthew 23:1-39
Fri, Sept 15	Jesus as Social Justice Advocate Luke 10:25-37 Luke 14:1-24; 15:1-2 Luke 16: 19-31 & Blackboard- Jim Wallis, “The Good Samaritan in the Global Village”

- Sept 18 Jesus as Friend of Women
John 4:1-30
John 20:1-18
- Sept 20 St. Paul: Christian Changemaker
[TBD, if available] Guest Lecture by Dr. Florence Gillman, Pauline scholar
Assigned readings will be posted on Blackboard.
- Sept 22 St. Catherine of Siena: Christian Changemaker
Speaking with Authority, pgs 1-23
- Sept 25 *Speaking with Authority*, 24-56
- Sept 27 *Speaking with Authority*, 57-97
- Sept 29 *Speaking with Authority*, 98-147
- Oct. 2 St. Francis: Christian Changemaker
Blackboard Reading: St. Francis, Canticle of Brother Sun
[TBD] Guest lecture, Jeffrey Burns, Director of the Center for Catholic
Thought and Culture
- Oct 4 Pope Francis, excerpts *Laudato Si*
- Oct 6 Pope Francis, excerpts, *Evangeli Gaudium*
- Oct 9 Dorothy Day: Christian Changemaker
(Reading will be posted on Blackboard)
[TBD] Guest lecture, Erin Bishop, Director, Center for Christian
Spirituality
- Oct 11 Christian Changemakers in the 1960s Civil Rights Movement
film excerpt: *Eyes on the Prize*
- Oct 13 MLK Jr., *Strength to Love* pgs 1-30
- Oct 16 MLK Jr. pgs 31-52
- Oct 18 MLK Jr pg 99-164
- Oct 20 Documentary *White Like Me*
- Oct 23 Reflexive Analysis: Racial Privilege and Self-Reflection Exercise
- Oct 25 Mid Term Exam
- Oct 27 MLK walk papers due today

- Gregory Boyle, S.J., *Tattoos on the Heart*, xi-60
- Oct 30 Boyle, 61-128
- Nov 1 Boyle, 129-212
- Nov 3 Blackboard: Boyle op-ed on juvenile justice;
in class: Frontline, *When Kids Get Life*
- Saturday, November 4th: Field Trip to East Los Angeles, visit Homeboy Industries
- Nov 6 Simone Campbell, *A Nun on the Bus*, ix-73
- Nov 8 Campbell, 74-142
- Nov 10 Campbell, 143-198
- Nov 13 Gustavo Gutierrez & Paul Farmer
In the Company of the Poor, 27-70
- Nov 15 *In the Company of the Poor*, 95-145
- Nov 17 *In the Company of the Poor*, 147-197
- Nov 20 Melinda Gates, TED Talk (link on Blackboard)
Blackboard PDFs: Melinda Gates, “All Lives Have Equal Value”
Bill Frist and Jenny Eaton Dyer, “Contraception is a Pro-Life Cause
in the Developing World”
Michael Gerson, “Family Planning as a Pro-Life Cause”
Jimmy Carter, “Child Marriage and Dowry Deaths”
Desmond Tutu and Ela Bhatt, “A Promise to Girls”
- Nov 27 *Fresh Fruit, Broken Bodies*, 1-51
- Nov 29 *Fresh Fruit, Broken Bodies*, 52-95
- Dec 1 *Fresh Fruit, Broken Bodies*, 96-141
- Dec 4 *Fresh Fruit, Broken Bodies*, 142-198
Discuss Food Journals in Class
- Dec 6 Guest Speaker- Cesar Chavez and Catholic Social Thought [TBD]
- Dec 8 Afternoon field trip: walking tour of Barrio Logan and class dinner to
discuss Chavez legacy

Dec 11 Course wrap-up
Screening of YouTube videos
Personal Mission Statements Due Today (optional)
Social Innovation & Changemaker Challenge Project Plans Due Today
Discussion of personal mission statements and project plans
Course evaluations

Final Exam- scheduled by university

The above schedule and procedures are subject to change in the event of extenuating circumstances.

Course Change Request

New Course Proposal

Date Submitted: 04/13/16 12:21 pm

Viewing: **THRS 332 : HIV/AIDS and Christian Ethics**

Last edit: 04/13/16 12:21 pm

Changes proposed by: erb

In Workflow

1. **THRS Chair**
2. **AS Associate Dean**
3. Registrar
4. Banner

Approval Path

1. 04/14/16 7:32 am Mitchell Malachowski (malachow): Approved for THRS Chair

Contact Person(s)	<table border="1"><thead><tr><th>Name:</th><th>E-mail:</th><th>Campus Phone:</th></tr></thead><tbody><tr><td>Emily Reimer-Barry</td><td>erb@sandiego.edu</td><td>6827</td></tr></tbody></table>	Name:	E-mail:	Campus Phone:	Emily Reimer-Barry	erb@sandiego.edu	6827
Name:	E-mail:	Campus Phone:					
Emily Reimer-Barry	erb@sandiego.edu	6827					
Effective Term	Fall 2016						
Subject Code	THRS	Course Level	Undergraduate	Course Number	332		
Department	Theology & Religious Studies (THRS)						
College	College of Arts & Sciences						
Title of Course	HIV/AIDS and Christian Ethics						
Catalog Title	HIV/AIDS and Christian Ethics						

Credit Hours 3

Weekly Contact Hours Lecture: 3 Lab: Other:

Catalog Course Description
An examination of the intersection of Christian theological ethics and the dilemma of human immunodeficiency virus/acquired immune deficiency syndrome (hereafter, HIV/AIDS). We begin with an introduction to ethical method in the Christian tradition, an overview of the science of HIV/AIDS, and an overview of the sociological and statistical data pertaining to the global pandemic. From there we have the foundation to discuss a range of ethical issues on the topic of HIV/AIDS. Students will select a topic to explore in further detail in an individual research paper project. Our class format will include lecture, group work (including analysis of case studies), discussion with guest speakers, field trips, and facilitated discussion. In addition to required readings, required films and site visits to community organizations will challenge students to engage the personal stories of HIV-positive and AIDS-diagnosed persons. Pre-requisite: Any lower division THRS course.

Primary Grading Mode Standard Grading System- Final

Other Grading Mode(s) (Check all that apply)

Pass/Fail Grading System

Primary method of delivery Seminar

Other method(s) of delivery Research
(Check all that apply) Lecture/Lab

Exam/Paper

Faculty Course
Workload

Same as course credit

Is this course cross-listed?

No

Prerequisites?

Does this course
have concurrent
Prerequisites?

No

Are there 1 or more Co-Requisites?

No

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Theology and Religious Studies
Writing

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:

Theology & Religious Studies - THRS

Department
Restrictions:

Major
Restrictions:

Class
Restrictions:

Level Restrictions:

Degree
Restrictions:

Program
Restrictions:

Campus
Restrictions:

College
Restrictions:

Student Attribute
Restrictions:

Enter the vote of the Department on this course:

Yes: 11

No: 0

Abstain: 0

Rationale:

I have taught this course both as a THRS 494 course (Honors and regular) and as a THRS 394W course. I am transitioning the course to the new core curriculum, where I am proposing that the course meets the learning outcomes for:

- Theological and Religious Inquiry, upper division
- Ethical Inquiry
- Advanced Writing
- DISJ, Domestic, Level 2

Given that not all THRS Topics courses will apply to meet all of these core learning outcomes, I am requesting that this course move from a Topics course to its own listing in the Catalog (THRS 332, following my THRS 331 Sexual Ethics course). The THRS department approved this unanimously. I completed the documents for the new core, but since the course will be taught in Spring 2017 it also needs approval under the old core for upper division THRS and Writing.

THRS 332: HIV/AIDS and Christian Ethics (3 units)

An examination of the intersection of Christian theological ethics and the dilemma of human immunodeficiency virus/acquired immune deficiency syndrome (hereafter, HIV/AIDS). We begin with an introduction to ethical method in the Christian tradition, an overview of the science of HIV/AIDS, and an overview of the sociological and statistical data pertaining to the global pandemic. From there we have the foundation to discuss a range of ethical issues on the topic of HIV/AIDS. Students will select a topic to explore in further detail in an individual research paper project. Our class format will include lecture, group work (including analysis of case studies), discussion with guest speakers, field trips, and facilitated discussion. In addition to required readings, required films and site visits to community organizations will challenge students to engage the personal stories of HIV-positive and AIDS-diagnosed persons. Pre-requisite: Any lower division THRS course.

This course will be listed in the new Health Care Ethics minor (directed by Gary Jones, Philosophy). Documentation attached. Please let me know if you have any questions or concerns.

Supporting documents

- [ERB_THRS332_sample_syllabus_for_core_application.doc](#)
- [peer_eval_assign_marginal_comments_aids_class_2015.docx](#)
- [Peer Evaluation Form 332W.doc](#)
- [researchpaperexpectationsfordraftspring2015.doc](#)
- [Rubric for Essay Exam THRS 494 AIDS MID TERM.doc](#)
- [The core of a research argument spring 2015.doc](#)
- [THRS 332 core application ERB 3_18_2016.pdf](#)
- [THRS 332W rubric for reading summaries.doc](#)
- [THRS 332W take home exam mid term.doc](#)

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

This is a very popular class because it satisfies two core requirements. There are no negative impacts to the department.

Will this change have any staffing/budgetary impact?

No

Will this change impact student enrollment numbers?

No

Course Reviewer
Comments



THRS 332 W Sample Syllabus for Core ATF
(THRS, Ethical Inquiry, Advanced Writing,
and DISJ Domestic Level 2)

*Course previously taught as THRS 494 &
THRS 394W
Spring 2015
Thursdays 6-8:50pm
Camino Hall 101*

Emily Reimer-Barry, Ph.D.

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Office phone/voicemail: (619) 260-6827

Course prerequisites: Any lower division THRS course. Please come talk to me in the first two weeks of class if you believe that the lower division THRS course you completed did not adequately prepare you to succeed in this course.

Office: Maher Hall 279

Office Hours: Thursdays 1-5pm

and by appointment

Welcome to HIV/AIDS and Christian Ethics! I hope you are as excited about this course as I am! Please read this syllabus carefully. You are responsible for the information and instructions contained herein. By choosing to remain in this course, you indicate that you have read and are fully aware of the requirements in the syllabus.

Course Description

An examination of the intersection of Christian theological ethics and the dilemma of human immunodeficiency virus/acquired immune deficiency syndrome (hereafter, HIV/AIDS). We begin with an introduction to ethical method in the Christian tradition, an overview of the science of HIV/AIDS, and an overview of the sociological and statistical data pertaining to the global pandemic. From there we have the foundation to discuss a range of ethical issues on the topic of HIV/AIDS. Students will select a topic to explore in further detail in an individual research paper project. Our class format will include lecture, group work (including analysis of case studies), discussion with guest speakers, field trips, and facilitated discussion. In addition to required readings, required films and site visits to community organizations will challenge students to engage the personal stories of HIV-positive and AIDS-diagnosed persons.

“W” Component

This course fulfills the “W” requirement for the core curriculum, which means that the course requires frequent writing assignments with instructor feedback. You will write 5 3-page papers, one 5-page essay exam, and a 10-page research paper. With regard to the research paper, we will utilize a process-oriented approach so that you receive feedback on each stage of the writing process including brainstorming, topic selection, research, outlining, drafting, and revising. By the time you begin drafting your paper, you will be very familiar with the difference between paraphrasing and quoting, the importance of citations, the proper method of Turabian/Chicago citations, and the task of succinct writing. If you have struggled with writing assignments in your academic life, this course may prove particularly challenging for you. USD requires a W course because writing is a life skill that is valuable in all postgraduate paths. Seek help when you need it and devote plenty of time to revising your papers. Dr. RB’s job is to help you become a better writer, so we will work on this as a team.

Learning Outcomes

Knowledge Outcomes:

At the end of this course students should be able to explain how HIV is spread, how HIV can be prevented, what personal risk behaviors and social factors contribute to the spread of HIV domestically and internationally, how Christian ethicists have interpreted the Bible and sources of the Christian tradition in their response to the problem of AIDS, how local community organizations are working to serve the needs of AIDS-affected families, and the complex challenges these organizations face as they work with marginalized populations.

Skills Outcomes:

After completing this course, successful students should be able to describe and analyze critically the methodology of Christian ethics, and to see how they've grown in their skills of basic research, reading analysis, effective writing, and verbal communication.

Attitudes Outcomes:

After completing the course, students should be able to tell stories of real people suffering from stigma or isolation because of HIV/AIDS, and discuss how students' own values have been shaped or challenged by their encounters with these people.

Elaboration

While students come to a greater understanding of HIV/AIDS and the related issues of poverty, violence, and sexism during the course, the deeper rationale for the course is to enhance each student's skills of ethical comprehension, analysis, and judgment within the context of the Christian theological tradition. Special, though not exclusive, attention will be given to the Catholic moral tradition.

This course is about HIV/AIDS. HIV is a sexually transmitted disease. Therefore, it is logical to assume that we will discuss symptoms and signs of HIV infection/AIDS diagnosis (including opportunistic infections) and methods of infection (including but not limited to oral sex, anal sex, vaginal sex) and methods of protection (including but not limited to abstinence and condom use). It is normal to feel uncomfortable in discussing matters such as disease, death, and sex in a class with your peers, but we need to be able to frankly discuss such matters in order to make ethical evaluations of complex situations. If you are unable, unwilling, or morally opposed to discussion of such topics, you should not take this course. Please come see me individually if you have concerns about this. It is the instructor's firm belief that frank discussion of disease, death, and sex does have its place in a Theology course.

Class Participation

We are a learning community, and your participation in this learning community will contribute immensely to our communal and individual learning experiences. We all can learn from each other and we all have a responsibility to come prepared to help each other learn.

Your contributions to our class are important for several reasons:

- 1) Everyone brings something unique to our discussions and class is richer when many students participate instead of only a few.
- 2) Research shows that students who actively participate in the classroom learn more.
- 3) My experience as an instructor shows me that students who frequently miss class or who seem distracted in class struggle to perform well on course assignments, exams, and papers.
- 4) My former students consistently say that discussion is the most valuable thing in this course and discussion is better when more students are active and engaged learners.
- 5) When I hear you summarize and comment on what you read for class, I get immediate feedback on your understanding of the material and can adjust my class plans accordingly to help you learn.

- 6) When you speak about the writings of theologians and other scholars in class, you practice the skill of thinking theologically, a skill that you will need to cultivate to succeed in this class and in other theology/ethics courses.
- 7) Participating in class discussion gives you practice in oral communication, which is a skill you can develop and use in your own life.
- 8) Participating in class may make you feel vulnerable, but if your peers react with respect and we succeed in creating a safe learning environment, we will build a community of learners in which vulnerability is appreciated and valued. In this way we can work to create more safe spaces at USD and build a culture of respect and mutual appreciation on our campus.

Since this class meets in the evening, food will be permitted in class, but only if you remain respectful of your classmates. Please limit distracting noises and clean up after yourself.

It is expected that each of you will spend at least three hours in preparation for each class session. It is essential that you come to class not only having *read* the assigned reading, but having *thought* about it. As you read, ask yourself, what does this text say? What is the broader set of assumptions in which these ideas are operating? How does what I am learning and thinking about in this class relate to what I have learned in previous learning experiences? At home? In my religious tradition? Does this challenge me to think about an idea in a different way? Can I understand this from the perspective of the author? Please bring to every class the book or article from which that day's readings were assigned. Always bring paper and a pen to class.

Laptop/Tablet Policy: You are not permitted to use laptops, tablet computers (iPads), or phones during class. Please silence all devices before class begins. This will enable you to focus your full attention on class and to be fully present in class discussions, which will foster a learning environment that is respectful of your peers and free of unnecessary distractions. If I see you using a device during class I will ask you to put it away. If a pattern persists, your grade in the course will suffer (20 points lost for every infraction).

If you miss class, you are responsible for getting notes from a trusted classmate. If a personal situation, family crisis, or illness interrupts your ability to attend class, contact me in a timely fashion and we can discuss all of your options for completing the course requirements for the semester.

Required Texts (available at campus bookstore)

- Browning, Melissa. *Risky Marriage: HIV and Intimate Relationships in Tanzania*. Lanham, MD. Lexington Books, 2014.¹
- Cleage, Pearl. *What Looks Like Crazy on an Ordinary Day*. William Morrow Paperbacks, 2009.²
- Gallant, Joel E. *100 Questions and Answers about HIV and AIDS*, 2nd ed. Bartlett: 2012.³
- Whiteside, Alan. *HIV/AIDS: A Very Short Introduction*. New York: Oxford University Press, 2008.

All readings and handouts distributed in class or posted on Blackboard are required reading.

Experiential Learning Components:

1. National Black HIV/AIDS Awareness Day, sponsored by the Faith-Based Action Coalition of San Diego. Saturday, Feb. 7th, 10am-2pm at the Malcolm X Library at 5148 Market St, San Diego, 92114. Plan to stop by for at least one hour and talk to community members present.

¹ Melissa Browning, *Risky Marriage: HIV and Intimate Relationships in Tanzania* (Lanham, MD: Lexington Books, 2014), page number.

² *Ibid.*, 4.

³ Gallant, 43.

2. Day Trip to Las Memorias AIDS Hospice (La Morita, Tijuana, Mexico) with University Ministry on Saturday February 14th. Passport required. You can find more details about this UM program at the website:
http://www.sandiego.edu/um/service_and_social_justice/breaking_ground_monthly_tijuana_trips.php
3. Tour of LGBTQ Community Center, Hillcrest, Thursday March 19, 6pm
4. PRIDE Celebration of Gender Diversity: Supreme Drag Superstar, Thursday, April 16. Plan to arrive at 5:30 to view the educational posters by THRS 331 students. The show starts at 7pm in Shiley Theatre.
5. Dining Out For Life, April 30, 6:30pm, details to be negotiated in class

Required Films (portions of each will be viewed in class)

- *And the Band Played On* (HBO, 1993)
- *How to Survive a Plague* (MPI, 2012)
- *Pandemic: Facing AIDS* (Moxie/HBO, 2002)

Assignments & Grading

<i>Assignments</i>	<i>Weight</i>
1. Reading Summaries (5, 50 points each)	250 points
2. Take-Home Essay Exam (Mid-Term)	200 points
3. Topic and Preliminary Bibliography for Research Paper	50 points
4. Outline of Research Paper, Thesis Statement, and Expanded Bibliography	50 points
5. Research Paper Draft	200 points
6. Peer Evaluation Exercise	50 points
7. Final Research Paper	200 points

Letter Grade	Percentage Points	For Written Assignments
A	94-100%	“A” indicates perfect grammar, a clear presentation of ideas, excellent organization, seamless use of sources and proper citations, and special or new insight into the topic, within the page limit specified.
A-	90-93.9%	
B+	87-89.9%	“B” indicates good grammar, good overall organization, some original insights, correct use of sources and citations, attention to the directions given for the assignment, and attention to page limit
B	84-86.9%	
B-	80-83.9%	
C+	77-79.9%	“C” work indicates average work or minimum amount of work to satisfy requirements, no original or special insights, problems with grammar or organization, and/or problems with uses of sources and citations.
C	74-76.9%	
C-	70-73.9%	
D+	67-69.9%	“D” work indicates that you did not fulfill the requirements for the paper, that your paper has major problems with grammar, organization, or citations.
D	64-66.9%	
D-	60-63.9%	
F	0-59.9%	“F” work indicates failure to follow directions, serious problems with organization, grammar, or spelling, and all cases of plagiarism.

Reading Summaries (5, 50 points each = 250 points total)

In order to encourage students to keep up with the assigned readings and to think critically about the assignments before coming to class, each student must write a 3-page summary of the assigned readings for five weeks of the class (see calendar for deadlines). These should be typed, double-spaced, in 12-point font. Your summary should

be turned in to the professor (hard copy only) at the end of class on the due date. Please put your name, the date, and the assigned reading on the top line of the paper. *Points will be deducted for late papers. If your paper is turned in after class, the highest grade you can receive is 30 points. If your paper is turned in the day after class, 20 points; two days late, 10 points; three days late, 5 points. I will not accept reading summaries that are more than three days late. No re-writes allowed. No “dropped” papers. Every grade counts.*

This is a valuable exercise in preparation for the research paper because it gives you an opportunity to practice careful reading and succinct writing. It is especially important that you give a fair summary; points will be deducted if you misrepresent the author’s position by overly simplistic analysis. Your tone should be balanced and professional. Avoid casual, harsh and/or flowery rhetoric. All paraphrasing and quotations should be cited using the Turabian style guide; again, this is good practice for the research paper (see link below). Limit block quotes; the substance of the paper should be your paraphrasing and synthesis.

Citation Guide

http://www.chicagomanualofstyle.org/tools_citationguide.html

Mid-Term Exam (200 points)

The mid-term exam is a take-home essay exam. You will receive the assignment on March 12 in class, and you will bring your typed essay exam answers to class on March 19th.

10-page Research Paper on a Topic Selected by the Student (550 points total)

The research paper gives you the opportunity to explore one issue or figure that/whom you find particularly interesting. Please think of the readings in this class as a “jumping off point.” You are encouraged to connect your individual research to the content of the course, including required field trips, guest speakers, readings, films, and class discussions. More information will be distributed in class.

Our goal is to proceed step-by-step through the process of research and writing so that you can conceive of the project in manageable “chunks” and have lots of opportunities to seek feedback (from your peers as well as the instructor). Listed below are the assignments that will be graded. There will be other assignments that are not graded (brainstorming, discussing your progress in office hours, etc). It is important that you keep all hard copies of feedback received: when you turn in your outline, for example, you should also re-submit your topic sheet; when you turn in your final research paper, you should also turn in your draft and everything else. This helps Dr. RB to see how your paper develops over time. You can stay organized by keeping these in a binder or folder.

Topic and Preliminary Bibliography for Research Paper	50 points
Outline of Research Paper, Thesis Statement, and Expanded Bibliography	50 points
Research Paper Draft	200 points
Peer Evaluation Exercise	50 points
Final Research Paper	200 points

USD offers a variety of resources to help you improve your writing skills. You may decide that it would be helpful for you to seek help at USD’s Writing Center, located in Founders 190B and online at www.sandiego.edu/writingcenter. The Center’s website includes helpful writing tips, such as how to avoid common errors in grammar and punctuation. For an appointment at the Writing Center, call 619-260-4581. If you know you will need to consult the assistance of the Center, plan ahead!

The final version of your research paper is due on the last day of class. Bring a hard copy of your paper to class and submit your paper to Turnitin. Papers received after 6pm will have 20 points deducted every fifteen minutes. I will not accept papers after 8:45pm on May 7. If you are unable to complete the research paper by the due date, you must request a grade of Incomplete. (See USD handbook for details).

USD subscribes to a web-based learning product called BB turnitin, which will be used in this course for the draft of your research paper as well as the final submission of your research paper. You will be asked to submit your paper electronically via the BB turnitin website, in addition to handing in a hard copy to the instructor (two hard copies of draft, one hard copy of final). This will allow you, and the instructor, to determine to what extent your work may be in danger of containing plagiarized material. In its most basic function, BB turnitin compares the content of submitted papers to the BB turnitin database and checks for textual similarities. It then allows the instructor to view a report. The large database contains thousands of college and university papers, web pages, electronic journals, and other sources. In this course, students will be asked to submit all papers to BB turnitin for textual similarity review and to verify originality. Note that all submitted papers will be included as source documents in the BB turnitin reference database solely for the purpose of detecting textual similarities and verifying originality. Each student will be responsible for submitting his or her papers in such a way that no identifying information about the student is included. A student may not have anyone else submit papers on the student's behalf to BB turnitin.

Additional Resources

You may wish to consult the following online resources during the semester:

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| • www.ucsdmcap.org/women/resources.htm | San Diego HIV/AIDS Community Resources |
| • www.usccb.org/ | United States Conference of Catholic Bishops |
| • http://catholiccharities.org/ | Catholic Charities |
| • www.cdc.gov | Centers for Disease Control and Prevention |
| • www.unfpa.org | United Nations Population Fund |
| • www.unaids.org | Joint United Nations Programme on HIV/AIDS |
| • www.who.org | World Health Organization |
| • www.unicef.org | United Nations' Children's Fund |
| • www.womenandaids.unaids.org | Global Coalition on Women and AIDS |
| • www.pih.org | Partners in Health |
| • www.doctorswithoutborders.org | Medecins Sans Frontieres / Doctors without Borders |
| • www.crs.org | Catholic Relief Service |
| • www.avert.org | AVERTing AIDS- an online resource |
| • www.gatesfoundation.org | Bill & Melinda Gates Foundation |
| • www.hhs.gov | U.S. Department of Health and Human Services |
| • www.thebody.com | The Body: The Complete HIV/AIDS Resource |

Additional Policies

Students with Disabilities

I encourage any student needing to request accommodations for a disability to meet with me in my office hours during the first two weeks of class. In addition you will need to contact Disability Services (Serra Hall, Room 300) at your earliest convenience to ensure timely and appropriate accommodations. Only students with appropriate documentation will be given permission to record class lectures and discussion. Even if you have appropriate documentation it is still your responsibility to arrange for special testing circumstances (extended time, use of computer or dictionary, private space) at least 14 days in advance of any examination for which special circumstances are required. Please direct any questions about these policies to Office of Disability Services by calling (619) 260-4655 or by consulting their webpage at www.SanDiego.edu/disability.

Academic Integrity

Please read the section on academic integrity in the USD *Undergraduate Bulletin*. Deliberate plagiarism or cheating on exams will result in an F for the entire course. In addition, I am obliged to report all cases of plagiarism to the student's Dean.

All of the following constitute plagiarism:

(1) failure to acknowledge by means of quotation marks and complete citations any direct quotations you have taken from sources; (2) failure to acknowledge by means of complete citations any paraphrased quotations (phrases or sentences taken from your sources that you have summarized by changing a few or many words) you have used; (3) failure to acknowledge all ideas, concepts, and specific interpretations you have taken from your sources (if you did not come up with the idea in your own mind or if it is not a very general idea known generally to all normal people, then you must acknowledge that you learned it from a book, website, article, conversation, etc); (4) failure to acknowledge by including a complete bibliography the general help received from books or other sources. If you hand in a paper with no bibliography when in fact you consulted books, articles, or internet sources, you are claiming to have come up with each and every idea and phrase in the paper entirely by yourself; if instead you took some ideas or phrases or sentences from one or more of your sources but fail to acknowledge this in footnotes and a bibliography, you have been deceptive. Citations for websites, online encyclopedias, etc are permissible in papers only if you do the necessary research to track down the precise author, publisher, and information sources that lie behind the website information. Materials on the internet vary greatly in credibility; it is your task to determine if and why the material you cite is trustworthy and accurate.

Other serious violations of academic integrity include the intentional giving or use of external assistance during an examination, any intentional falsification or invention of data, citation, or other authority in an academic exercise, unauthorized intentional collaboration between students, or any unauthorized access of an instructor's files or computer account. Full copies of the policy on Academic Integrity are available at the offices of the Provost, the Vice President for Student Affairs, and the Academic Deans.

Pass/Fail Rules

Academic regulations do not permit students who entered USD in fall 2006 or after to take this course Pass/Fail in order to fulfill a Core Curriculum requirement. Such students may take it Pass/Fail only if they want it to count as an elective, or as part of a minor. Other students may exercise the Pass/Fail option according to the regulations of the *Undergraduate Bulletin* in effect in the year they matriculated at USD. Please consult your academic advisor if you have questions about this policy.

Assignments by Class Day

The readings listed for each class period are to be done BEFORE that class, so that we can discuss the readings IN class that day. Your preparedness for class is your responsibility.

WEEK	DATE	TOPIC	ASSIGNMENT
1	January 29	Introductions Syllabus Film Screening: <i>And the Band Played On</i>	Review citations as prep for first paper
2	February 5	Basic Facts about HIV infection, overview of the pandemic, resources for	<ul style="list-style-type: none">• Explore UNAIDS and CDC websites• Whiteside, chs. 1-2• Gallant, pgs. 1-158

		research in epidemiology, and beginning reflections on theo-ethical method	<ul style="list-style-type: none"> • Browning, Intro & ch. 1 • BB: Handout, Pope Francis and the Theology of Accompaniment Reading Summary #1 Due in Class
3	February 12	Social analysis, overview of official Catholic teachings on HIV/AIDS, reflection on vulnerable populations, preparation for Tijuana (Required day trip is 2/14- passport required)	<ul style="list-style-type: none"> • Whiteside, chs. 3-5 • BB: USCCB, CTCR • BB: Overview of CST principles • Browning, ch. 2 Reading Summary #2 Due in Class
4	February 19	Living out the church's moral teaching, guest speaker: Jim from Catholic Relief Services 6:30-7:30pm 7:50-8:50: Discussion of Dowling, Howard, & Browning	<ul style="list-style-type: none"> • Whiteside, chs. 6-8 • BB: Mulligan, What's love got to do with it • BB: Cahill, AIDS, Justice, and the Common Good • BB: Dowling, Let's not condemn condoms • BB: Howard, Use of the condom • Browning, ch. 3-4 Reading Summary #3 Due in Class
5	February 26	Gay activism and big pharma in beginning of AIDS epidemic, issues of social stigma and resilience of gay community	Assigned reading: Cleage, <i>What Looks Like Crazy</i> , 1-168 In class: Film Screening: <i>How to Survive a Plague</i>
6	March 5	Sex education, moral formation, What is appropriate to talk about in church settings?, norms for healthy sexuality: a womanist perspective, sexuality and empowerment; love and discernment; social justice and sexuality; Black church and various responses to HIV/AIDS	<ul style="list-style-type: none"> • Cleage, <i>What Looks Like Crazy</i>, 168-244 Reading Summary #4 Due in Class
7	March 12	Skype with author	<ul style="list-style-type: none"> • Browning, chs. 5-8 Mid-Term Exam (Take Home Essay) will be distributed Reading Summary #5 Due in Class
8	March 19		Take-Home Mid-Term Essays Due Today Field Trip: Meet at The Center (LGBTQ Community Center, Hillcrest) for tour and informational session with Ben Cartwright *You are required to meet with Dr. RB in office hours between March 18 and March 25 to discuss your brainstorming work for your research paper.
9	March 26	Research check-in	Topic and Preliminary Bibliography Due in Class

10	April 2	Spring Break	No Class
11	April 9	Research check-in	Outline, Thesis, and Expanded Bibliography Due in Class
12	April 16	Drag Show at USD	Class Dinner Before Drag Show, then view of student posters, Shiley, 5:30-6:30 & Drag Show at Shiley Theater 7-9pm [No new reading assignment: keep working on your research paper draft]
13	April 23	Film Screening: <i>Pandemic</i>	Research Paper Drafts Due- Bring Two Copies
14	April 30	Dining Out for Life	Last day to email peer evaluations to assigned classmate & Dr. RB; Class will dine out in small groups with HIV-positive residents of San Diego in the Dining Out For Life event- more details to come
15	May 7	Final Research Papers Due End of the Semester Party at Dr. RB's house Course Evaluations	Discussion of Research Papers and Course Wrap-Up