



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
LORI BEDELL	lab41	Liberal Arts (LA)	Not Available
ROSA EBERLY	RAE2	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Current Bulletin Listing

Abbreviation: **CAS**

Number: **222**

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines

Course Designation

(CAS 222N) Foundations: Civic and Community Engagement

Course Information

Cross-Listed Courses:

AYFCE 211N(AG) CAS 222N(AG) CIVCM 211N(AG)

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Fnd Civ Com Engage

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: Communication Arts And Sciences (UPLA_CAS)

Effective Semester: After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

Conceptual orientation to contemporary themes and issues in civic and community engagement and foundations and practices of public scholarship grounded in the humanities and social sciences.

Core concepts discussed are the role of students and other citizens in sustaining and transforming their communities, the historical and contemporary mission of Land Grant universities, the centrality of rhetoric and communication to collaborative judgment, and the relationship among media, cultures, and politics as they affect civic and community engagement. Students will also learn together about the range of ways that citizens do, can, and might participate in democratic decision-making and will observe and practice these forms in several communication media and across a range of differences. These conversations will be supported by research from the social sciences as well as the humanities. Finally, students will learn about models of and opportunities for engaging other citizens across and beyond Penn State, including in global environments.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Defining and understanding "Civic Engagement" and the "Public Good," the Constitution of the United States and its application to "We the People," comparative constitutions, citizen engagement (local to global) - 25% (4 weeks)

Citizenship, Rhetoric, Media, and Communication Across Differences & Problems of Democracy - 45% (7 weeks)

Critical cultural studies (race, gender, socioeconomics) and democracy - 15% (2 weeks)

History of civil society and the body politic - 15% (2 weeks)

Course Description:

Through readings, discussion, deliberation, listening, and individual as well as collaborative action, this course gives students the opportunity to learn about and practice theories and habits of civic and community engagement and public scholarship with the goal of helping to build democratic capacity and sustain participatory democracy.

This course emphasizes concepts and case studies that focus on the people's role in shared governance. The course also provides a foundation for understanding how a wide range of other individual and collective practices have an equally important role to play in building and sustaining community. The course draws from studies in demography, political science, sociology, psychology of racial identity formation and education to help students communicate better about and in shared governance.

Among the core concepts are the role of students and other citizens in sustaining and transforming their communities, the historical and contemporary mission of Land Grant universities, the centrality of rhetoric and communication to collaborative judgment, and the relationship among media, cultures, and politics as they affect civic and community engagement. Students also learn together about the range of ways that citizens do, can, and might participate in democratic decision-making and will observe and practice these forms in several communication media and across a range of differences. Finally, learn about models of and opportunities for engaging other citizens across and beyond Penn State, including in global environments.

The name(s) of the faculty member(s) responsible for the development of the course:

| Name: BRADFORD VIVIAN (bjv113)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

| Name: LORI BEDELL (lab41)

Title:

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City:

Fax:

| Name: ROSA EBERLY (RAE2)

Title:

Phone:

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Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

-Students will learn about and practice theories and habits of civic and community engagement and public scholarship.

-Students will learn about and practice face-to-face and mediated communication across differences.

-Students will recognize the necessary components of participatory democracy and learn about and practice the habits that sustain participatory democracy.

-Students will develop a foundation for understanding how disciplines across the university contribute to building and sustaining community.

-Students will practice the habits of democratic participation and develop democratic capacity.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

Through exams, written work and oral presentations (all of which will utilize different modes to address varying audiences, goals, and constraints), students will engage with course materials and discussions in constructing their own arguments regarding questions of democracy, citizenship, engagement, and community.

1. 2-3 minute in-class speech: "What does 'We the People' mean in the context of Penn State?" (5% of final grade)

This assignment evaluates students' abilities to understand a foundational text in U.S. history and culture and to articulate shared values among multiple disciplinary and individual perspectives.

2. "What does 'We the People' mean in the context of Penn State (other than 'We Are!')?"

Revision of in-class speech into a 500-word blog post or other public writing (10% of final grade)

This assignment evaluates students' abilities to write about how they integrate their understanding of a foundational text in U.S. history with shared values among multiple disciplinary and individual perspectives.

3. 750-word (epistolary) analysis of a public problem (10% of final grade)

This assignment evaluates students' abilities to draw on studies from multiple disciplines in order to articulate their social responsibility for a public problem of their choice.

4. 750-word commentary/op-ed for print or on-line publication (10% of final grade)

This assignment evaluates students' abilities to integrate disciplinary knowledge from the humanities and social sciences with a exigent public need.

5. Assignment 2, 3, or 4 revised and expanded into in-class pecha-kucha (10% of final grade)

This assignment evaluates students' abilities to integrate knowledge about a public problem from humanistic and social scientific perspective and to communicate that integrated knowledge through face-to-face communication.

6. In-class pecha-kucha revised into stand-alone pecha-kucha and posted online (10% of final grade)

This assignment evaluates students' abilities to integrate knowledge about a public problem from humanistic and social scientific perspective and to communicate that integrated knowledge in yet another medium.

7. Participation: Evidence of reading and readiness for discussion at each class meeting (10% of final grade)

This requirement evaluates students' abilities and willingness to practice communication across differences, an element of social responsibility.

8. Group project including topic proposal, individual task list, and collaborative written agreement (10% of final grade)

This assignment challenges students to work collaboratively by integrating different kinds and levels of disciplinary knowledge to address an exigent shared problem.

9. Quizzes -- announced and unannounced (5% of final grade)

This portion of the course will hold students accountable for maintaining attention to material and to provide evidence of sustained engagement with the interdisciplinary material.

10 Final exam -- cumulative (20% of final grade)

This portion of the course will assess students' abilities to integrate various knowledge domains, to make connections across disciplines and subjects, and to communicate mastery of course material.

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course is the only prescribed course for the Civic and Community Engagement Minor; it also serves as a major elective for the Communication Arts & Sciences major.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course is the keystone of the Community and Civic Engagement minor. Its content (and its home in a department housing social scientists as well as humanists) qualifies it as GS and GH.

A description of any special facilities:

Frequency of Offering and Enrollment:

Justification for Changing The Proposal:

Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.

As the foundational course for the CIVCM major, this course, particularly now that the CIVCM minor is administered by CAS, a review of the course led to a collaborative determination that its content is a natural fit for an Inter-domain offering.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context

of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-- knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

Effective Communication - Fundamental to this course's content are assignments that ask students to use various forms of communication strategies/modes for both informative and persuasive messaging to a variety of audiences. Students will engage in a variety of modes of communication for various audiences: blogging, papers, public speaking for immediate and video audiences.

Integrative thinking - Readings, discussions, and presentations engage students with texts from across historical periods and cultural perspectives. Students are expected to consider issues and rectify them with their own values and identities and create messaging that indicates their understanding and synthesis of concepts of identity with larger campus, community, national and global questions of citizenship and democracy.

Social Responsibility and Ethical Reasoning - At the outset, students are challenged to understand how they fit into a broader context of citizenship and democracy at various levels of society. They are asked to choose and engage with public problems and questions about various public goods, and to research, reason, and articulate points of view with attention to fundamental values of citizenship and democracy.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

This course utilizes a number of assessments that engage various expressions of learning and modes of inventing, formulating, developing, and delivering multimodal messaging.

1. 2-3 minute in-class speech: "What does 'We the People' mean in the context of Penn State (other than 'We Are!')?"

*Effective Communication, Integrative Thinking

This assignment evaluates students' abilities to understand a foundational text in U.S. history and culture and to articulate shared values among multiple disciplinary and individual perspectives.

2. "What does 'We the People' mean in the context of Penn State (other than 'We Are!')?" Short paper.

*Effective Communication, Integrative Thinking, Social Responsibility and Ethical Reasoning

This assignment evaluates students' abilities to write about how they integrate their understanding of a foundational text in U.S. history with shared values among multiple disciplinary and individual perspectives, skills necessary in multicultural societies.

3. 750-word (epistolary) analysis of a public problem.

*Effective Communication, Integrative Thinking, Social Responsibility and Ethical Reasoning

This assignment evaluates students' abilities to draw on studies from multiple disciplines in order to articulate their social responsibility for a public problem of their choice.

4. 750-word commentary/op-ed for print or on-line publication.

*Effective Communication, Integrative Thinking, Social Responsibility and Ethical Reasoning

This assignment evaluates students' abilities to integrate disciplinary knowledge from the humanities and social sciences with an exigent public need.

5. Assignment 2, 3, or 4 revised and expanded into in-class pecha kucha.

*Effective Communication, Integrative Thinking, Social Responsibility and Ethical Reasoning

This assignment evaluates students' abilities to integrate knowledge about a public problem from humanistic and social scientific perspective and to communicate that integrated knowledge through face-to-face communication.

6. In-class pecha kucha revised into stand-alone pecha kucha and posted online.

*Effective Communication, Integrative Thinking, Social Responsibility and Ethical Reasoning

This assignment evaluates students' abilities to integrate knowledge about a public problem from humanistic and social scientific perspective and to communicate that integrated knowledge in yet another medium.

7. Participation: Evidence of reading and readiness for discussion at each class meeting.

Integrative Thinking

This requirement evaluates students' abilities and willingness to practice communication across differences, an element of social responsibility.

8. Group project.

*Effective Communication, Integrative Thinking, Social Responsibility and Ethical Reasoning

This assignment challenges students to work collaboratively by integrating different kinds and levels of disciplinary knowledge to address an exigent shared problem.

9. Quizzes -- announced and unannounced.

*Integrative Thinking

This portion of the course will hold students accountable for maintaining attention to material and to provide evidence of sustained engagement with the interdisciplinary material.

10 Final exam -- cumulative.

*Integrative Thinking, Social Responsibility and Ethical Reasoning

This portion of the course will assess students' abilities to integrate various knowledge domains, to make connections across disciplines and subjects, and to communicate mastery of course material.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

Through a variety of readings and multimodal presentations (written, visual, oral, sonic), students will interrogate central questions in and demonstrate competence in critical thinking about topics and texts in the humanities. These questions and responses will be rooted in a wide array of readings and discussions that examine questions of critical, cultural, and historical contexts and experiences. As such, students will be challenged to consider various perspectives and audiences as they develop their understanding and construct and perform their messaging.

Sample readings/media that actualize GH student learning criteria:

Haddock, Doris. *Granny D: Walking Across America in My 90th Year*. -- engages students with moral and ethical dimensions within the disciplines of the humanities; helps students gain familiarity with groups, individuals, ideas, and events that have influenced diverse communities.

Yousafzai, Malala. *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*. -- engages students with moral and ethical dimensions of the role of literacy in self-governance; helps students gain familiarity with groups, individuals, ideas, and events that have influenced diverse communities.

"Woman Fights City Hall Over Right to Petition": <http://www.msnbc.msn.com/id/28604373/> -- engages students with moral and ethical dimensions within the disciplines of the humanities and in collaborative self-governance.

"Beaver Stadium Nightmare". Angel. -- helps students gain familiarity with groups, individuals, ideas, and events that have influenced diverse communities.

Constitution of the United States of America. -- engages students with moral and ethical dimensions within the disciplines of the humanities; historically distance text challenges students' competence in critical thinking about topics and texts in the humanities.

Constitution of another country -- helps students gain familiarity with groups, individuals, ideas, and events that have influenced diverse communities.

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

Integral to the students' investigation of the "civic" in this course are social scientific studies of race, violence, educational access, and public opinion that elucidate how different factors interact to influence behaviors and/or institutions in historical or contemporary settings. Students are encouraged and expected to use social scientific methods in their projects. As a result, students will develop an understanding of the value of the social scientific method of inquiry as a means for examining cultural movements, identities, and events. In the aggregate, the course texts present various methods of inquiry used in the social and behavioral sciences and demonstrate how the contributions of these fields complement inquiry in other areas.

Through political lenses tempered by investigations of differing identities and their intersectionality, students will be asked to consider the implications of the democratic process (and its parts) for various groups. Students will be challenged to consider their role and responsibility in sustaining and transforming their communities, the historical and contemporary mission of Land Grant universities, the centrality of persuasion to collaborative judgment, and the relationship among media, cultures, and politics as they affect civic and community engagement.

Sample readings/media:

Tatum, Beverly. "Why Are All the Black Kids Sitting Together in the Cafeteria?" -- Text explains how psychology and sociology complement inquiry about educational disparity in other areas; text explicates how many different factors interact to influence behaviors and/or institutions.

"Norway: The Two Faces of Extremism." -- Text helps students understand how demography and migration interact to force cultural changes that have political and ethical implications for individuals and groups.

"Norway Offers Migrants a Lesson in How to Treat Women" -- Text helps students understand how demography and migration interact to force cultural changes that have political and ethical implications for individuals and groups.

Levinson, Sanford. Excerpt from *Our Undemocratic Constitution*. -- Text helps students understand the racism "baked into" U.S. founding documents and recognize the political and ethical implications of historical and current interpretations of the Constitution.

Jack M. Balkin and Sanford Levinson. "The Dangerous Thirteenth Amendment."

Robert D. Putnam and Frank Shushok, Jr. "A Candid Conversation about Schools, Culture, and the Widening Opportunity Gap in America with Professor Robert D. Putnam." -- Text helps students learn various methods of social science research, observe multiple causality, and confront social, cultural, political, and ethical implications of educational policy.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The course content moves fluidly between the two Knowledge Domains, beginning to end, often engaging in comparative methods based on case studies on public problems, e.g., school to prison pipeline, voter ID laws, public gun violence. Examples may include a combination of psychological studies (e.g., racial identity development), sociological studies (e.g., public health information on gun violence), and demographic studies (e.g., polling results) as well as historical information and questions of interpretation.

Beginning with a challenge to study the U.S. Constitution, students are invited to consider the historic document through comparative analysis, through qualitative, humanistic perspectives, and through the various modes of inquiry in their academic majors. Every subject is rooted in historical origins and explored through changing socio-political and cultural contexts.

With a wide range of types of assessments, students practice communication abilities that are both familiar and unfamiliar (formal and informal writing & speaking, academic posters, multimedia formats, exams) to convey their critical analysis and understanding of topics and concepts intrinsic to both domains.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

At every step, course concepts are investigated through both humanistic and social science traditions. Readings represent the work of both humanists and social scientists.

The first three weeks of the course are spent considering the U.S. Constitution and concepts of "publicness" through both domestic and comparative international perspectives using critical cultural, rhetorical, and ethnographic inquiry. Students apply these and present their understanding through a written assignment.

Next, readings and subsequent discussions that invite historical and cultural, identity-based interpretations of democracy prompt students to choose public problems for analysis. Their study and sharing of public problems is guided by various levels of stasis, for various audiences, through a variety of modes. In this way, students exercise their understanding of topics as developed through both social scientific and humanistic investigations for a variety of audiences. These assignments, in both content and mode, develop a level of mastery of details in argument and delivery for audiences across the humanities and social sciences.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

At University Park, the course is directed by Dr. Rosa Eberly, a rhetorician who studies histories and theories of rhetoric, publics theory, public memory, and deliberation in higher education contexts and beyond. Dr. Eberly seeks post-docs for this assignment who have strong backgrounds and training to facilitate the fullness of teaching this course demands. At the 10 other campuses where the CIVCM minor is offered, the course is staffed by dedicated and experienced instructors. Course syllabi are shared annually to maintain the academic integrity of the course and the minor.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Students are assessed through assignments that challenge them to reflect, synthesize, analyze, and communicate in a variety of modes for a variety of disciplinary and public audiences. Through a variety of presentations (written, oral, multimodal), students will express their understanding through an application of course concepts in response to complex questions and problems. These questions and responses will be rooted in a wide array of readings and discussions that examine questions of critical, cultural, psychological, sociological, political, and historical contexts and experiences. As such, students will be challenged to consider various perspectives and audiences as they develop their understanding and construct and perform their messaging.

1. 2-3 minute in-class speech: "What does 'We the People' mean in the context of Penn State?"

This assignment evaluates students' abilities to understand a foundational text in U.S. history and culture from perspectives in the humanities and social sciences and to integrate shared values among multiple disciplinary and individual perspectives.

2. "What does 'We the People' mean in the context of Penn State (other than 'We Are!')?" speech revised into writing.

This assignment evaluates students' abilities to understand a foundational text in U.S. history and culture from perspectives in the humanities and social sciences and to integrate shared values among multiple disciplinary and individual perspectives.

3. 750-word (epistolary) analysis of a public problem.

This assignment evaluates students' abilities integrate studies from multiple disciplines in order to articulate their social responsibility for a public problem of their choice.

4. 750-word commentary/op-ed for print or on-line publication.

This assignment evaluates students' abilities to integrate disciplinary knowledge from the humanities and social sciences with an exigent public problem, thereby demonstrating the legitimacy of higher education to the public good.

5. Assignment 2, 3, or 4 revised and expanded into in-class pecha kucha.

This assignment evaluates students' abilities to integrate knowledge about a public problem from humanistic and social scientific perspective and to communicate that integrated knowledge through face-to-face communication.

6. In-class pecha kucha revised into stand-alone pecha kucha and posted online.

This assignment evaluates students' abilities to integrate knowledge about a public problem from humanistic and social scientific

perspective and to communicate that integrated knowledge in yet another medium.

8. Group project including topic proposal, individual task list, and collaborative written agreement.

This assignment challenges students to work collaboratively by integrating different kinds and levels of disciplinary knowledge to address an exigent shared problem.

10 Final exam -- cumulative

This portion of the course will assess students' abilities to integrate various knowledge domains, to make connections across disciplines and subjects, and to communicate mastery of course material.

General Education Designation Requirements

Intercultural Requirements:

CAS 222, Foundations: Civic and Community Engagement, meets the definition of a United States cultures course.

This course emphasizes concepts and case studies that focus on the people's role in shared governance in local, national, and international contexts. Through readings -- including the U.S. Constitution and other bedrock discourses of the republic -- as well as discussion, deliberation, listening, and individual as well as collaborative action, this course will give students the opportunity to learn about and practice theories and habits of civic and community engagement and public scholarship with the goal of cultivating knowledge of issues of social identity and difference in order to sustain participatory democracy locally and in their nation-states of residence, including but not limited to the United States.

Campuses That Have Offered (CAS 222) Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:

Foundations of Civic and Community Engagement

CAS 222/ CIVCM 211

M & W, 2:30-3:45

Fall 2017

Instructor: Jeremy Cox

E-mail: jlc628@psu.edu

Office: Willard 204A

Class Location: Bouke 317

Office Hours: MW, 1:00-2:00; F, 12:00-1:00

CAS 222/ CIVCM 211 Learning Objectives

During this course, students will learn about and discuss:

- Theories and practices of civic engagement, both historical and contemporary
- The role of engaged scholarship in fostering a participatory, democratic society
- Case studies highlighting the role of “we the people” in shared governance
- The role of students in sustaining—and potentially transforming—their communities
- The historical mission of Land Grant universities (like Penn State)
- The problems and potentials of “the public”
- The centrality of rhetoric to collaborative and deliberative decision making
- Opportunities for civic engagement beyond the classroom

General Education Requirements

This course satisfies requirements for the Humanities (GH). In Humanities (GH) fields, students focus on exploring important works of literature, history, religion, philosophy, and other closely related forms of cultural expression, thereby broadening their understanding of diverse ways of seeing, thinking about, and experiencing the self and society. Students will enlarge their intellectual horizons and knowledge of the world through encountering humanistic representations of both lived experiences and imaginative or speculative constructions, past or present. Students thus become increasingly prepared to live as thoughtfully engaged members of multiple communities, whether local, regional, or global. In this course students will:

- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities– whether verbal, visual, or digital– and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

This course satisfies requirements for the Social and Behavioral Sciences (GS). In Social and Behavioral Science (GS) fields, students focus on analyzing the forces that influence behaviors, values, habits, attitudes, and institutions. GS courses allow students to explore the multiple perspectives and methodologies useful in analyzing and addressing complex social issues.

Gen Ed Domain Learning Objectives - GH

-Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses

- Critically evaluate texts in the humanities– whether verbal, visual, or digital– and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

Gen Ed Domain Learning Objectives - GS

-Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas

- Describe the ways in which many different factors may interact to influence behaviors and/or

institutions in historical or contemporary settings

-Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

CAS 222/ CIVCM 211 Course Description

Presented from a predominantly (though not exclusively) rhetorical perspective, this course focuses on the role of the citizenry—"we the people"—in fostering a democratic society. The main emphasis of the course is a study of citizens' collaborative efforts in creating and sustaining a (more) democratic society. During the semester, students will learn: Some of the perpetually vexing issues associated with the practice of civic engagement; challenges faced by citizens (and non-citizens) when trying to sustain, transform, and challenge their communities; and the centrality of public, rhetorical action to civic engagement. Students will be required to research, write, and present information in a variety of formats with particular attention paid to good argumentation, persuasive communication, and engaged presentation.

CAS 222 / CIVCM 211 is the only specific course requirement for the Intercollege Minor in Civic and Community Engagement. I encourage you to pursue the minor if you are able. You can find more information about the minor here: <http://civcm.psu.edu/>.

Course Material

Print Material

1. Quinones, Sam. *Dreamland: The True Tale of America's Opiate Epidemic*. New York: Bloomsbury Press, 2015.
2. U.S. Constitution (the CAS department will provide a free copy)

Other Readings

(Note: I'll post most readings and class materials to Canvas. If you haven't already changed your settings so that course-system emails go directly to your @psu.edu account, then please do so.)

Richard P. Adler and Judy Goggin. "What Do We Mean By 'Civic Engagement'?" (Canvas)

Associated Press (2009), "Woman Fights City Hall Over Right to Petition."
<http://www.nbcnews.com/id/28604373/#.V6jlBLgrLDc>

Jack M. Balkin and Sanford Levinson. "The Dangerous Thirteenth Amendment." (Canvas)

Glenn Cheney. "Promised Land: Will Brazil's Rural Poor Ever Inherit the Earth?" (Canvas)

Frederick Douglass. "What to a Slave is the Fourth of July?" (Canvas)

Rosa A. Eberly and Brad Serber. "Life, Liberty, and the Pursuit of . . ." (Canvas)

Ira Glass and Sarah Koenig. "#1 Party School." *This American Life*.
<http://www.thisamericanlife.org/radio-archives/episode/396/1-party-school>

Alexander Hamilton, James Madison, and John Jay. *The Federalist Papers*, no. 10 and 63. (Canvas)

Jack Hitt, et. al. "Making the Case for Racial Reparations: Does America Owe a Debt to the Descendants of Its Slaves?" (Canvas)

William James. "On a Certain Blindness in Human Beings." (Canvas)

Martin Luther King, Jr. "Letter From Birmingham Jail." (Canvas)

Sanford Levinson. "How I Lost My Constitutional Faith." (Canvas)

—-. "Who, If Anyone, Really Trusts 'We The People'?" (Canvas)

Alec MacGillis. "Jared Kushner's Other Real Estate Empire." (Canvas)

Richard Madsen. "An Interview with Robert D. Putnam and David E. Campbell." (Canvas)

New York Times (1992). "Campus Life: Penn State; Black Columnist Sets off a Furor with Call to Arms."
<http://www.nytimes.com/1992/02/16/nyregion/campus-life-penn-state-black-columnist-sets-off-a-furor-with-call-to-arms.html>

Ersula J. Ore. "They Call Me Dr. Ore." (Canvas)

Penn State Policy AD-51 <https://guru.psu.edu/policies/ad51.html>.

Robert D. Putnam and Frank Shushok, Jr. "A Candid Conversation about Schools, Culture, and the Widening Opportunity Gap in America with Professor Robert D. Putnam." (Canvas)

Robert D. Putnam. "Bowling Alone." (Canvas)

Henry David Thoreau. "Civil Disobedience." (Selections on Canvas)

Alexis de Tocqueville. *Democracy in America*. (Selections on Canvas)

Cornell West. *Democracy Matters: Winning the Fight Against Imperialism*. (Selections on Canvas)

Wilson, Chino (1992). "African Americans Should Not Trust 'Devilish' White People."
http://blackhistory.psu.edu/assets/timeline/African_American_Chronicles_Wilson_Chino_Editorial_Collegian_1992.pdf

Other News and Public Affairs Resources

The Daily Collegian

<http://collegian.psu.edu>

Collegian digital archive

<http://digitalnewspapers.libraries.psu.edu>

BBC

<http://www.bbc.com>

WPSU-FM

91.5 FM and <http://www.wpsu.org>

C-SPAN

<http://www.c-span.org>

Pa Cable Network

<https://pcntv.com/>

Course Assignments

"Defining Civic and Community Engagement" Paper (700-800 words):

One of our recurring challenges this semester will be to define what "civic and community engagement" means. For this paper, you will watch a recommended documentary—or suggest one of your own, pending my approval—which demonstrates the complexities of civic, community engagement. Using examples from the documentary, you will provide an analysis that describes how these ideas operate within a specific political and/or social context, and how the participants met and attempted to overcome the various constraints that they faced. *10% of final grade.*

Constitution Day Planning and Participation

Constitution Day will be held Monday, September 18th, from noon to 5 p.m. The theme for Penn State's commemorations of Constitution Day this year is "The Dangerous Thirteenth Amendment." We may be sharing this event with at least one other class, so we will discuss together what we would like our collective and individual contributions to be. 5% of final grade.

"We the People" Presentation (2-3 minute speech):

What does "We the People" mean in the context of Penn State (*other than* "We Are!")? In this speech, you will apply this constitutive concept from the Preamble to the U.S. Constitution to our university community. The speech needs to have a clear central claim and offer support for that claim. No visual aids or information technology. Your speech needs to be delivered from notes rather than read word-for-word, which means that you will need to practice before presenting it in class. I strongly recommend visiting the Public Speaking Center to get help with your speech. 5% of final grade.

Free Speech Week (Group Project)

National Free Speech Week 2017 will take place October 16-22. As a class, we will participate in a group project to mark the occasion. The project includes a topic proposal, an individual task list, and a collaborative written agreement, signed by all students, about who did what to bring the project to completion. 10% of final grade.

Public Problem Analysis Paper (700-800 words):

The audience for this epistolary address will be one of your friends, family members, or another specific individual or group of your choice. In a personal letter, you will research and describe a particular public problem so that your audience might better understand the issue and why it is a problem. 10% of final grade.

Op-Ed or Letter to the Editor (500-600 words):

For this assignment, you will write either an op-ed essay about some public exigence, or a letter to the editor of a magazine/ newspaper responding to a recent article about some public exigence. Whichever you choose, it needs to be written for a public audience, i.e., an audience of strangers who read a print or online publication and who would be interested in the argument you are making. You may choose the same topic you wrote about in other assignments or choose another exigent topic that requires your research and expertise shared through public discourse. 10% of final grade.

Pecha Kucha Presentation Revised into Stand-Alone Video

For this assignment, you give a *pecha kucha*-style speech (5%) and then record it (10%) using Garage Band or some other audio production software. Part of your grade will be based on how well you delivered the audio and visual portions of your video. Technical problems such as ambient noise, computer hum, or corrupted files will affect your grade negatively. Here is an example of a *pecha kucha* that also teaches about *pecha kuchas*: <https://www.youtube.com/watch?v=wGaCLWaZLI4>. 15% of final grade.

Participation

Evidence of reading and readiness for discussion at each class meeting; active listening as well as participation in class and on Canvas; topic proposals and rough draft workshops. 10% of final grade.

Reading Quizzes

These short, timed quizzes are geared primarily at helping you to better understand course material. Questions will focus on central claims of the day's reading(s) and the evidence used to support those claims. Quizzes will be "open book," but that will not help if you haven't done the reading before hand. Quizzes will not be announced beforehand, so be prepared every class. The best way to prepare is to do the reading well ahead of class, engage the reading with notes, highlighting, and/or marginalia, and bring a physical copy of the reading to class. 5% of final grade.

Final Exam

Cumulative. 20% of final grade.

More About Class Participation

In-Class Participation

It should come as no surprise that your purposeful participation during class is of the utmost importance. Your engagement with class material, your classmates, and me creates a collaborative learning environment in which everyone can better reflect upon the material being discussed. In this context, "participation" should be understood as: regular, prompt attendance; asking and answering questions about class material and how it relates to contexts beyond the reading; responding to your fellow classmates; making a serious effort to understand the day's reading(s); participating in in-class workshops; posting to Canvas discussion boards.

Attendance

Full attendance is vital to your success in this class. You should show up to class on time, with a physical copy of the reading(s), and ready to take notes and engage in discussion. If you show up to class but have not done the readings, or are otherwise unprepared to take notes and participate, you are not truly in attendance; you are merely physically present. I take note of the distinction. If a student makes a habit of showing up to class late, failing to do readings, and/or unprepared to take notes, I may ask them to leave the classroom and count them absent for the day. If that is the case, you may be required to meet with me outside of class to discuss your performance before you are allowed to return. Every student is allowed three excused absences from class to be used at their discretion. If you have special circumstances that will require you to miss more than three classes, you must speak to me beforehand. Missing more than three classes will result in your overall grade being lowered by five percentage points per absence (e.g., if you miss five classes, your final grade will be lowered by ten percent).

Civility

In this course, we will discuss a variety of topics that are complex, personal, debatable, and even uncomfortable. I encourage you to think carefully about your own experiences and those of others when engaging the material and your fellow classmates. At some point in the semester, you may find your beliefs challenged; this can be a good thing. Having said that, I expect you to always treat your classmates with the utmost respect, regardless of how you feel about their ideas and/or how they articulate them. As you will learn this semester, people have reasons for believing the things they believe. You may not think they are "good" reasons, but you should respect and understand that they came to their position honestly (even if they are misguided). This course is an excellent opportunity for you to sharpen your ability to think and talk through sensitive issues in a civil manner. At no point this semester should anyone feel silenced or muted. Be polite and respectful in your responses to others' ideas, and make the effort provide constructive feedback. If any student engages in personal, hurtful attacks against another student, they will be asked to leave the classroom and will not be allowed to return until they have met privately with me to discuss the matter.

Resources for Student Success

Learning Accommodations: All students with disabilities documented by the Student Disability Resources (SDR) will have their needs met in an appropriate manner in this course. Students should contact the SDR (814-863-1807) within the first few days of classes so that the necessary accommodations can be made. Accommodations must be in place before evaluation events (speeches, exams, etc.). Privacy will be maintained regarding all accommodations. Additional information is available online at: <http://equity.psu.edu/student-disability-resources/> (.)

Mental Health: Should you experience stress, anxiety, or depression, please do not hesitate to contact Counseling and Psychological Services (CAPS) to make an appointment (814-863-0395). Additional resources are available online at: <http://studentaffairs.psu.edu/counseling/> (.)

Extended Absences: If ever you face an extreme emergency that will require you to miss an extended amount of class, please call Student & Family Services (814-863-2020). This hotline is available 24 hours a day, and it

will notify your professors/instructors of your emergency. Please note: this service does *not* excuse you from classes; it only notifies teachers.

Undergraduate Speaking Center: The Undergraduate Speaking Center, located in 7C Sparks, provides excellent one-on-one peer mentoring to support any phase of your presentation/speech development. See its website for more information: <http://speakingcenter.la.psu.edu/>.

Undergraduate Writing Center: The Undergraduate Writing Center, located in 220 Bouke, provides tutors who will help you with your writing. See its website for more information: <https://pennstatelearning.psu.edu/tutoring/writing>.

Me: As your instructor, I am happy to serve as a resource for you both inside and outside of class. I encourage you to come visit me during my office hours. When writing emails to professors, TAs, or instructors, consider the following "best practices":

<u>A-</u>	<u>90 to 94.9</u>	<u>Excellent, but with some room for improvement</u>
<u>B+</u>	<u>87.9 to 89.9</u>	<u>Very Good</u>
<u>B</u>	<u>83.3 to 87.8</u>	<u>Good</u>
<u>B-</u>	<u>80 to 83.2</u>	<u>Good, but with some issues</u>
<u>C+</u>	<u>75 to 79.9</u>	<u>Above average</u>
<u>C</u>	<u>70 to 74.9</u>	<u>Satisfactory</u>
<u>D</u>	<u>60 to 69.9</u>	<u>Minimally competent, but still passing</u>
<u>F</u>	<u>59.9 and below</u>	<u>Unsatisfactory/Failing</u>

Class Policies

Academic Integrity

Dishonesty of any kind is unacceptable. Dishonesty includes, but is not limited to: plagiarism, fabricating information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of other students. Academic dishonesty will result in academic sanctions and may result in automatic

failure of the course. For more information on this policy, please see the following web site:
<http://handbook.psu.edu/content/academic-integrity>.

Late Work: Unless you have received my permission at least 24 hours beforehand, late work will not be accepted for credit. I do not grant *post hoc* permission for late work, so please do not ask if you may turn in late assignments after the due date has passed. If you experience an emergency that will require you to turn in something late, email me or come by my office as soon as possible.

Grade Disputes

Should you earn a grade that makes you unhappy or confused, I ask that you take the 24 hours after I return the assignment to think about the grade and determine if you believe it was fair. After 24 hours, if you still would like to make a case that your grade should be raised, then please come to office hours or arrange an appointment with me to discuss your concerns about the grade. *When disputing a grade in this course I ask that you come prepared with a specific proposal, typed, that includes a compelling argument outlining the reasons you believe a grade change is appropriate.* Additionally, all grade disputes must be handled within seven days after the initial assignment was returned.

Missed Classes

In the event that you are forced to miss class, it is your responsibility to make up the readings that you missed and get lecture/discussion notes from one of your peers. Until you have done this, do not email me asking "what did I miss." If you do, I will not respond. If you still have questions about the material *after* you have done the readings and looked through your classmate's notes, you may come by office hours for further clarification.

Electronic Devices

I do not allow the use of electronic devices—especially cell phones—in my classroom. You will need to take notes using a pen/ pencil and paper. Readings need to be printed out before class. If you have a *need* that requires you to use a laptop (etc.) in class, let me know as soon as possible.

Schedule Changes

The course schedule should be thought of as a "road map" that was designed to get us through the semester, but which can be altered to fit the needs of the class. If the schedule is changed, you will be notified in class and/or through email. It is your responsibility to keep up with schedule changes and adjust accordingly.

Class Schedule: Fall 2017*

*DL = Dreamland

<u>Date</u>	<u>Day</u>	<u>Class Content and Discussions</u>	<u>Reading and Work Due (by start of class)</u>
<u>8/21</u>	<u>M</u>	<u>Course Introduction</u>	<u>Read: Course Syllabus (Canvas)</u>
<u>8/23</u>	<u>W</u>	<u>Foundational Concepts I</u>	<u>Read: Tocqueville, <i>Democracy in America</i> (selections on Canvas); Putnam, "Bowling Alone" (Canvas)</u>
<u>8/28</u>	<u>M</u>	<u>Foundational Concepts II <i>Discuss "We the People" presentations & Stasis Theory; Pass out U.S. Constitution</i></u>	<u>Read: Adler and Goggin, "What Do We Mean By 'Civic Engagement'?" (Canvas)</u>

<u>8/30</u>	<u>W</u>	<u>Foundational Concepts III</u>	<u>Read: U.S. Constitution and Declaration of Independence (all of it)</u> <u>Find: The constitution of another country (bring a copy to class for discussion)</u> <u>Due: "We the People" Topic Proposals</u>
<u>9/4</u>	<u>M</u>	<u>LABOR DAY — NO CLASS</u>	
<u>9/6</u>	<u>W</u>	<u>The Constitution and/ vs. Democracy I</u>	<u>Read: Balkin and Levinson, "The Dangerous Thirteenth Amendment" (Canvas)</u> <u>In Class: "We the people" Workshop (Bring hard-copy of your outline for credit)</u>
<u>9/11</u>	<u>M</u>	<u>We the People Presentations I</u>	
<u>9/13</u>	<u>W</u>	<u>We the People Presentations II</u>	
<u>9/18</u>	<u>M</u>	<u>Constitution Day</u>	<u>HUB, 2:00 - 4 p.m.</u>
<u>9/20</u>	<u>W</u>	<u>The Constitution and/ vs. Democracy II</u> <i>Discuss Op-Ed/ Letter to the Editor Assignment</i>	<u>Read: Federalist no. 10 & 63 (Canvas)</u> <u>DL: Read through to p.91</u>
<u>9/25</u>	<u>M</u>	<u>The Constitution and/ vs. Democracy III</u>	<u>Read: Levinson, "Who, If Anyone, Really Trusts 'We The People'?" (Canvas)</u>
<u>9/27</u>	<u>W</u>	<u>The Constitution and/ vs. Democracy IV</u>	<u>Read: Levinson, "How I Lost My Constitutional Faith" (Canvas)</u> <u>Due: Topic Proposal for Op-Ed/ Letter to the Editor Assignment</u>
<u>10/2</u>	<u>M</u>	<u>Legacies of Resistance I</u>	<u>Read: Douglas, "What To a Slave is the Fourth of July?" (Canvas); Hitt, et. al. "Making the Case for Racial Reparations: Does America Owe a Debt to the Descendants of Its Slaves?" (Canvas)</u>
<u>10/4</u>	<u>W</u>	<u>Legacies of Resistance II</u> <u>Trade Draft of Paper w/ Partner</u>	<u>Read: Thoreau, "Civil Disobedience" (Canvas); Cheney, "Promised Land" (Canvas)</u> <u>Due: Draft of your Op-Ed/ Letter to the Editor</u>

<u>10/9</u>	<u>M</u>	<u>Legacies of Resistance III</u> <u>Return Draft and Comments Sheet</u> <u>Start discussing Free Speech Week</u>	Read: King, "Letter From Birmingham Jail" (Canvas); Wilson, "African Americans Should Not Trust 'Devilish' White People" (link on syllabus); NY Times, "Campus Life: Penn State" (link on syllabus)
<u>10/11</u>	<u>W</u>	<u>Legacies of Resistance IV</u> <u>Discuss Free Speech Week & Civic Engagement Paper</u>	Read: West, "Democracy Matters are Frightening in Our Time" (selection on Canvas); AP, "Woman Fights City Hall Over Right to Petition" (link on syllabus) Due: <u>Op-Ed/ Letter to the Editor Assignment</u>
<u>10/16</u>	<u>M</u>	<u>Free Speech Week: Class Activity</u>	In Class: TBA Due: <u>Topic Proposal for Defining "Civic Engagement" Paper</u>
<u>10/18</u>	<u>W</u>	<u>Legacies of Resistance V</u>	Read: West, "Nihilism in America," from <i>Democracy Matters</i> (selection on Canvas) DL: Read to p.185
<u>10/23</u>	<u>M</u>	<u>Legacies of Resistance VI</u> <u>Trade Draft of Paper w/ Parter</u>	Read: West, "The Deep Democratic Tradition in America," and "Putting On Our Democratic Armor," from <i>Democracy Matters</i> (selections on Canvas) Due: <u>Draft of your Defining Civic Engagement paper</u>
<u>10/25</u>	<u>W</u>	<u>Bridge: From Legacies of Resistance to Challenges of Public Education</u> <u>Return Draft and Comments Sheet</u>	Read: Ore, "They Call Me Dr. Ore" (Canvas) Listen: Glass and Koenig, "#1 Party School" (link on syllabus)
<u>10/30</u>	<u>M</u>	<u>Challenges of Public Education I</u> <u>Discuss Public Problem Analysis Paper</u>	Read: AD-51 (link on syllabus); Eberly and Serber, "Life, Liberty, and the Pursuit of..." (Canvas) Due: <u>Defining "Civic Engagement" Paper (final draft)</u>
<u>11/1</u>	<u>W</u>	<u>Challenges of Public Education II</u>	Read: Putnam and Shushok, Jr., "A Candid Conversation about Schools..." (Canvas) Due: <u>Topic proposal for your Public Problem Analysis paper</u>
<u>11/6</u>	<u>M</u>	<u>Bridge: Community and Isolation</u> <u>Trade Draft of Paper w/ Parter</u>	Read: MacGillis. "Jared Kushner's Other Real Estate Empire." (Canvas) DL: Finish Part 2 Due: <u>Draft of your Public Problem Analysis paper</u>

<u>11/8</u>	<u>W</u>	(Re)Building Communities I <i>Return Draft and Comments Sheet</i>	Read: James, "On a Certain Blindness in Human Beings." (Canvas); Madsen, "An Interview with Robert D. Putnam and David El Campbell" (Canvas)
<u>11/13</u>	<u>M</u>	(Re)Building Communities II	DL: <i>Dreamland</i> , finish Part 3
<u>11/15</u>	<u>W</u>	(Re)Building Communities III <i>Discuss Pecha Kucha Presentations & Final Exam</i>	DL: <i>Dreamland</i> , finish Parts 4-5 & concluding matter Due: <u>Public Problem Analysis Paper</u>
<u>11/20</u>	<u>M</u>	THANKSGIVING HOLIDAY — NO CLASS	
<u>11/22</u>	<u>W</u>	THANKSGIVING HOLIDAY — NO CLASS	
<u>11/27</u>	<u>M</u>	<u>Pecha Kucha Presentations I</u>	
<u>11/29</u>	<u>W</u>	<u>Pecha Kucha Presentations II</u>	
<u>12/4</u>	<u>M</u>	<u>Pecha Kucha Presentations III</u>	
<u>12/6</u>	<u>W</u>	<u>Pecha Kucha Presentations IV</u>	
		<u>FINAL EXAM (date/time TBA)</u>	