ACADEMIC AFFAIRS COUNCIL

AGENDA ITEM: 3 – B (4)

DATE: November 1, 2017

SUBJECT
Course Modifications – USD

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval
AAC Guideline 1.12 – Institutional Course Curriculum Requests

BACKGROUND / DISCUSSION
The University of South Dakota has submitted the following course requests listed in Attachment I. These are under review by the System Vice President for Academic Affairs and may be accessed on the Institutional Curriculum Requests Webpage.

IMPACT AND RECOMMENDATION
Upon approval by the System VPAA, the proposal will move forward for entry into Colleague.

ATTACHMENTS
Attachment I – USD: Institutional Curriculum Requests Summary Form

DRAFT MOTION:
Review and discuss any issues or concerns regarding USD’s curriculum modification request prior to it moving forward upon final review and approval by the System Vice President for Academic Affairs.
Institutional representatives should provide direct links to PDF documents for each of the curriculum requests represented below. All requests should be posted on the campus Curriculum and Instruction website one week prior to the Academic Affairs Council meeting where the curriculum request is being considered.

### New Unique Course

<table>
<thead>
<tr>
<th>Prefix &amp; Number</th>
<th>Course Title</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 440</td>
<td>Business of the Performance Profession</td>
<td></td>
</tr>
</tbody>
</table>

### Revised Course Requests

<table>
<thead>
<tr>
<th>Prefix &amp; Number</th>
<th>Course Title</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 705</td>
<td>Design/Analyze Comp Algorithms</td>
<td></td>
</tr>
<tr>
<td>CHEM 326/326L</td>
<td>Organic Chemistry I/Organic Chemistry I Lab</td>
<td></td>
</tr>
<tr>
<td>SUST 203</td>
<td>Sustainability and Science</td>
<td></td>
</tr>
</tbody>
</table>

### Revisions to General Education Course

<table>
<thead>
<tr>
<th>Prefix &amp; Number</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ISCI 151/151L</td>
<td>Integrated Science I/Lab</td>
<td></td>
</tr>
<tr>
<td>ISCI 153/153L</td>
<td>Integrated Science II/Lab</td>
<td></td>
</tr>
<tr>
<td>PHIL 233</td>
<td>Philosophy and Literature</td>
<td></td>
</tr>
<tr>
<td>PHIL 240</td>
<td>Introduction to Ethics, Law, and Society</td>
<td></td>
</tr>
<tr>
<td>PHIL 242</td>
<td>Ethics, Law, and Literature</td>
<td></td>
</tr>
<tr>
<td>PHIL 287</td>
<td>Philosophy of Art</td>
<td></td>
</tr>
<tr>
<td>SUST 103/103L</td>
<td>Sustainable Environment/Lab</td>
<td></td>
</tr>
<tr>
<td>WMST 247</td>
<td>Introduction to Women, Gender &amp; Sexuality Studies</td>
<td></td>
</tr>
</tbody>
</table>

Courses referenced above for approval have been reviewed by the Academic Affairs Council and the System Vice President for Academic Affairs and may be advanced forward for entry in Colleague. For those courses listed above that did not receive approval, additional clarification or justification will be necessary and should be re-routed through the curriculum review process on a separate “Institutional Curriculum Requests” form once all issues have been resolved.

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**Signature:** System Vice President for Academic Affairs  
**Date:**
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Course Request

USD Theatre
Institution Division/Department
Elizabeth M. Freeburg

Section 1. Course Title and Description

Prefix & No. Course Title Credits
THEA 440 Business of the Performance Profession 3

Course Description
This course will examine practical aspects of the business side of working as a professional actor. Materials covered include agents/managers, unions, self-marketing, and personal finances.

Pre-requisites or Co-requisites (add lines as needed) N/A

Registration Restrictions
Permission of instructor.

Section 2. Review of Course

2.1. Was the course first offered as an experimental course (place an “X” in the appropriate box)?
☐ Yes (if yes, provide the course information below) ☒ No

2.2. Will this be a unique or common course (place an “X” in the appropriate box)?
If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system Course Inventory Report to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

☒ Unique Course

<table>
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<td>Business of the Performance Profession</td>
<td>3</td>
</tr>
</tbody>
</table>

Provide explanation of differences between proposed course and existing system catalog courses below:
There are no similar courses in the BOR system.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?
☒ No. Schedule Management, explain below: This course will be team taught, and it should fit within existing teaching load parameters for theatre department faculty.

3.2. Existing program(s) in which course will be offered: BFA Acting, BFA Musical Theatre, BFA Theatre.

3.3. Proposed instructional method by university: R-Lecture

3.4. Proposed delivery method by university: F-Small Group Instruction

3.5. Term change will be effective: 8/1/2018
3.6. Can students repeat the course for additional credit?
☐ Yes, total credit limit: __________ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?
☐ Yes ☒ No

3.8. Will section enrollment be capped?
☒ Yes, max per section: 14 ☐ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report?
☐ Yes ☒ No

3.10. Is this prefix approved for your university?
☒ Yes ☐ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department Code:  UTHEA

4.2. Proposed CIP Code:  50.1004

Is this a new CIP code for the university? ☐ Yes ☐ No
# Revised Course Request: Common Course (Substantive Modifications)

**Institution**: USD  
**Form Initiator**: Tina Keller  
**Date**: 9/14/17

**Dean’s Approval Signature**: Michael Kruger  
**Date**: 9/14/17

**Institution**: USD  
**Division/Department**: Computer Science

**Institutional Approval Signature**: [See attached 7/31/17]  
**Date**: 

**Institution**: SDSU  
**Division/Department**: [See attached 7/31/17]

**Institutional Approval Signature**:  
**Date**: 

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## Section 1. Existing Course Title and Description

<table>
<thead>
<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 705</td>
<td>Design/Analyze Comp Algorithms</td>
<td>3</td>
</tr>
</tbody>
</table>

**Course Description**

Design and analysis of algorithms to determine their time and space requirements. The study of efficient algorithms for various computational problems. Analysis of specific algorithms for internal sorting, hashing, and string search. Sorting manipulation of data structures, graphs, matrix multiplication, the Fast Fourier Transform, arithmetical operations and pattern matching. Study and implication of advanced topics on lists, stacks, trees, sets and dynamic allocation.

## Pre-requisites or Co-requisites

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 300</td>
<td>Data Structures</td>
<td>Pre-Req</td>
</tr>
</tbody>
</table>

## Section 2. Modification(s) Requested

2.1. This modification will include:

- **Current**: CSC 300 [SDSU & USD], None [DSU]
- **New**: None (common prerequisite)

**Effective term of the change**: Summer 2017

2.2. Add justification for all changes noted above:

All institutions agree that CSC 300 should not be listed as a prerequisite and the prerequisites for this course will now be common with none.

## Section 4. Department and Course Codes (Completed by University Academic Affairs)

- **Change in University Department Code**: N/A
- **Change in CIP Code**: N/A
SDSU supports the request to remove CSC 300 as a prerequisite for CSC 705.

Thank you
Janell

Good morning Janell,

I have been researching this and I wonder if SDSU needs to have the CSC 300 course as a prerequisite, it is not normal to have an undergraduate course as a prerequisite for a graduate course. USD requested that CSC 300 be removed as a prerequisite for us as we do not have teach CSC 300 and all students were needing to submit add/drop forms to get into the course. USD was listed with SDSU as CSC 300 being a prerequisite. August 2016 DSU submitted a request to remove CSC 300 as a prerequisite, RIS removed USD’s prerequisite and asked us to follow up with a revised course form to complete the request. I wondered if SDSU doesn’t need this course as a prerequisite maybe we could consolidate the request to remove CSC 300 from SDSU as well then all prerequisites would be equal with “none”. Please let me know your thoughts. Thanks.

Tammy Leitru
Senior Secretary-Curriculum Management
Office of the Provost and Vice President for Academic Affairs
University of South Dakota
414 E Clark Street
Vermillion, SD  57069
(605) 677-6200 Slagle Hall 103
(605) 677-6651 (Fax)
Section 1. Existing Course Title and Description

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CHEM 326</td>
<td>Organic Chemistry I</td>
<td>3-4</td>
</tr>
<tr>
<td>CHEM 326L</td>
<td>Organic Chemistry I Lab</td>
<td>1-2</td>
</tr>
</tbody>
</table>

**Course Description**

CHEM 326:
A systematic treatment of the chemistry of carbon compounds, including nomenclature, structure-reactivity relationships, reaction mechanisms, synthesis, and spectroscopy.

CHEM 326L:
Laboratory designed to accompany CHEM 326.
Section 2. Modification(s) Requested

2.1. This modification will include:

- **Pre-Requisites**
  - Current: CHEM 114 or CHEM 116
  - New: CHEM 114 or CHEM 116 or ISCI 153

If the addition of a lab/lecture component requires a change in pre-requisites or co-requisites:

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 326L</td>
<td>Organic Chemistry I lab</td>
<td>Pre-Req</td>
</tr>
</tbody>
</table>

- **Pre-Requisites**
  - Current: CHEM 114L (SDSMT only)
  - New: CHEM 114L or CHEM 116L or ISCI 153L

- **Co-requisites**
  - Current: CHEM 326
  - New: CHEM 326 (no change)

Effective term of the change: Spring 2018

2.2. Add justification for all changes noted above:

This update will accomplish two goals:
1. Allow ISCI 153 to be added to the approved pre-requisite list for CHEM 326.
2. Align all of the SDBOR schools with common pre-requisite on CHEM 326L. Currently only SDSMT has a pre-requisite. This request will align the common course.

Section 4. Department and Course Codes

- **Change in University Department Code**
  - Current: N/A
  - New: N/A

- **Change in CIP Code**
  - Current: N/A
  - New: N/A

From: Lien, Joelle L
Sent: Thursday, September 14, 2017 10:00 AM
To: Freeburg, Beth M <Beth.Freeburg@usd.edu>; Crawford, Chris <Chris.Crawford@bhsu.edu>; Dittman, Judy <Judy.Dittman@dsu.edu>; McKay, Scott <Scott.McKay@dus.edu>; Alley, Kate <Kate.Alley@sdsmt.edu>; Kouris, Demitris A. <Demitris.Kouris@sdsmt.edu>; Helling, Mary Kay <Mary.Helling@SDSTATE.EDU>; Hedge, Dennis <Dennis.Hedge@sdstate.edu>; LaFave, Alan <Alan.LaFave@northern.edu>
Cc: Moran, Jim D <Jim.Moran@usd.edu>; Perry, Jay <Jay.Perry@sdbor.edu>; Card, Michael <Michael.Card@usd.edu>; Leitru, Tammy R <Tammy.Leitru@usd.edu>
Subject: Re: Addition of ISCI 153 to CHEM 326 pre-req

Good morning.
NSU supports this request.
Best regards,
Joelle

Dr. Joelle L. Lien
Associate Vice President for Academic Affairs
Director of Graduate Studies

Northern State University
205-B Spafford Hall
1200 South Jay Street
Aberdeen, South Dakota 57401

Phone: 605.626.7958
Email: Joelle.Lien@northern.edu
From: Helling, Mary Kay
Sent: Friday, September 15, 2017 2:50 PM
To: Freeburg, Beth M <Beth.Freeburg@usd.edu>; Crawford, Chris <Chris.Crawford@bhsu.edu>; Dittman, Judy <Judy.Dittman@dsu.edu>; McKay, Scott <Scott.McKay@dsu.edu>; Alley, Kate <Kate.Alley@sdsmt.edu>; Kouris, Demitris A. <Demitris.Kouris@sdsmt.edu>; Hedge, Dennis <Dennis.Hedge@sdstate.edu>; Lien, Joelle L <Joelle.Lien@northern.edu>; LaFave, Alan <Alan.LaFave@northern.edu>
Cc: Moran, Jim D <Jim.Moran@usd.edu>; Perry, Jay <Jay.Perry@sdbor.edu>; Card, Michael <Michael.Card@usd.edu>; Leitru, Tammy R <Tammy.Leitru@usd.edu>
Subject: RE: Addition of ISCI 153 to CHEM 326 pre-req

SDSU supports this request. Thanks. MK

Mary Kay Helling, PhD
Vice Provost and Interim Dean, University College
South Dakota State University
Brookings, South Dakota 57007
Offices:
  Morrill Hall Room 230 (Academic Affairs)
  West Hall Room 212 (University College)
Phone:
  Office of Academic Affairs: 605.688.4173
  University College: 605.688.4153
E-mail: mary.helling@sdstate.edu

From: Kouris, Demitris A.
Sent: Monday, September 18, 2017 9:46 AM
To: Freeburg, Beth M <Beth.Freeburg@usd.edu>
Subject: Re: Addition of ISCI 153 to CHEM 326 pre-req

Fine with us, Beth.

Demitris A. Kouris, Ph.D
Provost & VPAA - SD Mines

From: Dittman, Judy
Sent: Monday, September 18, 2017 9:53 AM
To: Freeburg, Beth M <Beth.Freeburg@usd.edu>
Subject: RE: Addition of ISCI 153 to CHEM 326 pre-req

DSU approves this request.

Thanks.

~Judy

From: Crawford, Chris <chris.crawford@bhsu.edu>
Sent: Monday, September 18, 2017 11:41 AM
To: Freeburg, Beth M <Beth.Freeburg@usd.edu>
Subject: RE: Addition of ISCI 153 to CHEM 326 pre-req

Yes. I emailed Paul.
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Revised Course Request: Unique Course
(Subjective Modification)

Section 1. Existing Course Title and Description

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUST 203</td>
<td>Sustainability and Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Course Description

This course will examine how science seeks to answer questions and how it can be used to address sustainability-related issues including climate change as well as energy production and use.

Section 2. Modification(s) Requested

2.1. This modification will include:

☒ A change in description/subject matter content (enter revised description below).

This course will examine how natural science can be used to understand and address environmental sustainability issues including climate change, energy production and use, hydrologic ecosystem services, and biodiversity and ecosystem function.

☒ Course Number change 203 to 103

☒ Credit hours 3 to 4

☒ Course co-requisites None to SUST 103L

☒ Course title change Sustainable Environment

☒ Addition/deletion of a lab/lecture component (explain below)

The course currently does not have a lab. We plan to add a lab SUST 103L Sustainable Environment Lab for 0-1 credit hours and both SUST 103/103L should be co-requisites. which will meet for 2 hours per week.

If the addition of a lab/lecture component requires a change in pre-requisites or co-requisites, indicate below (add lines as needed, make sure to copy and paste formatting)

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUST 103</td>
<td>Sustainable Environment</td>
<td>Co-Req</td>
</tr>
</tbody>
</table>
Will the grade for this lab/lecture component be limited to S/U (pass/fail)?
☐ Yes ☒ No

Will section enrollment for the lab/lecture component be capped?
☒ Yes, max per section: 20 students per lab section ☐ No

☒ Change to existing unique course:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>SUST 103</td>
<td>Sustainable Environment</td>
<td>4</td>
</tr>
<tr>
<td>SUST 103L</td>
<td>Sustainable Environment Lab</td>
<td>0</td>
</tr>
</tbody>
</table>

NOTE: Use the Authority to Offer an Existing Course Form to request authorization to offer an existing common or unique course.

Effective term of the change: Fall 2018

☒ Explain any additional minor changes proposed at this time below (if needed):

We are changing the course number, the course name, and the number of credits. We are also adding a lab.

2.2. Add justification for all changes noted above:

We are restructuring this course to have a lab component because we are requesting to have this course fulfill System General Education Requirement (SGR) #6 (Natural Sciences). As the course was previously structured, it was fulfilling the student learning outcomes (SLOs) of SGR #6 except that it was missing a lab component (SLO #1). The course will be improved by adding a lab component, and it will then fulfill all of the SLOs of SGR #6.

We are renumbering the course from SUST 203 to SUST 103 to better reflect the introductory nature of the course. We have received feedback from first-year students that they thought that the course would be too rigorous for them because it was at the 200 level even though the course is an introductory course with no prerequisites.

We are renaming the course to use terminology that (1) more accurately represents the course content and (2) is more easily understood by students.

Section 3. Other Course Information

3.1. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course database (Colleague and the Course Inventory Report)?
☐ Yes ☒ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

☐ Change in University Department Code
☐ Change in CIP Code

Current to New
UA&S to N/A
30.3301 to N/A
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Revisions to General Education Requirements

Use this form to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

Note 08/2016: This form is under revision – please consult the university vice president for academic affairs and/or the Board of Regents office for clarification.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Division/Department</th>
<th>Institutional Approval Signature</th>
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</tr>
</thead>
<tbody>
<tr>
<td>USD</td>
<td>Arts &amp; Sciences/</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Biomedical Engineering</td>
<td></td>
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<tr>
<th>Institution</th>
<th>Form Initiator</th>
<th>Dean’s Approval Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD</td>
<td>Dan Engebretson</td>
<td></td>
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<td>Integrated Science I/Lab</td>
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</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

[X] System General Education Requirements
[ ] Institutional Graduation Requirements
[ ] Globalization/Global Issues Requirement
[ ] Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

[ ] Revision to an approved course
[X] Addition of a course to the set of approved courses
[ ] Deletion of an approved course from the set of approved courses
**Section 1. Provide a Concise Description of the Proposed Change**
We proposed the addition of ISCI 151/151L Integrated Science I/Integrated Science I Laboratory to the list of courses meeting System Graduation Requirement #6 Natural Sciences.

**Section 2. Provide the Effective Date for the Proposed Change**
Fall 2018

**Section 3. Provide a Detailed Reason for the Proposed Change**
In Fall 2017, the university began offering the A.S. in Integrated Science at University Center, Sioux Falls. The introductory courses for this program (ISCI 151/L and ISCI 153/L) blend chemistry, biology, and physics (particularly thermodynamics) and incorporate mathematics. They include rigorous laboratory work, and therefore meet the student learning outcomes associated with the graduation requirement in ten natural sciences, as indicated in section 4, below. Moreover, these courses will offer a needed general education option for students pursuing other degrees at the University Center.

**Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes**
The Student Learning Outcomes for SGR #6 are as follows:
As a result of taking courses meeting this goal, students will:
- Demonstrate the scientific method in a laboratory experience,
- Gather and critically evaluate data using the scientific method,
- Identify and explain the basic concepts, terminology and theories of the selected natural sciences, and
- Apply selected natural science concepts and theories to contemporary issues.

In lecture and laboratory settings, students explore atomic structure, the periodic table, inter- and intra-molecular bonding, water and aqueous solutions, acids and bases, equilibrium systems, biological membranes, and an introduction to biological molecules. Students will demonstrate the scientific method through participation in weekly laboratory experiences, and will gather and evaluate data as part of the laboratory sessions. The course will identify and explain fundamental concepts, terminology, and theories from the disciplines of biology and chemistry. Moreover, students will apply the concepts and theories related to these and other topics to contemporary issues in the fields of engineering, health, interdisciplinary and integrated science.
Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

ISCI-151: Integrated Science I: Lecture (U910) and Lab (U910)
Location: Lecture FSC1 Room 214; Lab FSC1 211
Lecture: MWF, 12:00-12:50 pm
Lab: F, 1-3:00 pm
Instructor: Dr. Daniel Engebretson
Email: Daniel.Engebretson@usd.edu
Phone: 605-275-7475
Lab Office Hours, FSC1 214: MWF: 11-11:45 am, or by appointment
Office Hours, GEAR 100: By Appointment.

Key Dates:
- Thursday, August 31 – Last day to drop w/full refund
- Monday, September 4 – Labor Day, no class
- Monday, October 9 – Native American Day, no class
- Friday, November 3 – Last day to drop w/WD
- Friday, November 10 – Veteran’s Day, no class
- Wednesday, November 22 – Thanksgiving Recess, no class
- Friday, November 24 – Thanksgiving Recess, no class
- Wednesday, December 6 – Reading Day, no class

Course Description: This course will introduce students to chemical and physical concepts important in biology. Concepts will include atomic structure, the periodic table, inter- and intra-molecular bonding, water and aqueous solutions, acids and bases, equilibrium systems, biological membranes, and an introduction to biological molecules. Co-requisite: ISCI-151L, 1 credit

Course Objective: Students will begin to understand the chemistry, biology, and physics share fundamental concepts.

Course and Laboratory Text:

Laboratory Materials and Supplies:
1. Goggles
2. Bound lab notebook
3. Lab descriptions and worksheets will be available on D2L

Student Learning Outcomes:
- Students will learn a variety of chemical, physical, and biological concepts to be used as a basis to solve complex scientific problems.
Students will learn to use visual and mathematical models as tools to think about particles that are too small to see.

Students will learn how to design and interpret experiments to answer scientific questions.

Students will learn how to document their findings and communicate science to others.

**Academic Integrity**

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

**Freedom in Learning**

Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

**Disability Accommodation**

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you contact Jennifer Schelske at University Center (605-274-9509) and your home university:

Disability Services
Service Center North, R119B
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu
**Diversity and Inclusive Excellence**

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

**Attendance Policy:** Students are expected to attend all class meetings. In the event of an unexpected absence please contact notify the instructor you will be absent. It is the student’s responsibility to arrange for any make-up exams. All examinations must be completed on or before the due dates unless otherwise approved in writing by the instructor. All examinations and workbooks that are incomplete on the due dates will be given a zero.

**Description of Instructional Methods:**
A variety of instructional methods will be used in this course, including lecture, group discussion, out-of-class readings, group work, and writing assignments. You are expected to come to class prepared. You will need to actively participate during class, including asking (and answering) questions. While you are not required to own a computer for this course, internet access is necessary to access supplemental course materials on D2L.

**Electronic Devices:** Please do not use cell phones or other disruptive electronic devices in class. These devices are very disruptive to the class atmosphere, a potential carrier for contaminants in the lab, and their use during class is highly inappropriate. If you are going to use a computer during class, please set the device on mute. **Anyone seen with a cell phone/electronics during test time will receive a zero grade on their exam.**

**Laboratory Safety:** Although hazardous chemicals are not typically used in laboratory, some of the chemicals can cause harm if mishandled. Students successfully completing this course will be expected to practice safe laboratory procedures and be aware of emergency procedures. Students are expected to read and follow all procedures in the laboratory to ensure a safe working environment. **No food or drink is allowed in the laboratory. Pants and closed toed shoes are required during lab. Long hair should be tied back.**

**Student Assessment & Grades:** This course should require a minimum of 2 hours study time for every hour the course meets (6 hours= 12 hours/week) to earn a satisfactory grade.

**Section Exams (400 points):** There will be four Lecture Exams. Each exam will consist of objective (multiple choice, true/false, matching) questions and short answer questions. Each exam will be worth 100 points.

1. Wednesday, September 13, 2017 Section 1 Exam: Atomic Structure
2. Friday, October 6, 2017 Section 2 Exam: Bonding and Molecular Structure
3. Wednesday, November 1, 2017 Section 3 Exam: Molecular Interactions and Organization
4. Monday, December 4, 2017 Section 3 Exam: Chemical Reactions
**Final Exam (150 points):** There will be a comprehensive final exam worth 150 points.

1. Friday, December 8, 2017 Comprehensive Final Exam

**Homework (100 points):** There will be 10 homework assignments throughout the semester.

**Quizzes (100 points):** There will be 10 quizzes throughout the semester. These may not be announced and will cover topics in assigned readings.

**Laboratory Notebook (100 points):** There will be 10 experiments conducted (some take more than one lab period) throughout the semester. Each student will be required to keep a laboratory notebook to record all data and observations made during the laboratory period and activities that occur outside normal lab hours. No make-ups are permitted. Rubrics for Laboratory Notebook grading will be posted to D2L prior to each lab. Each experiment is worth 10 points.

**Laboratory Worksheets (150 points):** There will be a worksheet for each experiment. Each worksheet is worth 15 points.

**Evaluation Procedures:**

<table>
<thead>
<tr>
<th>Assessment</th>
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<td>100 pts</td>
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</tr>
<tr>
<td>Quizzes</td>
<td>100 pts</td>
<td></td>
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</tr>
<tr>
<td><strong>Total=</strong></td>
<td>750 pts</td>
<td><strong>Total=</strong></td>
<td>250 pts</td>
</tr>
</tbody>
</table>

**Lecture Grading Scale**

- **A (90%): 675 and above**
- **B (80%): 600 - 374**
- **C (70%): 525 - 599**
- **D: 450 - 524**
- **F: < 449**

**Lab Grading Scale**

- **A: 225 and above**
- **B: 200 - 224**
- **C: 175 – 199**
- **D: 150 - 174**
- **F: < 149**
Laboratory Experiments:

1. Laboratory techniques
2. Calorimetry of foodstuffs
3. Energetics of an endothermic reaction
4. UV/vis spectroscopy for DNA quantitation
5. Molar mass of a volatile liquid
6. Protein purification and folding
7. Membrane transport
8. Determination of an equilibrium constant
9. Determination of pKa of a weak acid
10. Molar volume of a gas
Revisions to General Education Requirements

Use this form to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

Note 08/2016: This form is under revision – please consult the university vice president for academic affairs and/or the Board of Regents office for clarification

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

Institution: USD Arts & Sciences/Biomedical Engineering
Division/Department: Institutional Approval Signature: Date
Form Initiator: Dan Engebretson
Dean’s Approval Signature: Date

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCI 153/153L</td>
<td>Integrated Science II/Lab</td>
</tr>
</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X System General Education Requirements

Institutional Graduation Requirements

Globalization/Global Issues Requirement

Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Revision to an approved course

X Addition of a course to the set of approved courses

Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change
We proposed the addition of ISCI 153/153L Integrated Science II/Integrated Science II Laboratory to the list of courses meeting System Graduation Requirement #6 Natural Sciences.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2018

Section 3. Provide a Detailed Reason for the Proposed Change
In Fall 2017, the university began offering the A.S. in Integrated Science at University Center, Sioux Falls. The introductory courses for this program (ISCI 151/L and ISCI 153/L) blend chemistry, biology, and physics (particularly thermodynamics) and incorporate mathematics. They include rigorous laboratory work, and therefore meet the student learning outcomes associated with the graduation requirement in ten natural sciences, as indicated in section 4, below. Moreover, these courses will offer a needed general education option for students pursuing other degrees at the University Center.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
The Student Learning Outcomes for SGR #6 are as follows:
As a result of taking courses meeting this goal, students will:
- Demonstrate the scientific method in a laboratory experience,
- Gather and critically evaluate data using the scientific method,
- Identify and explain the basic concepts, terminology and theories of the selected natural sciences, and
- Apply selected natural science concepts and theories to contemporary issues.

In lecture and laboratory setting, students explore energy and probability in equilibrium systems, energy and entropy in bonding, reduction and oxidation chemistry, and catalytic systems. Students will demonstrate the scientific method through participation in weekly laboratory experiences, and will gather and evaluate data as part of the laboratory sessions. The course will identify and explain fundamental concepts, terminology, and theories from the disciplines of biology and chemistry. Moreover, students will apply the concepts and theories related to these and other topics to contemporary issues in the fields of engineering, health, interdisciplinary and integrated science.
Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

ISCI-153: Integrated Science II: Lecture (U910) and Lab (U910)
Location: Lecture FSC1 Room 214; Lab FSC1 211
Lecture: MWF, 12:00-12:50 pm
Lab: F, 1-3:00 pm
Instructor: Dr. Daniel Engebretson
Email: Daniel.Engebretson@usd.edu
Phone: 605-275-7475
Lab Office Hours, FSC1 214: MWF: 11-11:45 am, or by appointment
Office Hours, GEAR 100: By Appointment.

Course Description: This course will broaden students understanding of chemical and physical concepts important in biology. Concepts will include energy and probability in equilibrium systems, energy and entropy in bonding, reduction and oxidation chemistry, and catalytic systems.
Co-requisite: ISCI-153L, 1 credit

Course Objective: Students will begin to understand the chemistry, biology, and physics share fundamental concepts.

Course and Laboratory Text:

Laboratory Materials and Supplies:
1. Goggles
2. Bound lab notebook
3. Lab descriptions and worksheets will be available on D2L

Student Learning Outcomes:
- Students will learn a variety of chemical, physical, and biological concepts to be used as a basis to solve complex scientific problems.
- Students will learn to use visual and mathematical models as tools to think about particles that are too small to see.
- Students will learn how to design and interpret experiments to answer scientific questions.
- Student will learn how to document their findings and communicate science to others.

Academic Integrity
The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

**Freedom in Learning**

Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

**Disability Accommodation**

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you contact Jennifer Schelske at University Center (605-274-9509) and your home university:

Disability Services
Service Center North, R119B
(605) 677-6389
Web Site: www.usd.edu/ds
Diversity and Inclusive Excellence
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Attendance Policy: Students are expected to attend all class meetings. In the event of an unexpected absence please contact notify the instructor you will be absent. It is the student’s responsibility to arrange for any make-up exams. All examinations must be completed on or before the due dates unless otherwise approved in writing by the instructor. All examinations and workbooks that are incomplete on the due dates will be given a zero.

Description of Instructional Methods:
A variety of instructional methods will be used in this course, including lecture, group discussion, out-of-class readings, group work, and writing assignments. You are expected to come to class prepared. You will need to actively participate during class, including asking (and answering) questions. While you are not required to own a computer for this course, internet access is necessary to access supplemental course materials on D2L.

Electronic Devices: Please do not use cell phones or other disruptive electronic devices in class. These devices are very disruptive to the class atmosphere, a potential carrier for contaminants in the lab, and their use during class is highly inappropriate. If you are going to use a computer during class, please set the device on mute. Anyone seen with a cell phone/electronics during test time will receive a zero grade on their exam.

Laboratory Safety: Although hazardous chemicals are not typically used in laboratory, some of the chemicals can cause harm if mishandled. Students successfully completing this course will be expected to practice safe laboratory procedures and be aware of emergency procedures. Students are expected to read and follow all procedures in the laboratory to ensure a safe working environment. No food or drink is allowed in the laboratory. Pants and closed toed shoes are required during lab. Long hair should be tied back.

Student Assessment & Grades: This course should require a minimum of 2 hours study time for every hour the course meets (6 hours= 12 hours/week) to earn a satisfactory grade.
**Section Exams (400 points):** There will be four Lecture Exams. Each exam will consist of objective (multiple choice, true/false, matching) questions and short answer questions. Each exam will be worth 100 points.

1. TBD Section 1 Exam: Molecular Thermodynamics – First Law
2. TBD Section 2 Exam: Molecular Thermodynamics – Second Law
3. TBD Section 3 Exam: Electrochemistry
4. TBD Section 3 Exam: Kinetics

**Final Exam (150 points):** There will be a comprehensive final exam worth 150 points.

**Homework (100 points):** There will be 10 homework assignments throughout the semester.

**Quizzes (100 points):** There will be 10 quizzes throughout the semester. These may not be announced and will cover topics in assigned readings.

**Laboratory Notebook (100 points):** There will be 10 experiments conducted (some take more than one lab period) throughout the semester. Each student will be required to keep a laboratory notebook to record all data and observations made during the laboratory period and activities that occur outside normal lab hours. No make-ups are permitted. Rubrics for Laboratory Notebook grading will be posted to D2L prior to each lab. Each experiment is worth 10 points.

**Laboratory Worksheets (150 points):** There will be a worksheet for each experiment. Each worksheet is worth 15 points.

**Evaluation Procedures:**

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**Lecture Grading Scale**

A (90%): 675 and above

**Lab Grading Scale**

A: 225 and above
Laboratory Experiments:

1. Phycocyanin isolation
2. Heat of reaction
3. Equilibrium and temperature
4. Redox titration
5. 3-D printing
6. Biological electrochemistry (2 weeks)
7. Enzyme kinetics
8. Polymerase Chain Reaction (2 weeks)
Use this form to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

Note 08/2016: This form is under revision – please consult the university vice president for academic affairs and/or the Board of Regents office for clarification.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

**Section 1. Provide a Concise Description of the Proposed Change**

To remove PHIL 233: Philosophy and Literature as an option in meeting SGR Goal #4 for USD.

**Section 2. Provide the Effective Date for the Proposed Change**

Fall 2018

**Section 3. Provide a Detailed Reason for the Proposed Change**

This course is not regularly taught at USD, although it should continue to fulfill SGR #4 for students at SDSMT. The proposed addition of, PHIL 242: Ethics, Law, and Literature and PHIL 240: Introduction to Ethics, Law, and Society, and the simultaneous removal of this course and PHIL 287: Philosophy and Art for this system graduation requirement will better serve USD’s students, will maintain the same number of Philosophy general education courses at USD, and will reflect the strengths and focus of USD’s Philosophy Program and its specialization in Ethics, Law, and Society.

**Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes**

N/A.

**Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation**

N/A.
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Revisions to General Education Requirements

Use this form to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

Note 08/2016: This form is under revision – please consult the university vice president for academic affairs and/or the Board of Regents office for clarification.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

USD
Institution

Joseph Tinguely
Form Initiator

Michael Kruger
Dean’s Approval Signature

9/14/17
Date

USD
Institution

Arts & Sciences / History
Division/Department

Elizabeth M. Freeburg
Institutional Approval Signature

10/2/2017
Date

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X System General Education Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

Revision to an approved course

X Addition of a course to the set of approved courses

Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change
To include PHIL 240: Introduction to Ethics, Law, and Society as an option in meeting SGR Goal #4.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2018

Section 3. Provide a Detailed Reason for the Proposed Change
PHIL 240: Introduction to Ethics, Law, and Society, will increase opportunities for undergraduates to achieve a deeper understanding of human experience, including fundamental questions of responsibility and community. It will thus help provide an important resource, linked to other course offerings from across the College, particularly in humanities and social sciences. It is also designed as a point of entry to the new Degree Specialization in Ethics, Law, and Society.

PHIL 240 is intended as an entry point into the philosophy program (alongside PHIL 100: Intro to Philosophy and PHIL 220: Intro to Ethics, both of which are designated as meeting SGR #4). The proposed change would include PHIL 240 help to meet the demand for introductory philosophy courses in a way better tailored to the variety of student interests and the overall program trajectory.

GOAL #4 of the System Gen-Ed Requirements is for students to understand the diversity and complexity of the human experience through study of the arts and humanities. By surveying the way cultural values related to ethics and law are institutionalized in various political systems, PHIL 240 meets the required Student Learning Outcomes #1 (Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience) and #2 (Identify and explain basic concepts of the selected disciplines within the arts and humanities). Reliance on primary literature (e.g., the works of Hobbes and Locke in their original form or Rousseau and Aristotle in translation) requires students to satisfy SLO #5 (Explain and interpret formal and stylistic elements of the literary or fine arts).

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
GOAL #4: Provide clear evidence that the proposed modification will address the specified goals and student learning outcomes

The two assessment methods for this course are daily reading quizzes and three major tests. These will foster learning outcomes 1, 2, and 3 both through focused, regular practice and through cumulative, synthetic work. (Although they are not formally assessed, daily exam drafts and in-class discussion will also help bring about these results.)

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

- Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience: Daily assignments and three tests.
- Identify and explain basic concepts of the selected disciplines within the arts and humanities: Daily assignments and three tests.
In addition, as a result of taking courses meeting this goal, students will be able to do at least one of the following:

| 3. Identify and explain the contributions of other cultures from the perspective of the selected disciplines with the arts and humanities. | Daily reading quizzes and three tests. |
| 5. Explain and interpret formal and stylistic elements of the literary or fine arts. | Daily reading quizzes and three tests. |

**Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation**
See Attached.
**Introduction to Ethics, Law, and Society**

PHIL 240
Joe Tinguely
Fall 2018
Tuesday-Thursday
9:30-10:45
Office: East Hall #305
Office phone: 605-677-5218
email: joseph.tinguely@usd.edu
East #313
Office Hours: Tue/Thrs 3:30-4:30

**Course Description:**
This class prepares students for the serious study of moral, political, and legal philosophy covered in upper division courses by demonstrating their grounding in and relevance for understanding the social, political, and legal implications of competing moral worldviews. Particular emphasis is placed upon the connection between personal and civic responsibility.

**Course Reading Materials**
There is an assigned set of readings for each day of class discussion. The majority of reading materials are available and distributed through D2L on the “Content” page under the heading “Readings”.

There is, however, one volume in particular we will frequently use, a hard copy of which you should acquire.

**Books for Purchase:**
  ISBN: 9780195335125

Copies of this title are available at the USD bookstore, but relatively cheap and easily attainable copies can also be found online. However, everyone should acquire the edition listed above.

*Be sure to bring the assigned text to class each day.*

On two occasions we will be viewing a film rather than reading a selection. Those videos are on reserve at the library, and viewing room #203 in the library has been reserved from 8-10pm the evening prior.

**Daily Reading Assignments**
A calendar of readings corresponding to each class day is listed at the end of syllabus and posted to d2l.

**Class Format**
Time in class is a combination of recitation (comments and questions guided by the instructor) and open class discussion. All class activities require you to have read and reflected on the day’s assignment prior to class.

**Class Evaluation and the IDEA surveys:**
In terms of the rubric established by the IDEA surveys, the following objectives are:

**Essential:**
- Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- Developing a clearer understanding of, and commitment to, personal values

**Important:**
**Daily Assignments**

A calendar of assignments corresponding to each class day is listed at the end of syllabus and posted to d2l. The assignments listed for any given class period are to be completed *prior* to the class meeting.

**Daily Quizzes**

Each class begins at the top of the hour with a short, 5 pt. quiz over the assigned material. Since quizzes occur prior to class discussion, they are not meant to test your comprehension or philosophical acumen but rather to gauge your participation and preparation.

**“Tough Love” on the daily quizzes.**

*Tough:* The grades on these quizzes are meant to reflect your having come to class prepared and on times. For that reason quizzes *cannot be made up if a student is late or has an unexcused absence.*

*Love:* The daily quizzes are open book and open note. If you have read the material ahead of time, and you don’t immediately recall the answer, you should be familiar enough with the text that you can locate it quickly. The quizzes are timed, which means if you aren’t familiar enough with the text to know where to go for the answer, you won’t have time to find it. You may use any notes you have taken on the quizzes. You may not, however, use anyone else’s books or notes. Also, there are 6 questions on each quiz but they are graded out of 5 points, which means you can get one wrong each time and still get 100%. So there is no need to stress or obsess over any one question. You can get one or two wrong every now and then and you’ll still be just fine. Three or four wrong on a regular basis, and you’ll find yourself in trouble. Simply do the assignment prior to class, and you’ll do well. (You cannot exceed 100% on any given quiz.)

In addition, there are a total of 22 quizzes of 5 points each (for a total of 110 points) but the total score is calculated out of 100. That means, in effect, you can get 1 or 2 wrong on every single quiz and still get 100% or, alternatively, you can have two unexcused absences and still end up with 100%. You cannot, however, have two unexcused absences and get two wrong on every quiz and still end up with 100%.

**Exams**

There are three essay exams, one at the end of each unit of the course. The exam questions are posted to d2l. The exams are closed-note and closed-book.

**Evaluation**

*A running tally of the current grade posted within the grade page of d2l.*
Graded Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Reading Quiz</td>
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<tr>
<td>Exam #1</td>
<td>100 pts</td>
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<tr>
<td>Exam #2</td>
<td>100 pts</td>
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<tr>
<td>Exam #3</td>
<td>100 pts</td>
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<tr>
<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

Exam #2

Exam #3

Reading Quizzes

100 pts.

25%

100 pts.

25%

Weighting of Assignments

Final Grade Scale

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<thead>
<tr>
<th>Points</th>
<th>Percept</th>
<th>Grade</th>
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<tbody>
<tr>
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<td>359 - 320</td>
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<td>319 - 280</td>
<td>79 – 70</td>
<td>C</td>
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<td>279 - 240</td>
<td>69 - 60</td>
<td>D</td>
</tr>
<tr>
<td>239 - 0</td>
<td>59 – 0</td>
<td>F</td>
</tr>
</tbody>
</table>

* There are 22 quizzes of 6 questions worth 5 points each. There is a max score of 5 points on each quiz. There is a max score of 100 points total on the quizzes combined. *(The scoring on the last four items on d2l gets a little unusual in order to make the math work out.)*

Attendance and Participation

It is expected that you attend and participate in each class, having done the assignment ahead of time. The daily quizzes are the primary mechanism for measuring and rewarding attendance and preparation. In addition to losing points on missed quizzes, the following attendance policies are in effect:

**Chronic Absentee Policy**

1. Any more than 4 unexcused absences results in the automatic reduction of one letter grade from the semester total.
2. Any more than 7 unexcused absences results in the automatic reduction of two letter grades from the semester total.
3. 10 or more unexcused absences causes student to be automatically dropped from the course.

**Holiday or Long Weekend Attendance Policy**

There is an additional 5 point deduction for absences on class periods adjacent to a holiday or other class break.

University of South Dakota and Board of Regents Directives:

(1) Academic Integrity

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a. Given a zero for that assignment.
   b. Allowed to rewrite and resubmit the assignment for credit.

General Education Revision Form (last revised 02/2007)
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

(2) Freedom in Learning
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

(3) Disability Accommodation
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

(5) Diversity and Inclusive Excellence
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

1. Class Introduction: Why Ethics, or Law, or Society?
   Tuesday, August 23
   Our present condition: discontent with ethics, and laws, and society
   Discussion of Freud, “Chapter III” of Civilization and its Discontents (pp 67-76)
   Syllabus, class policies, assignments, etc.
Unit 1: Cynicism and Social Contract

2. Ancient Cynicism

Tuesday, August 30
Reading:
- BBC 4 Radio Program, “In our Time”, episode on “Cynicism” (.mp3 on d2l)  
  http://www.bbc.co.uk/programmes/p003k9js
- William Desmond, *Cynics*, selections (.pdf on d2l)

3. Locke, State of Nature

Tuesday, September 6
Readings:
- Locke, “State of Nature”, Chapter II of *Second Treatise* (pp 84-7 of *Reader*)
- Locke, “State of War”, Chapter III of *Second Treatise* (pp 87-9 of *Reader*)
- BBC 4, “In Our Time” episode on “The Social Contract” (.mp3 on d2l)  
  http://www.bbc.co.uk/programmes/b008w3xm

4. Social Contract Theories: Locke on Property

Tuesday, October 4
Readings:
- Locke, selections from *Second Treatise on Government*  
  - Read Chapters V. “Of Property” (pp 90-6 of *Reader*)
- BBC World Service “A History of Political Thought” (Locke on Political Theory and Property)  
  http://bbc.in/1U1aqYV (link on d2l)

5. Social Contract Theories: Locke

Thursday, September 29
Readings:
- Locke, selections from *Second Treatise on Government*  
  - Read Chapters VII, VIII, and IX (pp 96-110 of *Reader*)
- BBC World Service “A History of Political Thought” (Locke on Political Theory and Property)  
  http://bbc.in/1U1aqYV (link on d2l)


Tuesday, September 13
Reading:
- Hobbes, “Chapter XIII—The Natural Condition of Mankind” in *Leviathan*, (.doc on d2l)
- BBC 4, “In Our Time” episode on “Hobbes” (.mp3 on d2l)  
  http://www.bbc.co.uk/programmes/p003k9l1


Thursday, October 6
Readings:
- Hobbes, *Leviathan* (selections) (.doc on d2l)  
  - Read approximately first half

*General Education Revision Form (last revised 02/2007)*

Page 8 of 11

**Thursday, October 6**

**Readings:**
- Hobbes, *Leviathan* (selections) (.doc on d2l)
  - Read approximately first half

9. Social Contract Theories: Rousseau, the forces that bind

**External Compulsion vs. Internal Consent**

**Tuesday, September 27**

**Reading:**
- Rousseau, *Social Contract* (Bk 1, Chapters 1-6)
- *Ring of Gyges*, Plato *Republic* Book II 358-361

10. Rousseau’s State of Nature

**Moral Psychology of Voluntary Submission, expanded/changed self-conception**

**Thursday, September 22**

**Reading:**
- Rousseau on Voluntary Submission (.doc on d2l)

11. Rousseau’s Challenge: Change of Human Nature

**Moral Psychology of Voluntary Submission, expanded/changed self-conception**

**Thursday, September 22**

**Reading:**
- Rousseau, selections on self-love from the *Discourse on Inequality* (.doc on d2l)

12. Rousseau and the General Will

**Tuesday, October 18**

**Readings:**
- Choose new reading, probably *Social Contract* rest of Bk 1 and Bk 2.
- BBC 4, “In Our Time” episode on “The Social Contract” (.mp3 on d2l)
  - [http://www.bbc.co.uk/programmes/b008w3xm](http://www.bbc.co.uk/programmes/b008w3xm)

13. In Class Exam #1

**Tuesday, September 20**

**Unit 3: Liberalism**


**Thursday, October 20**

**Readings:**
- Rawls, selection on the “Original Position” from
  - *Theory of Justice* (pp 203-9 of Reader, up to “Classical Utilitarianism”)
  - “Veil of Ignorance” (pp 219-21 of Reader)
  - *Justice as Fairness*, selection on the “Original Position” (.pdf on d2l)

**Optional/Recommended:**
- Mulhall and Swift, “Rawls’s original position” (esp. pp 3-7) (.pdf on d2l)
15. Formal Equality (Non-Discrimination)

Tuesday, October 25
Readings:
- Brown vs. the Board of Education (.doc on d2l)
- Plessy vs. Fergusson (.doc on d2l)

16. Libertarianism: Formal Equality = Freedom = Justice

Thursday, October 27
Readings:
- Milton and Rose Friedman, “Free to Choose”; first two sections “Created Equal” and “Equal before God” (pp 49-51 of Reader)
- Friedrich Hayek, “The Constitution of Liberty” (pp 73-82 of Reader)
  Optional/Recommended:
- Nozick, selections from Anarchy, State, and Utopia (pp 60-73 of Reader)
  (between this class and the next one, familiarize yourself with Nozick’s position)

17. Libertarianism: Formal Equality = Freedom = Justice

Tuesday, November 1
Readings:
- Milton and Rose Friedman, “Free to Choose” (pp 49-60 of Reader)
  Optional/Recommended:
- Nozick, selections from Anarchy, State, and Utopia (pp 60-73 of Reader)
  (between this class and the previous one, familiarize yourself with Nozick’s position)

18. Equal Opportunity: Social and Historical Injustice

Thursday, November 3
Readings:
“Affirmative Action” (essays by Bernstein, Dworkin, and Morely in Reader)
  - Bernstein (pp 237-40)
  - Dworkin (pp 249-55)
  - Morely (pp 256-61)

19. Meritocracy and Ideology

Tuesday, November 8
Readings:
- Frank, “Myth of Meritocracy” (.pdf on d2l)
- Rosenberg, “Free Markets and the Myth of Earned Inequalities” (.doc on d2l)
- On the Media episode on “Meritocracy, Mobility, and Inequality” (.mp3 on d2l)
  - http://www.wnyc.org/story/rags-riches/
- Review pp. 78-81 of Hayek

20. Problem #2: Birth Lottery

Thursday, November 10
Readings:
- Rawls, selection on arbitrariness of the birth lottery from ToJ (.pdf on d2l)
- Nussbaum, “Unsolved Problems of Justice” (.pdf on d2l)
  (focus on the first problem, Disability, skimming pp 19-22)
21. Rawls: The Difference Principle

Tuesday, November 15
Readings:
Rawls, selection on the “The Difference Principle” from
  o Theory of Justice (pp 214-19 of Reader)
  o Justice as Fairness (.pdf on d2l)
Optional/Recommended:
  o Mulhall and Swift, “Rawls’s original position” (esp. pp 3-9) (.pdf on d2l)

22. In Class Exam #2

Thursday, November 17

Unit 3: Communitarian Critiques of Liberalism

27. Aristotle and the Social Self

Tuesday, November 22
Readings:
  o Aristotle, Politics, Book I, Chapters 1-3 (pp 264-266 of Reader)
Optional/Recommended:
  o Mulhall and Swift, “MacIntyre: morality after virtue” (.pdf on d2l)

*NB: No class on Thanksgiving, Thursday, November 24

28. Socially Embedded Selves

Tuesday, November 29
Readings:
  o MacIntyre, “After Virtue” (pp 315-328 of Reader)
Optional/Recommended:
  o Mulhall and Swift, “MacIntyre: morality after virtue” (.pdf on d2l)

29. Limits of Liberalism

Tuesday, November 29
Readings:
  o Sandel, “Democracy’s Discontent” (pp 328-334 of Reader)
Optional/Recommended:
  o Mulhall and Swift, “Sandel: the limits of liberalism” (.pdf on d2l)

30. Justice in Context

Tuesday, December 6
Readings:
  o Walzer, “Spheres of Justice” (pp 335-342 of Reader)
Optional/Recommended:
  o Mulhall and Swift, “Walzer: Justice and Abstraction” (.pdf on d2l)

Finals: In Class Exam #3

FINALS WEEK, Thursday December 8 – Wednesday December 14
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Revisions to General Education Requirements

Use this form to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

Note 08/2016: This form is under revision – please consult the university vice president for academic affairs and/or the Board of Regents office for clarification.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Form Initiator</th>
<th>Dean’s Approval Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD</td>
<td>Joseph Tinguely</td>
<td>Michael Kruger</td>
<td>9/14/17</td>
</tr>
<tr>
<td>Arts &amp; Sciences / History</td>
<td>Elizabeth M. Freeburg</td>
<td></td>
<td>10/2/2017</td>
</tr>
</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X System General Education Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change

To include PHIL 242: Ethics, Law, and Literature as an option in meeting SGR Goal #4.

Section 2. Provide the Effective Date for the Proposed Change

Fall 2018
Section 3. Provide a Detailed Reason for the Proposed Change

PHIL 242: Ethics, Law, and Literature, will increase opportunities for undergraduates to achieve a deeper understanding of human experience, in a course integrated with the philosophy program sequence of courses, and especially with its degree option in Ethics, Law, and Society.

It is a new course offering at USD similar in orientation to PHIL 233 (Literature and Philosophy), but designed to fit into the curriculum of the new Ethics, Law, and Society Degree Specialization. PHIL 233 is already recognized as meeting Goal #4 but is not regularly offered at USD because it has been replaced by PHIL 242. The proposed change would assign PHIL 242 to the list of courses that fulfill SGR #4.

GOAL #4 of the System Gen-Ed Requirements is that students will understand the diversity and complexity of the human experience through study of the arts and humanities. By surveying the ways cultural values related to ethics and law are clarified and debated in fiction, PHIL 242 meets the required Student Learning Outcomes #1 (Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience) and #2 (Identify and explain basic concepts of the selected disciplines within the arts and humanities). In addition to attending to the contributions of various cultures (SLO #3), the concerted focus on reading a variety of texts (e.g., Greek tragedies, Icelandic Sagas, contemporary novels) requires students to satisfy SLO #5 (Explain and interpret formal and stylistic elements of the literary or fine arts).

PHIL 242 exposes students to the values, beliefs, and political practices explored in literature from diverse cultural traditions and historical periods, using the disciplinary tools and concepts of philosophy to interpret, apply, and respond to them. It thus focuses squarely on Learning Outcomes 1, 2, and 3 of Goal 4 of the SDBOR Gen Ed requirements. (The course will also develop students’ aesthetic and formal appreciation of literature, and so contribute to learning outcomes 4 and 5).

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

GOAL #4: Provide clear evidence that the proposed modification will address the specified goals and student learning outcomes

The two assessment methods for this course are daily reading quizzes and three major tests. These will foster learning outcomes 1, 2, 4, and 5 both through focused, regular practice and through cumulative, synthetic work. (Although they are not formally assessed, daily exam drafts and in-class discussion will also help bring about these results.)

Student Learning Outcomes: As a result of taking courses meeting this goals, students will:

| 1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience | Daily reading quizzes and three tests. |
| 2. Identify and explain basic concepts of the selected disciplines within the arts and humanities. | Daily reading quizzes and three tests. |
In addition, as a result of taking courses meeting this goal, students will be able to do at least one of the following:

| 3. Identify and explain the contributions of other cultures from the perspective of the selected disciplines with the arts and humanities. | Daily reading quizzes and three tests. |
| 4. Demonstrate creative and aesthetic understanding. | Daily reading quizzes and three tests. |
| 5. Explain and interpret formal and stylistic elements of the literary or fine arts. | Daily reading quizzes and three tests. |

**Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation**

See attached.


**Ethics, Law, and Literature**

PHIL 242  
Fall 2017  
Tuesday-Thursday  
9:30-10:45  
Delzell #212  

Instructor: Joe Tinguely  
Office: East Hall #304  
Office phone: 605-677-5218  
email: joseph.tinguely@usd.edu  
Office Hours: Tue/Thrs 3:30-4:30

**Course Description:**

This course is a philosophical investigation into the origins and limitations of a law-abiding society. Great works of classical literature and contemporary film are used to explore themes of vengeance, the foundations of law, privacy, forgiveness, and violence. This introductory level class is designed to invite a conversation between students interested in law, literature, political theory, social psychology, and ethics who are coming to philosophy for the first time.

**Course Materials:**

<table>
<thead>
<tr>
<th>Books (Required): (available at bookstore)</th>
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<tbody>
<tr>
<td><em>Hollywood Westers and American Myth</em></td>
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<tr>
<td>Robert Pippin</td>
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<tr>
<td><em>The Merchant of Venice</em> (Pelican Edition)</td>
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<td>William Shakespeare</td>
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<td><em>The Children Act</em></td>
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<tr>
<td>Ian McEwan</td>
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</tbody>
</table>

The following items are *required reading*. It is *recommended* that you purchase hard copies, available at the bookstore. However, free electronic versions are posted to d2l.

<table>
<thead>
<tr>
<th>Electronic Files: (posted to d2l)</th>
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</thead>
<tbody>
<tr>
<td>“A Spark Neglected…” Tolstoy</td>
</tr>
<tr>
<td>“An Odor of Verbena”, Faulkner</td>
</tr>
<tr>
<td><em>The Story of Sam</em>, Sundman</td>
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<tr>
<td>“Runaway”, Alice Munro</td>
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</tbody>
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<tr>
<th>Video: (on reserve at library)</th>
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<tbody>
<tr>
<td><em>Red River</em></td>
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<tr>
<td><em>The Man Who Shot Liberty Valence</em></td>
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<tr>
<td><em>The Searchers</em></td>
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<tr>
<td><em>The Forgotten Pistolero</em></td>
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<tr>
<td><em>Iphigenia</em></td>
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<tr>
<td><em>Brother’s Keeper</em></td>
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</table>

There are links to the following audiobooks posted to d2l.

<table>
<thead>
<tr>
<th>Audio files or links</th>
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</thead>
<tbody>
<tr>
<td><em>The Oresteia = Eumenides</em></td>
</tr>
<tr>
<td>Aeschylus, Moreshed translation</td>
</tr>
<tr>
<td><em>Three Theban Plays =Antigon</em></td>
</tr>
<tr>
<td>Sophocles, Storr translation</td>
</tr>
<tr>
<td><em>Billy Budd</em> (Electronic Classics), Herman Melville</td>
</tr>
</tbody>
</table>

All required books are on order at the USD bookstore, but relatively cheap and easily attainable copies can also be found online. (Double-check with me to make sure you are getting the right editions.)
Be sure to bring the assigned text to class each day.

**Class Format**

The format of this class is seminar-style which means that we read books and watch films before class and we talk about them as a group during class.

**Daily Assignments**

A calendar of assignments corresponding to each class day is listed at the end of syllabus and posted to d2l. The assignments listed for any given class period are to be completed prior to the class meeting.

**Daily Quizzes**

For all classes for which a story or film is assigned, class begins at the top of the hour with a short, 5 pt. quiz over the assigned material. Since quizzes occur prior to class discussion, they are not meant to test your comprehension or philosophical acumen but rather to gauge your participation and preparation. The questions are designed so that if you did the assignment you couldn’t possibly get them wrong, but if you did not do the assignment you couldn’t possible get them right.

**“Tough Love” on the daily quizzes.**

**Tough:** The grades on these quizzes are meant to reflect your having come to class prepared and on times. For that reason quizzes cannot be made up if a student is late or has an unexcused absence.

**Love:** You may use your “Answer Drafts” (see below) as notes on the quizzes. Also, there are 6 questions on each quiz but they are graded out of 5 points, which means you can get one wrong each time and still get 100%. So there is no need to stress or obsess over any one question. You can get one or two wrong every now and then and you’ll still be just fine. Three or four wrong on a regular basis, and you’ll find yourself in trouble. Simply do the assignment prior to class, and you’ll do well. (You cannot exceed 100% on any given quiz.)

In addition, there are a total of 22 quizzes of 5 points each (for a total of 110 points) but the total score is calculated out of 100. That means, in effect, you can get 1 or 2 wrong on every single quiz and still get 100% or, alternatively, you can have two unexcused absences and still end up with 100%. You cannot, however, have two unexcused absences and get two wrong on every quiz and still end up with 100%

**Class Notes**

There is a documented posted to d2l titled “Ethics, Law, and Literature Class Notes”. Corresponding to each day’s assignment there is short discussion (about 1500-2000 words) which aims to establish the context and draw your attention to the themes most important to our class. While these notes in no imaginable scenario replace the readings, they should augment them by giving you some guidance through what can sometimes be difficult texts. It is highly recommended you read these notes before each class for at least two reasons.

1. They will prepare you for class discussion and largely replace the need for lecture
2. They list which questions on the exam correspond to that day’s reading

**Daily Exam Questions / Answer Drafts**

For each day the “Class Notes” include one or more questions which will be on the exam. Students may prepare up to a one page (front and back) draft answer to any exam question listed for that specific day only to be handed in at the beginning of class only that answer. Those “Answer Drafts” will be returned to students at the time of the exam only and can be used during the exam as notes. The exams are otherwise closed-note and closed-book.
* After handing in your daily “Answer Draft” at the beginning of any given class, you will not have access to them until the time of the exam. It is therefore highly recommended that you save your own copy of your responses to use as notes and study aids. It is also recommended that you treat them as drafts rather than your final, considered answer. You will likely want to change, modify, or develop your responses in light of class discussion and further assignments.
* The submitted “Answer Drafts” must be each student’s own individual work (i.e., no collaboration or sharing).

**Exams**

There are three essay exams, one at the end of each unit of the course. The exams are posted within the “Class Notes” and are posted separately to d2l. The exams are closed-note and closed-book except for the “Answer Drafts”.

**Evaluation**

A running tally of the current grade posted within the grade page of d2l.

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Weighting of Assignments</th>
<th>Final Grade Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Reading Quizze</td>
<td>Exam #1</td>
<td>Points</td>
</tr>
<tr>
<td>100 pts</td>
<td>100 pts</td>
<td>400 - 360</td>
</tr>
<tr>
<td>Exam #1</td>
<td>Exam #2</td>
<td>359 - 320</td>
</tr>
<tr>
<td>100 pts</td>
<td>Exam #3</td>
<td>319 - 280</td>
</tr>
<tr>
<td>Exam #2</td>
<td>Total</td>
<td>279 - 240</td>
</tr>
<tr>
<td>100 pts</td>
<td>400 pts</td>
<td>239 - 0</td>
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</tbody>
</table>

* There are 22 quizzes of 6 questions worth 5 points each. There is a max score of 5 points on each quiz. There is a max score of 100 points total on the quizzes combined. *(The scoring on the last four items on d2l gets a little unusual in order to make the math work out.)*

**Attendance and Participation**

It is expected that you attend and participate in each class, having done the assignment ahead of time. The daily quizzes are the primary mechanism for measuring and rewarding attendance and preparation. In addition to losing points on missed quizzes, the following attendance policies are in effect:

**Chronic Absentee Policy**

1. Any more than 4 unexcused absences results in the automatic reduction of one letter grade from the semester total.
2. Any more than 7 unexcused absences results in the automatic reduction of two letter grades from the semester total.
3. 10 or more unexcused absences causes student to be automatically dropped from the course.
Holiday or Long Weekend Attendance Policy
There is an additional 5 point deduction for absences on class periods adjacent to a holiday or other class break.

Class Evaluation and the IDEA surveys:
In terms of the rubric established by the IDEA surveys, the following objectives are:

<table>
<thead>
<tr>
<th>Essential:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Developing ethical reasoning and ethical decision making</td>
</tr>
<tr>
<td>• Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Important:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</td>
</tr>
<tr>
<td>• Learning to apply knowledge and skills to benefit others or serve the public good</td>
</tr>
</tbody>
</table>

(1) Academic Integrity
The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

(2) Freedom in Learning
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

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Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

(5) Diversity and Inclusive Excellence
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

1. Class Overview: Ethics, Law, and Literature
   Tuesday, August 22

   Unit 1: Origins of Law and Foundation Myths

   2. Literature and Law (how can fiction help us understand law?)
      Thursday, August 24
      Assignment: Read
      Pippin, *Hollywood Westerns*: Chapter 1 “Introduction” and Chapter 5 “Conclusion”

   3. Red River (day 1)
      Tuesday, August 29
      Assignment: Watch
      *Red River* (on reserve in library and rentable on itunes)

   4. Red River (day 2)
      Thursday, August 31
      Assignment: Read

   5. Liberty Valence (day 1)
      Tuesday, September 5
      Assignment: Watch
      *The Man Who Shot Liberty Valence* (on reserve in library and rentable on itunes)

   6. Liberty Valence (day 2)
      Thursday, September 7
      Assignment: Read

   7. Searchers (day 1)
      Tuesday, September 12
      Assignment: Watch
      *The Searchers* (on reserve in library and rentable on itunes)

   8. Searchers (day 2)
      Thursday, September 14
      Assignment: Read

   9. In Class Exam #1
      Tuesday, September 19
Unit 2: Revenge, Punishment, and Forgiveness

10. *The Forgotten Pistolero*

Thursday, September 21  Assignment: Watch
*The Forgotten Pistolero* (on reserve in library, rentable on Amazon.com)
Optional: “The Logic of Revenge” *Law and Literature* pp 75-86 (posted to d2l)

11. *Eumenides*

Tuesday, September 26  Assignment: Read
Aeschylus, *Eumenides*
Penguin Edition, Eagles translation (“recommended” at bookstore)
□  *Eumenides* by Aeschylus (trans. Moleshead) <posted to d2l>
Optional: “Revenge Literature” *Law and Literature* pp 86-92 (posted to d2l)

12. “A Spark Neglected Burns the House”

Thursday, September 28  Assignment: Read
Leo Tolstoy, “A Spark Neglected Burns the House” (posted to d2l)
Optional: Posner, *Law and Literature* pp 107-114 (posted to d2l)


Tuesday, October 3  Assignment: Read
Faulkner, “An Odor of Verbena” (posted to d2l)

14. *The Merchant of Venice* (day 1)

Thursday, October 5  Assignment: Read
Shakespeare, *The Merchant of Venice*, Acts I-II (begin Act III)
Optional: Posner, *Law and Literature* pp 137-150 (posted to d2l)

15. *The Merchant of Venice* (day 2)

Tuesday, October 10  Assignment: Read
Shakespeare, *The Merchant of Venice*, finish Act III + Acts IV-V
Optional: Posner, *Law and Literature* pp 137-50 (posted to d2l)

16. *Billy Budd* (day 1)

Thursday, October 12  Assignment: Read
Melville, *Billy Budd*, Chapters 1-16
Enriched Classics Series (“recommended” at bookstore)
□  *Billy Budd* (Electronic Classics) <posted to d2l>
Optional: Posner, *Law and Literature* pp 211-22 (posted to d2l)

17. *Billy Budd* (day 2)

Tuesday, October 17  Assignment: Read
Melville, *Billy Budd*, Chapters 17-end
Enriched Classics Series (“recommended” at bookstore)
□  *Billy Budd* (Electronic Classics) <posted to d2l>
Optional: Posner, *Law and Literature* pp 211-22 (posted to d2l)

18. *The Story of Sam* (day 1)

Thursday, October 19  Assignment: Read
Sundman, *The Story of Sam*, Chapters 1-3  (posted to d2l)
<NB: there are formatting errors that causes a page numbers to be inconsistent>
Optional: Posner, *Law and Literature* pp 82-6 (posted to d2l)
Study Aid: Hrafnkel’s Saga, main characters (posted to d2l)

19. *The Story of Sam* (day 2)

Tuesday, October 24  Assignment: Read
Sundman, *The Story of Sam*, Chapters 4-5  (posted to d2l)
Optional: Posner, *Law and Literature* pp 82-6 (posted to d2l)

**20. The Story of Sam (day 3)**

*Thursday, October 26*  
Assignment: Read  
*Sundman, The Story of Sam*, Chapters 6-7 (posted to d2l)  
Optional: Nietzsche’s *GM* II.10 (on mercy) (posted to d2l)

**21. The Story of Sam (day 4) + Study/Review Day**

*Tuesday, October 31*  
Assignment: Read (all posted to d2l)  
*Sundman, The Story of Sam*, Chapters 8-11  
Optional: Kirstin Wong, *Why It’s So Hard to Admit You’re Wrong*  
Optional: Okimoto, et. al., “Refusing to apologize can have psychological benefits”

**22. In Class Exam #2**

title "Unit 3: Private and Public"

**23. Iphigenia**

*Tuesday, November 7*  
Assignment: Watch  
*Iphigenia* (on reserve in library, not streaming on Netflix/itunes or Amazon)  
Optional: *Fragility of Goodness* by Martha Nussbaum pp 33-7

**24. Antigone**

*Thursday, November 9*  
Assignment: Read  
*Sophocles, Antigone,*  
Penguin Edition, Eagles translation (“recommended” at bookstore)  
- *Antigone* by Sophocles (trans. Storr) <posted to d2l>  

**25. Brother’s Keeper**

*Tuesday, November 14*  
Assignment: Watch  
*Brother’s Keeper* (on reserve in library, streaming on Netflix, and rentable on itunes)

**26. Runaway**

*Thursday, November 16*  
Assignment: Read  
*Munro, “Runaway”* <posted to d2l>

**27. The Children Act (day 1)**

*Tuesday, November 21*  
Assignment: Read  
*McEwan, The Children Act* (pp 3-41) pp 1-70

**28. The Children Act (day 2)**

*Tuesday, November 28*  
Assignment: Read  
*McEwan, The Children Act* (pp 45-91) 71-150

**29. The Children Act (day 3)**

*Thursday, November 30*  
Assignment: Read  
*McEwan, The Children Act* (pp 91-133)

**30. In Class Exam #3**

*Tuesday, December 5*  
“Ethics, Law, and Literature” Exam #3  
Finals  
*FINALS WEEK, Thursday December 7 – Wednesday December 13*  
*There is no final exam and no meeting during finals week.*
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Revisions to General Education Requirements

Use this form to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

Note 08/2016: This form is under revision – please consult the university vice president for academic affairs and/or the Board of Regents office for clarification.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

<table>
<thead>
<tr>
<th>USD</th>
<th>Joseph Tinguely</th>
<th>Michael Kruger</th>
<th>9/14/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>Form Initiator</td>
<td>Dean’s Approval Signature</td>
<td>Date</td>
</tr>
<tr>
<td>USD</td>
<td>Arts &amp; Sciences / History</td>
<td>Elizabeth M. Freeburg</td>
<td>10/2/2017</td>
</tr>
<tr>
<td>Institution</td>
<td>Division/Department</td>
<td>Institutional Approval Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X System General Education Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

Revision to an approved course
Addition of a course to the set of approved courses
X Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
To remove PHIL 287: Philosophy and Art as an option in meeting SGR Goal #4 for USD.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2018

Section 3. Provide a Detailed Reason for the Proposed Change
This is a unique course which is not regularly taught at USD. The proposed addition of, PHIL 242: Ethics, Law, and Literature and PHIL 240: Introduction to Ethics, Law, and Society, and the simultaneous removal of this course and PHIL 233: Philosophy and Literature for this system graduation requirement will better serve USD’s students, will maintain the same number of Philosophy general education courses at USD, and will reflect the strengths and focus of USD’s Philosophy Program and its specialization in Ethics, Law, and Society.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
N/A.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
N/A.
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Revisions to General Education Requirements

Use this form to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

_____ System General Education Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

_____ Revision to an approved course

_____ X Addition of a course to the set of approved courses

_____ Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
To include SUST 103: Sustainable Environment and SUST 103L: Sustainable Environment Lab as an option in meeting System General Education Requirement (SGR) #6 (Natural Sciences).

Section 2. Provide the Effective Date for the Proposed Change
Fall 2018

Section 3. Provide a Detailed Reason for the Proposed Change
USD began an undergraduate major and minor in sustainability in August 2012. Currently there are two core courses for the major: Sustainability and Society (SUST 201) and Sustainability and Science (SUST 203). When we began the sustainability major, we designed SUST 201, which addresses the social science of sustainability, to fulfill SGR #3. We did not design SUST 203 to have an associated laboratory, which meant that it did not fulfill the learning outcomes for SGR #6. Now that we have been offering the course for the past 5 years, it is clear that the course would be improved if it had a laboratory. Additionally, we are doing some revisions to the undergraduate major curriculum, so this is a good time for us to re-evaluate the structure of SUST 203. We are currently proposing a major modification to SUST 203:

- we are renumbering the course from SUST 203 to SUST 103,
- we are renaming the course from Sustainability and Science to Sustainable Environment,
- we are adding a required co-requisite laboratory to the course, and
- we are increasing the number of credits of the course from 3 credits to 4 credits.

After we make these changes to the course (hereafter SUST 103), it will meet all of the learning outcomes for SGR #6. We believe that this course will be a useful and desirable course for many
students. Framing science within the context of societal issues, as would be done in SUST 103, has been found to be more effective in engaging students in science, especially students who are underrepresented in STEM fields.\(^1\) By making SUST 103 a course that fulfills SGR #6, we will be promoting science to a broad audience.

**Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes**

With the revisions to SUST 103, it will meet all of the student learning outcomes (SLO) for SGR #6.

**SLO A: Students will demonstrate the scientific method in a laboratory experience.**

Sustainability draws heavily upon the natural sciences, and a sustainability education requires that students have a solid foundation of the natural sciences, especially biology, earth science, and chemistry. SUST 103 will provide students with the natural-science foundations that underlie sustainability through the discussion and laboratory portions of the course. The course will begin with an introduction to sustainability and the scientific method and how science can be used as a tool in sustainability fields. Beyond discussing the scientific method, students will apply the scientific method within the course, especially in the laboratory portions of the course. In the laboratory sessions students will conduct experiments, use data to test predictions, and use modeling tools to evaluate alternative scenarios. For example, the students will learn about the hydrologic cycle, will collect (or retrieve) streamflow data, and will use that data to model the effects of land-use change on the hydrology of a watershed. The students will write laboratory reports where the course instructors will be able to evaluate students’ understanding of the scientific method and data collection, analysis, and interpretation.

**SLO B: Students will gather and critically evaluate data using the scientific method.**

Students will use the scientific method during the discussion and laboratory portions of the course. The students will gather and analyze data that they collect from field trips and analyze data that they obtain from public sources using computer models, such as the EPA National Stormwater Calculator. Students will be assessed on their ability to evaluate data using the scientific method in the laboratory reports, and they will apply that knowledge in the group projects.

**SLO C: Students will identify and explain the basic concepts, terminology, and theories of the selected natural sciences.**

SUST 103 will focus on earth science and biology. The course will be divided into modules, all of which will identify and explain basic concepts, terminology, and theories of the natural sciences. The modules of SUST 103 will evaluate climate change, energy production and use, hydrologic ecosystem services, and biodiversity and ecosystem function. Student learning of the concepts, terminology, and theories will be assessed through the individual and group quizzes, the group projects, and the laboratory reports.

**SLO D: Student will apply selected natural science concepts and theories to contemporary issues.**

The earth science and biology concepts addressed in the course will be framed within the context of contemporary issues because we are using sustainability as a framework through which to understand these concepts. Students will take conduct an in-depth evaluation of a scientific topic framed within a contemporary issue through the multi-part research paper assessment.

**Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation**

See below for an example of the course syllabus.

---

\(^1\) InTeGrate (2017) Why should undergraduate education include a focus on sustainability and earth-centered societal issues? Available online at http://serc.carleton.edu/integrate/why_integrate.html.
Instructor
TBD

Course meeting times and location
TBD, but will include discussion (3 hr/week) and laboratory (2 hr/week)

Course prerequisites
None

Course textbook
Possible textbook = Sustainability Principles and Practice by Margaret Robertson (ISBN 978-0-415-84018-7)

Additional course materials will be made available through the course Desire to Learn (D2L) site.

Course overview
Science offers a powerful way to learn about the world that can help us discover how the world works. Science is a method for understanding the world – not a set body of knowledge – that uses a systematic and logical approach to test and observe components of the physical world. In this course we will examine four, interrelated topics that impact the sustainability of the planet: climate change, energy production and use, hydrologic ecosystem services, and biodiversity and ecosystem function.

Desired learning outcomes
I have five course-specific desired learning outcomes. These learning outcomes span knowledge acquisition to application and integration of that knowledge to learning how to be a more effective learner.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessments evaluating outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe what climate change and ecosystem services are</td>
<td>Quizzes, laboratory reports</td>
</tr>
<tr>
<td>Describe the geological, atmospheric, and biological processes that drive and affect climate change, energy production and use, hydrologic ecosystem services, and biodiversity and ecosystem function</td>
<td>Quizzes, laboratory reports</td>
</tr>
<tr>
<td>Utilize a systems-thinking approach in assessing scientific topics</td>
<td>Projects</td>
</tr>
<tr>
<td>Appraise group/team dynamics and personality styles better</td>
<td>Team-member evaluations</td>
</tr>
<tr>
<td>Identify appropriate sources of natural science information</td>
<td>Research paper, laboratory reports</td>
</tr>
</tbody>
</table>
This course also partially fulfills a general education requirement in the natural sciences. There are four desired learning outcomes related to fulfilling this general education requirement.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessments evaluating outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the scientific method in a laboratory experience</td>
<td>Laboratory reports</td>
</tr>
<tr>
<td>Gather and critically evaluate data using the scientific method</td>
<td>Laboratory reports, projects</td>
</tr>
<tr>
<td>Identify and explain the basic concepts, terminology, and theories of the selected natural sciences</td>
<td>Quizzes, laboratory reports, projects</td>
</tr>
<tr>
<td>Apply selected natural science concepts and theories to contemporary issues</td>
<td>Projects, research paper</td>
</tr>
</tbody>
</table>

Course structure

I will be using a strategy called team-based learning in this course. Team-based learning is centered on small-group learning where students gain foundational knowledge largely outside of class and use in-class time to apply the knowledge in teams. The structure of team-based learning courses is different from more traditional lecture courses. Some students will find this type of course easier than lecture-based courses, while other students may find team-based learning to be more difficult.

Because team-based learning emphasizes working in teams, a significant proportion of your grade will be determined by the scores that your team receives and feedback from your team members (see the “Assessments” section below for more information).

Assessments:

You will be assessed using a variety of methods. The tentative assessments and point totals are listed below. More detailed descriptions of the assessment are available on D2L.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance (100% individual; discussion &amp; laboratory)</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes (50% individual, 50% group; discussion)</td>
<td>90</td>
</tr>
<tr>
<td>Projects (25% individual, 75% group; discussion)</td>
<td>160</td>
</tr>
<tr>
<td>Research paper (100% individual; discussion &amp; laboratory)</td>
<td></td>
</tr>
<tr>
<td>Proposal</td>
<td>20</td>
</tr>
<tr>
<td>Annotated bibliography</td>
<td>20</td>
</tr>
<tr>
<td>Peer edits</td>
<td>20</td>
</tr>
<tr>
<td>Research paper presentation</td>
<td>40</td>
</tr>
<tr>
<td>Final paper</td>
<td>100</td>
</tr>
<tr>
<td>Team-member evaluations (33% individual, 67% group; discussion)</td>
<td>30</td>
</tr>
<tr>
<td>Laboratory reports (100% individual; laboratory)</td>
<td>120</td>
</tr>
<tr>
<td>Extra credit (per approved event) (100% individual)</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>700</td>
</tr>
</tbody>
</table>

Grades for the course will be assigned using the following scale:

- A (100-90%)
- B (89-80%)
- C (79-70%)
- D (69-60%)
- F (59-0%)

No make-ups will be allowed for the individual and group quizzes unless you have made arrangements with me prior to the quizzes. Points will be deducted from other late assignments. Please talk with me about specific incidences for late assignments.
Attendance:
This course is based on group discussion and data collection and analysis. Therefore, your
attendance is critical for maximizing your learning experience. If you will be missing a class, please
inform me BEFORE the absence. You will be allowed three absences in the discussion portion of the
course and one absence in the laboratory portion of the course. Beyond those absences, ten points
will be deducted from your attendance grade for each absence (unless additional absences are
excused as described by the “Excused Absence Policy” – http://link.usd.edu/243).

Diversity and Inclusive Excellence:
The University of South Dakota strives to foster a globally inclusive learning environment where
opportunities are provided for diversity to be recognized and respected.

Academic integrity:
The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic
dishonesty inimical to the objectives of higher education. The College supports the imposition
of penalties on students who engage in academic dishonesty, as defined in the “Conduct”
section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. A student found to have engaged in any
form of academic dishonesty may, at the discretion of the instructor, be:
  a. Given a zero for that assignment.
  b. Allowed to rewrite and resubmit the assignment for credit.
  c. Assigned a reduced grade for the course.
  d. Dropped from the course.
  e. Failed in the course.

I will also report the incident to the Office of Student Rights and Responsibilities.

Freedom in learning:
Under Board of Regents and University policy student academic performance may be evaluated
solely on an academic basis, not on opinions or conduct in matters unrelated to academic
standards. Students should be free to take reasoned exception to the data or views offered in
any course of study and to reserve judgment about matters of opinion, but they are responsible
for learning the content of any course of study for which they are enrolled. Students who
believe that an academic evaluation reflects prejudiced or capricious consideration of student
opinions or conduct unrelated to academic standards should contact the dean of the college
that offers the class to initiate a review of the evaluation.

Disability accommodation:
Any student who feels s/he may need academic accommodations or access accommodations
based on the impact of a documented disability should contact and register with Disability
Services during the first week of class or as soon as possible after the diagnosis of a
disability. Disability Services is the official office to assist students through the process of
disability verification and coordination of appropriate and reasonable
accommodations. Students currently registered with Disability Services must obtain a new
accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other
South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should
work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605)677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu
Course schedule
An up-to-date course schedule will be available on D2L. Discussion class periods are written in black. Laboratory sections are written in blue.

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topic</th>
<th>Before class preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9 Jan</td>
<td>Course goals &amp; introductions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11 Jan</td>
<td>Assign teams &amp; syllabus quizzes</td>
<td>Read syllabus (S19 SUST 103 syllabus)</td>
</tr>
<tr>
<td></td>
<td>12 Jan</td>
<td>Scientific method</td>
<td></td>
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<tr>
<td></td>
<td>13 Jan</td>
<td>What is sustainability</td>
<td>What is sustainability (pg. 3-8), A brief history of sustainability (pg. 10-20)</td>
</tr>
<tr>
<td></td>
<td>16 Jan</td>
<td>No class – MLK Jr. Day</td>
<td></td>
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<tr>
<td></td>
<td>18 Jan</td>
<td>Measuring sustainability, research paper</td>
<td>Putting sustainability into practice (pg. 59-60), read research paper description</td>
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<tr>
<td></td>
<td>19 Jan</td>
<td>Sustainability metrics &amp; ecological footprints</td>
<td></td>
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<tr>
<td></td>
<td>20 Jan</td>
<td>Science &amp; sustainability</td>
<td></td>
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<tr>
<td></td>
<td>23 Jan</td>
<td>Climate change quizzes</td>
<td>Climate (pg. 73-90), An Inconvenient Sequel (documentary), Extreme Realities (documentary), This Changes Everything (documentary)</td>
</tr>
<tr>
<td></td>
<td>25 Jan</td>
<td>What is a system?</td>
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<tr>
<td></td>
<td>26 Jan</td>
<td>Modeling systems (STELLA introduction)</td>
<td></td>
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<td></td>
<td>27 Jan</td>
<td>Dr. Mark Sweeney guest lecture</td>
<td></td>
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<tr>
<td></td>
<td>30 Jan</td>
<td>Picturing complexity</td>
<td></td>
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<td></td>
<td>1 Feb</td>
<td>Modeling a system</td>
<td></td>
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<td></td>
<td>2 Feb</td>
<td>Drivers of climate/climate change</td>
<td></td>
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<tr>
<td></td>
<td>3 Feb</td>
<td>Feedbacks in a system</td>
<td></td>
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<tr>
<td></td>
<td>6 Feb</td>
<td>Ms. Shelie Vacek guest lecture (Research paper)</td>
<td>Research paper proposal due</td>
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<tr>
<td></td>
<td>8 Feb</td>
<td>Climate systems</td>
<td></td>
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<td></td>
<td>9 Feb</td>
<td>Modeling South Dakota climate</td>
<td></td>
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<tr>
<td></td>
<td>10 Feb</td>
<td>Analyzing complexity</td>
<td></td>
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<tr>
<td></td>
<td>13 Feb</td>
<td>Adapting to a changing world</td>
<td>Lab report #1 due</td>
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<tr>
<td></td>
<td>15 Feb</td>
<td>Group project #1</td>
<td></td>
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<tr>
<td></td>
<td>16 Feb</td>
<td>Hydroelectric power on the Missouri River</td>
<td></td>
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<tr>
<td></td>
<td>17 Feb</td>
<td>Mr. Bob Oehler guest lecture</td>
<td>Project #1 reflection</td>
</tr>
<tr>
<td></td>
<td>20 Feb</td>
<td>No class – Presidents’ Day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>22 Feb</td>
<td>Energy quizzes</td>
<td>Energy (pg. 158-180), Switch (documentary), South Dakota energy (webpage), Powering the Future – Solutions (article)</td>
</tr>
<tr>
<td></td>
<td>23 Feb</td>
<td>Modeling current South Dakota energy use</td>
<td></td>
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<tr>
<td></td>
<td>24 Feb</td>
<td>Analyzing energy use &amp; efficiency</td>
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</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
<td></td>
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<tr>
<td>1 Mar</td>
<td>Carbon stabilization</td>
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<tr>
<td>2 Mar</td>
<td>South Dakota renewable energy future</td>
<td></td>
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<tr>
<td>3 Mar</td>
<td>Group project #2</td>
<td>Lab report #2 due, formative team-member evaluations due</td>
<td></td>
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<tr>
<td>6-10 Mar</td>
<td>No class – Spring break</td>
<td></td>
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<tr>
<td>13 Mar</td>
<td>Mr. Paul Ellingstad guest lecture</td>
<td>Project #2 reflection</td>
<td></td>
</tr>
<tr>
<td>15 Mar</td>
<td>Ecosystem services quizzes</td>
<td>Water (pg. 94-113), Pollution (pg. 135-157), <em>Living Downstream</em> (documentary), <em>Blue Gold</em> (documentary),</td>
<td></td>
</tr>
<tr>
<td>16 Mar</td>
<td>Vermillion watershed</td>
<td></td>
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<tr>
<td>17 Mar</td>
<td>Ecosystem services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 Mar</td>
<td>Mapping ecosystem services</td>
<td>Download Google Earth and National Stormwater Calculator</td>
<td></td>
</tr>
<tr>
<td>22 Mar</td>
<td>Exploring the hydrologic cycle</td>
<td></td>
<td></td>
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<tr>
<td>23 Mar</td>
<td>EPA National Stormwater Calculator</td>
<td></td>
<td></td>
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<tr>
<td>24 Mar</td>
<td>Understanding perturbations to hydrologic systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27 Mar</td>
<td>Hydrologic impact of land use change</td>
<td></td>
<td></td>
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<tr>
<td>29 Mar</td>
<td>Mr. Alan Witmuss guest lecture</td>
<td></td>
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<tr>
<td>30 Mar</td>
<td>Modeling land-use change</td>
<td></td>
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<tr>
<td>31 Mar</td>
<td>Using an ecosystem services approach to civic engagement</td>
<td>Full draft of research paper due</td>
<td></td>
</tr>
<tr>
<td>3 Apr</td>
<td>Group project #3</td>
<td>Lab report #3 due</td>
<td></td>
</tr>
<tr>
<td>5 Apr</td>
<td>Giving scientific presentations</td>
<td>Project #3 reflection</td>
<td></td>
</tr>
</tbody>
</table>

*General Education Revision Form (last revised 02/2007)*
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Apr</td>
<td>Spirit Mound prairie restoration</td>
</tr>
<tr>
<td>7 Apr</td>
<td>Biodiversity &amp; ecosystem function quizzes</td>
</tr>
<tr>
<td>10 Apr</td>
<td>Sixth extinction</td>
</tr>
<tr>
<td>12 Apr</td>
<td>Dr. Jake Kerby guest lecture</td>
</tr>
<tr>
<td>13 Apr</td>
<td>No lab – Easter recess</td>
</tr>
<tr>
<td>14 Apr</td>
<td>No class – Easter recess</td>
</tr>
<tr>
<td>17 Apr</td>
<td>Maintaining ecosystem functioning</td>
</tr>
<tr>
<td>19 Apr</td>
<td>Regional land-use change/agriculture</td>
</tr>
<tr>
<td>20 Apr</td>
<td>Spirit Mound biodiversity</td>
</tr>
<tr>
<td>21 Apr</td>
<td>Optimizing versus maximizing, course evaluations</td>
</tr>
<tr>
<td>24 Apr</td>
<td>Managing tradeoffs</td>
</tr>
<tr>
<td>26 Apr</td>
<td>Project #4</td>
</tr>
<tr>
<td>27 Apr</td>
<td>Research paper presentations</td>
</tr>
<tr>
<td>28 Apr</td>
<td>Synthesis</td>
</tr>
<tr>
<td>29 Apr</td>
<td>Project #4 reflection, summative team-member evaluations</td>
</tr>
<tr>
<td>1 May</td>
<td>Synthesis (Final exam period – 3pm-5pm)</td>
</tr>
</tbody>
</table>

The biosphere (pg. 22-40), Ecosystems and habitat (pg. 114-134), Solutions for a cultivated planet (article), State of the Planet’s Wildlife (documentary)
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Revisions to General Education Requirements

Use this form to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

Note 08/2016: This form is under revision – please consult the university vice president for academic affairs and/or the Board of Regents office for clarification

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X System General Education Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

Revision to an approved course

X Addition of a course to the set of approved courses

Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Propose a change to include WMST 247 Introduction to Women, Gender & Sexuality Studies be included as an approved course for System General Education Requirement Goal # 3: Students will understand the organization, potential, and diversity of the human communities through study of the social sciences.

Section 2. Provide the Effective Date for the Proposed Change
August 2018

Section 3. Provide a Detailed Reason for the Proposed Change

General Education Revision Form (last revised 02/2007)
This course is the introduction to the field Women, Gender & Sexuality Studies that provides students with an introduction to key concepts and approaches in women, gender and sexuality studies with broad applicability to many fields of study. It is an interdisciplinary course that draws on the disciplines of history, sociology, and psychology. As such, it is ideal course for meeting SGR#3. This is a discussion-based course designed to provide a freshman or sophomore-level student with introduction to major issues and critical approaches with wide relevance to majors and careers in the humanities, social sciences.

This course provides a general overview of key analytical concepts and issues related to women, gender and sexuality including: construction of gender and sexuality, systems of privilege and oppression with respect to gender and sexuality, and how these systems intersect with other structures of power and forms of identity. Topics include gender and sexual identity, the body, work, family, violence, media, and policy, as well as feminist praxis and forms of activism today. It is closely engaged with contemporary issues and the history of those issues.

**Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes**

The material in this course meet the Student Learning Outcomes for SGR #3 as follows:

*a. Identify and explain basic concepts, terminology, and theories of the selected social science disciplines from different spatial, temporal, cultural and/or institutional contexts,*

Topics include social construction of gender; analysis of systems of privilege and oppression with respect to gender, sexuality, race, and class; intersection of oppressions (intersectionality); forms of feminist praxis with respect to social issues.

*b. Apply selected social science concepts and theories to contemporary issues, and*

The above concepts are applied to contemporary issues such as child socialization, changing family structure, reproductive rights, the gender wage gap and labor inequality, parental leave policies and childcare, sexual assault and domestic violence, human trafficking, and civil rights for sexual minorities. As part of their independent research projects and presentations, students research and educate each other about contemporary issues related to the field of WGSS and currently a focus of feminist praxis.

*c. Identify and explain the social or aesthetic values of different cultures*

The course asks students to apply the core concepts outlined above (see a.) to a range of issues in the field. Students learn about the experiences, perspectives, and issues faced by different communities, including the way people from different subcultures approach questions of civil rights and social justice. Topics include the history of and issues facing LGBTQ communities, different approaches to reproductive rights (prolife and prochoice feminisms), faith and feminism (Muslim and Mormon feminisms), and ecofeminism.

*d. The origin and evolution of human institutions,*

Students learn about the history and conflicts of U.S. feminisms, with emphasis on women of color feminisms and introduction to global feminisms. Students consider how the practices and values of past social movements and policy shape society today. For example, the class examines the construction of modern laws (EEOC, FMLA, DOMA, Title IX of the Education
Act, VAWA) through a historical lens and the ongoing issues related to these policies and their implementation today.

e. The allocation of human or natural resources within societies, and

The central lesson of this class is the examination of how human and natural resources are differentially allocated based on an individual’s place within gender, race and class systems (see f. below).

f. The impact of diverse philosophical, ethical, or religious view

Students analyze how hierarchies of gender, race, and class influence the allocation of resources, with close attention to implications of policy and how unexamined gender hierarchies order social institutions from the family to the workplace and beyond.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
See attached course syllabus from Spring 2017.
WMST 247 Introduction to Women, Gender & Sexuality Studies  
University of South Dakota - Spring 2017  
Dr. Sara Lampert  
Sara.Lampert@usd.edu / 204 East Hall  
Office Hours: Tues/Thurs 10:00 and Weds 2:00

Time and Location: Mon/Weds/Fri 10:00-10:50 Arts &Sciences 104B

Course Description
This course provides an introduction to key theoretical concepts and approaches in the field of women, gender and sexuality studies, addressing the history and variety of U.S. feminisms, and applying feminist analysis and criticism to a range of topics and issues both in the US and globally. Students will explore the construction of gender and sexuality, examine systems of privilege and oppression with respect to gender and sexuality, and consider how these systems intersect with other structures of power and forms of identity. Topics include gender and sexual identity, the body, work, family, violence, media, and policy. Finally, we will consider feminist praxis and forms of activism today.

Structure
This is a discussion-based course. Class sessions will consist of class discussion, film screenings, problem-based activities, and student presentations. Students are required to participate in the Voices of Discovery program. Students will be graded on class participation, 6 response papers, contemporary issues project (presentation and paper), and a final exam.

Course Goals/Student Learning Outcomes
In this course you will develop the following skills and be evaluated on your ability to
- understand and explain key ideas and developments in the history of feminism/s
- understand the difference between sex and gender and how gender is socially constructed
- understand how systems of privilege and oppression shape individuals and society
- develop the skills of intersectional feminist analysis and apply to major issues (identity, the body, work, family, violence, policy)
- identify major areas and strategies of activism connected with the issues of women, gender, and sexuality studies
- identify and analyze the content and arguments found in different sources
- communicate complex ideas and concepts in discussion and formal presentations
- communicate complex ideas and concepts in formal writing, drawing on sources

Grading Breakdown – Your grade will be calculated out of 500 total points.
Attendance and Participation  100 points *including VoD Program
Response Papers  150 points  (x5 at 30 ea)
Current Issues Project  150 points (50 presentation / 100 paper)
Final Exam  100 points

Final Grades do not include plus or minus and are determined as follows:
A  450+  B 400-449  C 350-399  D 300-349  F 299 and below
Basic overview of **Grading Criteria** can be found at the end of the syllabus.

**Readings**
- Daisy Hernandez and Bushra Rehman, *Colonize This!: Young Women of Color on Today’s Feminism* (Seal Press, 2002)
- Jennifer Finney Boylan, *She’s Not There: A Life in Two Genders* (Broadway Paperbacks, 2013)
- Assorted articles accessible online or as PDFs on D2L

**How to get the most out of the reading:** You must complete the assigned readings in order to participate in class discussion and write response essays. As you read, consider the topic/issues the writer is trying to address. What are the writer’s goals and arguments? What examples or evidence does the writer present? Do you find the writer’s analysis and/or conclusions convincing? Why or why not? What questions do you have for this writer? **Come to class with insights and questions to raise in discussion.** What did you learn? What do you want to learn more about?

**Explanation of Course Components and Policies**

**Attendance & Participation – 100 points**
Your participation counts as 20% of your overall grade and is a requirement for passing this course. Come to class having completed the assigned readings and be prepared participate in discussions and activities. **You are responsible for keeping track of your own attendance, preparedness, and participation points.** At midterm intervals in the semester I will ask you to submit your record of attendance and participation. I will then let you know where you fall on the grading scale (see below). A student who attends class regularly but fails to actively engage in class will earn at best a C. You need to actively participate to earn a B or above for your Attendance & Participation grade. **At the end of the semester, you will be asked write a reflection on your engagement in the course over the term.** You should feel free to say what grade you think these contributions merit.

- **Attendance** is showing up. You need to be in class to learn and participate. Be pro-active and conscientious. If you know that you will not be able to attend class due to illness or a personal emergency, let me know before class. If you must miss class for a university-related event, contact me at least two days prior to the absence and provide documentation from the sponsoring unit indicating the dates that you will be absent from class. You can make up attendance & preparedness points for university sanctioned absences.

- **Preparedness and engagement** reflect your commitment to the learning process. You have brought the readings/book(s) and your notes to class. You take notes during class and engage in active listening. Preparedness is a prerequisite for participation. It is not the same as participation. IN order to foster an active learning environment I ask that you
  - arrive in class on time
- Use laptops only for taking notes.
- Put your cellphones away and refrain from texting, surfing the net, or watching cat videos.

**Participation** is how you actively contribute to our collective learning process. **Feminist pedagogy emphasizes collaborative learning through active engagement.** This class will be most successful, and you will get the most out of it, if we work together and engage in honest and thoughtful sharing of our ideas. Your participation grade will reflect not how many times you speak in class, but how you share in developing a lively and respectful conversation. You might:
  - Ask a question
  - Answer a question
  - Share an idea or insight
  - Share and comment on a passage from the reading
  - Participate in a group activity

I recognize that people have different styles of participation and different levels of comfort with speaking in class, but participating in discussion is a necessary skill and a requirement for this class. TALK TO ME if you have concerns about speaking up in class.

→ Remember, you cannot participate if you do not complete the class readings. Complete course readings, take notes on them, and come to class with something to say!

**Attendance & Participation Grading Scale**

- 90-100 A  Near perfect attendance and consistent record of thoughtful verbal contributions. **Students who have 3 or more unexcused absences cannot earn above a 90**
- 80-89 B  Near perfect attendance and semi-consistent record of thoughtful verbal contributions
- 70-79 C  Semi-consistent attendance and/or spotty record of thoughtful verbal contributions
- Below 60 D  Poor attendance and/or minimal verbal contributions to discussion

IF YOU MISS MORE THAN 2 WEEKS OF CLASS I RESERVE THE RIGHT TO INSTRUCTOR DROP YOU FROM THE COURSE.

**Creating a Respectful, Reflective, and Inclusive Classroom Culture:** The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. How can you contribute to that mission? Be engaged, responsive, thoughtful, and respectful.

This semester we will be exploring ideas and topics that are sensitive, personal, complex, and controversial. It is especially important that when we have different perspectives on topics we strive to be respectful and reflective. **Challenge ideas, not individuals.** Our first act and most important action is listening. Listen, reflect, respond.
Because we may discuss personal and sensitive issues in class, please be respectful of your classmates. While I encourage you to take your exploration of these topics outside of the classroom and share what you learn with family and friends, personal experiences shared in the classroom should remain in the classroom!

**Voices of Discovery** – A portion of your attendance grade will reflect participation in the **Voices of Discovery Program**, an intergroup dialogue program designed to create greater understanding between diverse groups of students through safe dialogues. The program will feature groups such as white/student of color group, GLBTIQ/heterosexual group, International/US group, Native American/non-Native group and a Women’s/ Men’s group. Each group will meet for two hours per week on campus for five weeks (Jan 30 – March 3) and led by trained facilitators. Pizza will be served at each meeting.

*Fill out the application for the program by Jan 23* and you will be informed of the group in which you will participate. The application can be found at <www.usd.edu/voices>. If you cannot participate in VoD due to a work or family commitment, you must let me know by Jan 23. I will provide an alternative assignment. **You must attend at least 3 of the 5 sessions to get credit for this program.** If you do not attend the VoD program and do not have a legitimate conflict, you will lose 20 points from your attendance and participation grade. At the end of the program, you will write a 600-800-word reflection paper about the experience.

**Response Papers** – **150 points – 30 points each**
You will be expected to submit 5 response papers over the course of the semester. Your essays should be 750-1000 words. You must write in complete sentences and demonstrate specific and thoughtful engagement with the topic and readings. Responses should be submitted to D2L and turned in at the end of class.

A response paper is grounded exploration of a particular topic. It does not have to come to definitive conclusions. It should raise points and questions and illustrate them with specific examples. A response paper should discuss key points and concepts from our readings. It should raise questions for further exploration. A strong response makes connections between multiple examples and/or readings. It may also make connections with other course content or outside material.

**Grading Scale for Reading Responses**

- **27-30 Strong** – Reflects in-depth engagement with the readings/topic. Is focused and specific. Analyzes examples. Makes connections between ideas. This response has something interesting and specific to say.

- **24-26 Satisfactory** – Reflects engagement with the readings/topic. It is reasonably focused and includes examples or evidence. Analysis could be developed further.

- **21-23 Underdeveloped** – Reflects moderate to passing engagement with the readings/topic. It may be mostly summary. Analysis is underdeveloped.
Below 20 Insufficient – Response is unfocused or superficial. Does not demonstrate engagement with readings/topic.

Contemporary Issues Project – 150 points total
Students will be divided into groups of 3 and choose a relevant contemporary issue related to women, gender & sexuality studies, particularly an issue that is currently a focus of activism. Part 1 Presentation (50 points) Your group will research and give a 10-minute presentation on this issue during Weeks 10 & 11. Your presentation should fully explain this issue, placing it in context and addressing competing perspectives, and discuss examples of activism around the issue. Part 2 Paper (100 points) is an analytical essay on your issue building from your presentation. Each student should submit an original paper.

Final Exam – 100 points
The final exam is a cumulative in-class essay exam with an oral component. It will involve both explaining key concepts and demonstrating problem-solving and analytical abilities developed over the semester around the topics discussed in this course. I will give you a review sheet outlining the structure and major topics to better help you prepare. If you complete the course readings, attend class, and take notes, then you should have no problem with the exam.

Additional Course Policies

All written work (except exams and quizzes) must be submitted BOTH in hard copy and to the Dropbox on D2L. NO EXCEPTIONS.

Late Work. Each assignment must be submitted to the D2L Dropbox by class period on the date that it is due. If it is not in the Dropbox, your work has not been submitted. I do not accept late work except under extenuating circumstances to be determined at my discretion. I reserve the right to refuse students an extension. I reserve the right to refuse to accept late work. If you cannot complete an assignment on time do not avoid me. CONTACT ME ASAP to discuss your situation.

Rewrites. Writing is a process. I do allow rewrites on papers, but I take them extremely seriously and so should you. You must ask permission for a rewrite. You cannot rewrite a paper that you submitted late. I will expect to see major substantive revisions. Your paper grade may not change as a result of a rewrite – and it can go down as well as up. I reserve the right to refuse a student the opportunity to rewrite a paper.

On Grading. You do not need to be or become a feminist to be successful in this class, but you must be able to articulate the major arguments, theories, and themes in course material. Because we will be addressing topics that may draw on your personal lives, please know that I will not be grading you on your personal opinions, views, or experiences, either in class or in your writing. Rather, I will be looking for how clearly and effectively you communicate ideas and draw on evidence/examples. (Also see the BOR’s Freedom in Learning policy and Dr. L’s grading criteria above and on D2L.)
Email Etiquette
I do my best to answer all emails within a 24-hour time frame. However, I may choose to ignore emails that do not meet the guidelines for proper email etiquette.

When emailing professors or TAs or staff, remember to present yourself professionally at all times. Here are a few guidelines based on the resource at the OWL Writing Lab (see http://owl.english.purdue.edu/owl/resource/636/01/). These guidelines will serve you well in college and in the professional world:

- include a clear and meaningful Subject line on your email so the recipient knows what it is about and can prioritize it, along with the class number - Hist 152 Absence or Hist 152 Exam Question
- use proper salutations - Dear Dr. Lampert or Dear Mr. Novosad or Dear Ms. Peterson
- use standard punctuation and spelling - DO NOT USE ALL CAPS - dont rite a txt msg 2 ur prof
- write in clear, short, paragraphs - get to the point and be specific
- be friendly and cordial, but don’t joke around - jokes may be inappropriate or could come off inappropriately in email
- sign your email with your FULL name

As a general rule, look at the syllabus BEFORE emailing your professors with a question!

(See University Policies file on D2L for Freedom in Learning, Disability Accommodation, and A&S Plagiarism Policy.)

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WMST 247 Spring 2017
Weekly Schedule

Schedule subject to revision.
Complete the readings for the class period indicated. Readings from Threshold Concepts [TC], PDFs available on D2L, and online. Class discussions and activities will focus on these texts. Follow instructions for additional activities that must be completed prior to class.

Unit 1 Feminisms: An Introduction

<table>
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<tr>
<th>Week 1</th>
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<tbody>
<tr>
<td>Jan 9</td>
<td>TC, Chapter 1, “Introduction” pg. 1-19</td>
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<tr>
<td>Jan 11</td>
<td>Jennifer Baumgardner, “A Day Without Feminism” from Manifesta [PDF]</td>
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<tr>
<td>Jan 13</td>
<td>From Colonize This! read Siobhan Brooks, “Black Feminism in Everyday Life,” pg. 99-118 and Susan Muaddi Darraj, “It’s Not an Oxymoron: The Search for an Arab Feminism,” pg. 295-311 Watch Chimamanda Ngozi Adichie, “We Should All Be Feminists”</td>
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<td>bell hooks, “Feminist Politics: Where We Stand,” Feminism is for Everybody [PDF]</td>
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<tr>
<th>Week 2</th>
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<tbody>
<tr>
<td>Jan 16</td>
<td>NO Class – Martin Luther King, Jr. Day</td>
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<td>Jan 18</td>
<td>US Feminism First “Wave”</td>
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<td>Nancy Hewitt, “From Seneca Falls to Suffrage?” [PDF]</td>
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<tr>
<td>Jan 20 US Feminism Second “Wave”</td>
<td>Film Screening <em>Makers: The Women Who Make America</em></td>
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<tr>
<td><strong>Week 3</strong></td>
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</table>
| Jan 23 Feminists and “Post-Feminists” | Aronson, “Feminists or Postfeminists?” [PDF]  
  
  → Select one of the issues listed in Chapter 1 Application Exercise #1 pg. 19 that interests you and find out about the current status of the issue. Use this activity to brainstorm possible topics for your contemporary issues project. For additional ideas see Chapter 4 Application Exercise #1 pg. 144.  
  
  **Voices of Discovery Participant Application Deadline** |
| Jan 25 Social Construction of Gender | TC, Chapter 2, “The Social Construction of Gender” pg. 24-31  
  
  Lorber, “‘Night to HIs Day’: The Social Construction of Gender” [PDF]  
  
  **Unit 2 The Social Construction of Gender** |
| Jan 27 Socialization Field Trip to Wal-Mart | No Reading! We will work today on Chapter 2 Application Exercise #3.  
  
  **Paper 1 Due Feminisms** |
| **Week 4**                     |                                                  |
| Jan 30 Gender Socialization | TC, Chapter 2, “The Social Construction of Gender” pg. 31-62  
  
  → Bring your notes on Chapter 2 Application Exercise #3.  
  
  Feb 1 Socialization and Sexuality | Kayak, “Herero-Romantic Live and Heterosexiness in Children’s G-Rated Films” [PDF]  
  
  Tolman, “Doing Desire: Adolescent Girls’ Struggles for/with Sexuality” [PDF]  
  
  → Complete Chapter 2 Application Exercise #4 on pg. 65 and bring in notes on your findings.  
  
  **Week 5**                     |                                                  |
| Feb 6 Constructed Bodies | Armstrong, Hamilton, and England, “Is Hooking Up Bad for Young Women?” [PDF]  
  
  → Bring in an article about contemporary sexual culture, especially hookup culture, and be prepared to discuss it in class.  
  
  Feb 8 | Film Screening *Tough Guise 2*  
  
  Feb 10 | Class Cancelled!  
  
  → Work on Paper 2  
  
  **Week 6**                     |                                                  |
| Feb 13 Film Discussion | → Complete the film worksheet and bring it to class for our discussion.  
  
  **Paper 2 Due Gender Socialization** |
  
  → As you reread these sections, complete Chapter 2 Application Exercise #1 pg. 64-65. Bring in an article about gender segregation or the gender wage gap and be prepared to discuss it in class.  
  
  **Unit 3 Privilege and Oppression** |
| Feb 17 Privilege and Oppression | TC, Chapter 3, “Privilege and Oppression” pg. 71-87  
  
  Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack” [PDF]  
  
  **ATTACHMENT I**  
  
  **ATTACHMENT I**
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<tr>
<th>Week 7</th>
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<tbody>
<tr>
<td>Feb 20</td>
<td>NO Class - Presidents’ Day</td>
</tr>
<tr>
<td>Feb 22 Institutions and Oppression</td>
<td>TC, Chapter 3, “Privilege and Oppression” pg. 88-104</td>
</tr>
</tbody>
</table>
| Feb 24 Heterosexual Privilege | Jonathan Ned Katz, *The Invention of Heterosexuality* [PDF]  
Erin Tatum, “10 Examples of Straight Privilege”  
<http://everydayfeminism.com/2015/03/examples-straight-privilege/>  
Maisha Johnson, “9 Lies People Tell You When You Come Out as Bisexual”  
http://everydayfeminism.com/2015/09/lies-tell-you-when-bisexual/  
Messner, “Becoming 100 Percent Straight” [PDF]  
Rupp and Taylor, “Straight Girls Kissing” [PDF] |

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<tr>
<th>Week 8</th>
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<tr>
<td>Feb 27 Applying Concepts: Family Policy</td>
<td>→ Choose from the following: FMLS, voucher programs, or hospital visitation policies. Using the resources on pg. 107, explore how this policy is an example of institutional oppression. Come to class prepared to discuss your findings with the class.</td>
</tr>
<tr>
<td>Mar 1 Rape Culture</td>
<td>Film Screening <em>Audrie and Daisy</em></td>
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| Mar 3 Film Discussion | →Complete the film worksheet and bring it to class for our discussion.  
**Paper 3 Due Privilege and Oppression** |

**Spring Break**

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<thead>
<tr>
<th>Week 9</th>
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| Mar 13 A Life in Two Genders | Boylan, *She’s Not There*, Part I to pg. 83  
**Voices of Discovery Reflection Due** |
| Mar 15 | Boylan, *She’s Not There*, Parts II & III pg. 84-218 |
| Mar 17 | Boylan, *She’s Not There*, Part IV from pg. 221 |

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<thead>
<tr>
<th>Week 10</th>
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</table>
| Mar 20 | CONTEMPORARY ISSUES PRESENTATIONS  
**Paper 4 Due Boylan** [If you are giving a presentation today, you may turn in your paper on Mar 22] |
| Mar 22 | CONTEMPORARY ISSUES PRESENTATIONS |
| Mar 24 | NO Class – WGSS Conference |

<table>
<thead>
<tr>
<th>Week 11</th>
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<tbody>
<tr>
<td>Mar 27</td>
<td>CONTEMPORARY ISSUES PRESENTATIONS</td>
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| Mar 29 | CONTEMPORARY ISSUES PRESENTATIONS  
*Unit 4 Intersectionality* |
| Mar 31 Intersectionality | TC, Chapter 4 “Intersectionality” pg. 112-132 |

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<tr>
<th>Week 12</th>
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</table>
| Apr 3 Women’s Health | TC, Chapter 4 “Intersectionality” pg. 138-144  
From *Colonize This!* read Stella Luna, "HIV and Me: The Chicana Version,” pg. 71-84  
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Activity</th>
</tr>
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</table>
| Apr 5 | Reproductive Rights | TC, Chapter 4 “Intersectionality” Chapter pg. 132-138
Angela Davis, “Racism, Birth Control and Reproductive Rights” [PDF]
From Colonize This! read Darcie Jones, “Falling off the Tightrope onto a Bed of Feathers,” pg. 312-324 and Tumang, “Nasaan ka anak ko? A Queer Filipino-American Feminist’s Tale of Abortion and Self-Recovery,” pg. 370-381 |
| Apr 7 | Applying Concepts: Work/Life Balance | Angela-Marie Slaughter, “Why Women’s Still Can’t Have It All”
→ Consider the approach Slaughter takes to this issue. What aspects of her approach resonate with you? Now consider her approach from an intersectional lens. What would an intersectional approach to work/life balance look like? Do some research and bring an article that offers a different approach to these topics than Slaughter. |
| Week 13 | | Review discussion of the Violence Against Women Act on pg. 104-106 then review the websites listed under Chapter 4 Writing Prompt #2 pg. 147. Come to class prepared to discuss the issue of violence against Native American women from an intersectional lens. |
| Apr 10 | Applying Concepts: Violence against Native Women | From Colonize This! read Almas Sayed, “Chappals and Gym Shorts,” pg. 203-214
→ Complete Chapter 4 Application Exercise #4 on pg. 145. |
| Apr 12 | Women and Sport | Abu-Lughod, “Do Muslim Women Really Need Saving?” |
| Apr 14 | Muslim Women Through Western Eyes | |
| Week 14 | | Film Screening The True Cost
**Paper 4 Due Intersectionality**
Patrick Winn, “The slave labor behind your favorite clothing brands” <http://www.salon.com/2015/03/22/the_slave_labor_behind_your_favorite_clothing_brands_gap_hm_and_more_exposed_partner/>
→ Complete the film worksheet and bring it to class for our discussion. |
| Apr 17 | Laboring in the Global Economy | |
| Apr 19 | The Costs of Fast Fashion | |
| Week 15 | | TC, Chapter 5 “Feminist Praxis” pg. 153-162
→ Complete Chapter 5 Application Exercise #1 pg. 181 in preparation for our discussion. |
| Apr 21 | What is Feminist Praxis? | |
| Apr 24 | Exploring Feminist Praxis | TC, Chapter 5 “Feminist Praxis” pg. 163-183
→ Complete Chapter 5 Skills Assessment #2 pg. 181-182 using one of the websites listed on pg. 181 Exercise #2 or another website that you are interested in exploring. |
| Apr 26 | “Large-Scale Activism” | → Consider Chapter 5 Discussion Question #1 pg. 182 and do some research on “large-scale activism” related to the issue that you focused on in your Contemporary Issues project. Come to class…you know the score! |
**Contemporary Issues Paper Due**

FINAL EXAM is Thursday, May 4 at 5:30-7:30 PM

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Dr. Lampert’s
General Grading Criteria

**A (Excellent)**
An “A” paper is insightful. It responds to the assignment fully, with strong treatment of historical content. Overall demonstrates a strong command of language and style. Essay: It is structured well, with a sophisticated argument, logical and coherent organization, well-chosen and clearly contextualized examples/evidence. Creative assignment: The approach shows originality and sophistication, with well-chosen and interesting use of examples. Exam: Demonstrates mastery of historical content with specific examples. Well written.

**B (Effective, Fulfills Assignment)**
A “B” paper is a solid paper that meets the requirements of the assignment. Demonstrates appropriate understanding of historical content. Overall demonstrates command of language and style, with some errors. Essay: It contains a clear argument and follows a structure that is mostly logical and coherent, uses evidence effectively, and may arrive at key insights. Creative assignment: The approach is clear and appropriate, uses evidence and examples well. Exam: Accurate and appropriate historical content. Well written.

**C (Adequate, Problems)**
A “C” paper fulfills the basic requirements of the assignment, but would benefit from further development of ideas and analysis. Demonstrates understanding of historical content, but may contain errors. A “C” paper may suffer from organization problems, lack a clear argument, be overly general, fail to use evidence effectively. Creative assignment: Concept may be weak or inappropriate, use of examples uneven. May suffer from consistent mechanics or stylistic problems. Exam: Historical content overly general, may contain factual errors, is lacking in examples, incomplete response to question/s.

**D (Inadequate, Major Problems)**
A “D” paper or exam does not fulfill the basic requirements of the assignment or question. It may lack a thesis or coherent concept, has glaring problems with historical content, lacks discussion of evidence or examples, relies on generalizations, is poorly organized. May have glaring language or style problems.

It is strongly recommended that you visit the University Writing Semester at least once this semester to get feedback on your writing!

**Freedom in Learning**
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be
evaluated solely on an academic basis and students should be free to take reasoned exception to
the data or views offered in any course of study. Students who believe that an academic
evaluation is unrelated to academic standards but is related instead to judgment of their personal
opinion or conduct should first contact the instructor of the course. If the student remains
unsatisfied, the student may contact the department head and/or dean of the college which offers
the class to initiate a review of the evaluation.

**Disability Accommodation**

Any student who feels s/he may need academic accommodations or access accommodations
based on the impact of a documented disability should contact and register with Disability
Services during the first week of class or as soon as possible after the diagnosis of a
disability. Disability Services is the official office to assist students through the process of
disability verification and coordination of appropriate and reasonable accommodations. Students
currently registered with Disability Services must obtain a new accommodation memo each
semester.

Please note: if your home institution is not the University of South Dakota but one of the other
South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you
should work with the disability services coordinator at your home institution.

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