JCOM 597: Global Issues and Mass Communication (2005)

**Course Requirements**: Each student's grade will be based on the following:

* 10 -15 page research term paper = 30%
* Four 5-page essays(15% each) = 60%
* Class discussion and participation = 10%

**Note on Essays**:

Each of the four essays you are assigned will coincide with the topic, reading, and discussion for that particular segment of the course. The essay question will be distributed in class and will be posted on the website. Your papers must be typed, double-spaced and submitted either in hard copy, or by e-mail attachment (format in ord for PCs).

**Note on Term Paper**:

Each student will research and write a 10-15 paper complete with

footnotes/endnotes and references. Students may use any of the established reference styles, such as Chicago Manual or APA. Papers are to be typed, double-spaced and submitted either in hard copy, or by email attachment (format in Word for PCs).

Students may choose a paper topic that is a case study and analysis of an actual terrorist incident, from the past or present, and the media treatment of it, or how media, such as film or TV portray terrorists and the ethnic group, ideology or religion the terrorists are associated with. Students will be encouraged to discuss their paper ideas with the instructor. Also, class time will be set aside so that students can present their paper ideas to the class for comment.

JCOM 597.01: Peace, War, Terror and the Media (2006)

**Course Requirements:** Each student’s grade will be based on the following:

* 10-15 page research term paper = 30%
* Four 5-page essays (15% each) = 60%
* Class discussion and participation = 10%

**Note on Essays**:

Each of the four essays you are assigned will coincide with the topic, reading, and discussion for that particular segment of the course. The essay question will be distributed in class and will be posted on the website. Your papers must be typed, double-spaced, and submitted either in hard copy, or by e-mail attachment (format in Word for PCs).

**Note on Term Paper**:

Each student will research and write a 10-15 paper complete with footnotes/endnotes and references. Students may use any of the established reference styles, such as Chicago Manual or APA. Papers are to be typed, double-spaced, and submitted either in hard copy, or by e-mail attachment (format in Word for PCs).

Students may choose a paper topic that is a case study and analysis of an actual terrorist incident, from the past or present, and the media treatment of it, or how media, such as film or TV portray terrorists and the ethnic group, ideology or religion the terrorists are associated with. Students will be encouraged to discuss their paper ideas with the instructor. Also, class time will be set aside so that students can present their paper ideas to the class for comment.

PSYCHOLOGY 597.01: DRUGS, BEHAVIOR AND MODERN SOCIETY (2006)

**Student Evaluation:**

The final grade in this course will be based on multiple evaluations. Students will take two examinations (each contributing 25% of the final grade) after approximately the first 3 and 6 weeks of the quarter. These exams will be composed of multiple-choice questions. There will also be two quizzes (multiple choice and short answer; each contributing 10% of the final grade). Each quiz will be administered during the recitation section during weeks 2 and 8 of the quarter. The final evaluation in the course will consist of a small team-based research paper due during the week of finals (contributing 30% of the final grade). The paper topic will deal with a specific issue that integrates the biological and psychological aspects of drug use. The topic must be approved by the course faculty. It should be 10-12 pages in length and include at least 5 journal articles in its bibliography. While the overall research contributing to the paper will be conducted by small research teams, each member of the team will submitted his/her own paper.

ENTOMOLOGY 597: “ENVIRONMENTAL, HUMAN, AND SOCIAL IMPACTS OF CHEMICAL AND BIOLOGICAL POLLUTANTS” (2007)

**Student requirements will include:**

* Attending lectures
* Reading selected reports, documents, and articles which will be provided, mainly electronically
* Participation in the group student presentation /discussion sections
* Making a 20-minute oral presentation on a relevant topic of your choice
* Writing a report, on a personally-selected chemical or biological pollutant-related topic, which you presented to the class orally

**Course Grading**

 Students will be graded on two written examinations, an oral presentation, and on a written report on a subject of the student’s choice, relevant to the curriculum. The two 90-minute written mid-term and final examinations will require essay-type answers to questions on 10-12 important issues. These will evaluate the students’ ability to integrate and summarize the knowledge that they have acquired throughout the course. The written report, which will be on a topic of the student’s choice, will be 10-12 pages long and will be submitted at the end of the course for Instructor and peer evaluations. Students will be encouraged to seek the Instructors’ advice on: selecting a topic, implementing a literature search and structuring their reports. These reports will be marked based on the thoroughness of the student’s review, original ideas and quality of the writing.

 Grading Item Points Available

 90-Minute, 10-12 question Mid-term Examination 30

 (All materials from first part of course)

 90-Minute 10-12 question Final Examination 30

 (All materials from second part of course)

 Written report grading 20

 (Report will be 10-12 pages)

 (Student-peer reviewed and graded by Instructors)

 Oral presentation and discussion grading 20

 (Oral presentation of 20 minutes)

 (Student-peer reviewed and graded by Instructors)

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 Total 100

The grades will be assigned according to these total scores:

 A = 94-100

 A- = 90-93

 B+ = 87-89

 B = 83-86

 B- = 80-82

 C+ = 77-79

 C = 73-76

 C- = 70-72

 D+ = 67-69

 D = 60-66

 E = 0-59

ANTHROPOLOGY H597.05: The Global Food Crisis (2009)

**Grading**:

 Grades: Grades will be based on the total of 100 points you achieve on the

assignments, projects and in-class activities.

A ≥ 93, A- 90-92, B+ 88-89, B 83-87,

B- 80-82, C+ 78-79, C 73-77, C- 70-72, D+ 68-69, D 60-67, <60 is a failing grade.

1. **Weekly one-pagers / discussion participation - 20%**. These are synthesis pieces you will turn in each class period. They should help prepare you to participate in our in-class discussions.
2. **Response papers (2) – 20%.** For the first response paper you will be asked to respond to the film: We feed the world. For the second response paper you will be asked to take a position on the debate regarding whether or not access to food should be a basic human right.
3. **Diet Project– 3-part assignment (30%)**. Part 1: Collection of detailed data on your own dietary intake over a three, consecutive day period. Part 2: From the data collected in Part 1, you will use dietary software to calculate the nutritional value (energy, carbohydrate, protein, fat, micronutrients) of your three day diet and assess its adequacy. Part 3: Using the information on the geographic origin of the foods you consumed during the 3-days above and additional data from your 2-day eat local challenge, you will compare the content and variety of your diet (normal vs. eat local challenge) and create a visual presentation that illustrates the extent to which you depend on a globalized food market. Your grade will be based on your final report and your oral presentation.
4. **Final project (30%)**. This will be a 10-12 page paper based on the fieldwork you conduct over the course of the quarter. You will identify a question of interest related to the food crisis that you can address on a local farm, urban garden project or at a food pantry. You will meet with me during the 4th week of classes to clear your topic and discuss your data collection ideas and strategies. The project is due on the date of your final exam.

**English 597.03 (Cross-listed with Geography): Environmental Citizenship (2009)**

# Assignments/Projects

* **Responses to class readings**. To facilitate productive discussion in class, each student will write two short (500- to 600-word) responses to our assigned readings. The responses should (1) *identify* (i.e., quote or paraphrase and cite) a particular passage or claim in the text; (2) *relate* that passage or claim to the overall argument or thesis of the reading (e.g., Does the passage introduce a key theme? Does it provide crucial supporting evidence for a claim? Is it the most significant—or troubling—passage in the reading?); (3) pose a *question* about the passage or claim relevant to our course work; and (4) propose an *activity* that we might engage in either in or out of class to examine the question further (e.g., compare our text to a specific other text, check the facts in our text against a specific other resource).
* **Lab assignments**. Each of the weekly labs/field trips will require a short (1-2 page) write-up regarding the *outcome* of the activity: i.e., how the activity contributes to our *understanding of the processes* shaping the Olentangy watershed, and how *different types of knowledge* contribute to that understanding. Some of the labs will include an activity, the outcome of which will be part of the assignment (e.g., in Week 2 you will produce a representation of the river, and in Week 3 you will measure and map stretches of the river). There will be lab assignments each week except for Week 1 (introduction) and Week 10 (workshop on interpretive guides).
* An **interdisciplinary** **interpretive guide** (in any genre or medium) designed for a general audience and focused on a *place* within the Olentangy River Watershed (e.g., a dam, a bike path, a park, an historical structure, and so on) that is relevant to a current environmental issue. The guide should incorporate information from the physical sciences, the social sciences, and the arts and humanities, thus providing an interdisciplinary "reading" of the place.

The guide may be collaboratively authored and should be suitable for use by a government agency or nonprofit organization whose mission includes educating the public about environmental issues. In connection with this project, you will write a cover letter to the agency or organization in which you lay out the goals, background work, extent, medium, and design of your project. You will also prepare a 5-minute oral "pitch" for your project, which you will deliver in class during the last week of classes.

# Grading

**Grading scale**: A = 93-100, A- = 90-92, B+ = 88-89, B = 83-87, B- = 80-82, C+ = 78-79, C = 73-77, C- = 70-72, D+ = 68-69, D = 65-67, E = 64-0

**Grade calculation**:

Responses to readings: 20% (2 x 10%)

Lab assignments: 40% (8 x 5%)

Interdisciplinary interpretive guide: 40%

 **English H597.04: Interdisciplinary Approaches to Narrative in the Contemporary World: “Rhetoric and Ethics in Fiction and Nonfiction” (2009)**

**Course Requirements and Grading:**

Writing Assignments and Grading

* Agenda Setting: 10%
* Writing Journal: 20%
* Ethical Criticism Paper: 20%
* Theory and Interpretation Paper: 20%
* Final Paper: 30%

**Notes on these assignments:**

1. Beginning with our Monday session in the third week, each of you will have a turn to help set the agenda for our discussion by posting three questions about the reading that you would like to discuss on our Carmen site by noon on the previous day. You should also provide a brief (no more than 100 words) context for the questions by relating the questions you are posing to our ongoing course conversation (you always have the option of declaring that you want to change the focus of our discussion).
2. For weeks 2-6 you are responsible for writing 2 journal entries per week of approximately 500 words each. These entries can be very informal and addressed primarily to me, and they can be about issues that come up in any aspect of the course— the reading, the class sessions, your more formal writing. Their purpose is for you to deepen your engagement with the course through writing about it regularly for a particular, interested audience. I will collect the journals at the end of the third week and at the end of the sixth week.
3. The first short paper (750 words) will be an analysis of the ethics of the told and the ethics of the telling in an excerpt from one of the narratives. We will use this paper as the basis for our writing tutorial—a one-on-one discussion about scholarly writing.
4. The second short paper (same word limit) will ask you to combine theory and interpretation by putting one or more of the theoretical points or perspectives we’re developing into dialogue with one of the narratives. The paper can be an exercise in application, extension, or revision of the theoretical concepts through the encounter with the narrative. You can use this paper as a way to try out ideas that you will pursue at greater length in your final paper.
5. For the final paper, you should relate the work of the course to a particular event (e.g., John McCain’s choice of Sarah Palin as his running mate) or ongoing issue in the contemporary world (e.g., race relations). In other words, answer the following question: how does studying narrative ethics inform your understanding of some aspect of the contemporary world? Papers should be approximately 4,000 words. You can write about a narrative not on the syllabus if you get my permission. I will ask you about your plans for the final paper during the writing tutorial.

**Portuguese 597.01: Issues of the Contemporary World: Coloniality and Postcoloniality in the Literatures of Portugal and Portuguese-speaking Africa (2009)**

Evaluation Categories:

* Participation: 10%
* Written reports: 30%
* Mid-course essay: 25%
* Final essay: 25%
* Group Presentation: 10%

Explanation of my expectations and of the Evaluation Categories:

* **Participation** (10%)
	+ This grade will be based on appropriate and proactive in-class contributions to discussions. This means that students will be expected to contribute with their own insights and commentaries on the issues under discussion on a given class, as well as with questions that might emerge from their initial contact with the texts under discussion.
	+ Students should be prepared to be called on to comment on the primary and/or supplemental reading assigned for each class, as well as to establish relevant connections between the two.
* **Written reports** (30%)
	+ Complete and print (to turn in at the end of class) a written report on the reading(s) assigned for that day.
	+ Basic parameters:Typed, double-spaced. Maximum one page, minimum ½ page.
	+ Format: you should select 1-3 salient quotes from the assigned reading and produce, following the reproduction of those quotes, some preliminary analysis in light of the quotes.
* **Mid-Course Essay** (25%) and **Final Essay** (25%)
	+ You will be asked to complete at home mid-course and final essays and email to me by the end of the class periods indicated in the Calendar, Take-Home Essays at two points in the quarter.
	+ Maximum length: Eight double-spaced pages.
	+ Specific Instructions about how to fulfill this requirement, along with a list of possible themes, will be given to you in writing.
* **Group Project** (10%)
	+ Groups of 4-7 people will be assigned by me by the second week of classes, and the day on which each group presents will be scheduled with two weeks notice. Groups will consult with me throughout the preparation of the project. The written portion of the project is due on the day of class presentation.
	+ Written portion:
		- Groups will choose one topic and then select a short bibliography with the most relevant titles available. They will then craft a critical commentary in which they explain their choice, the relevance of their topic to the general theme of the course, and what avenues should a further investigation on the subject follow.
		- Each group will turn in just one written portion.
		- This should be an entirely collaborative exercise. Groups should select the source text together, discuss it together, and plan and execute the commentary together.
	+ In-class presentation:
		- The in-class presentation of this portion should likewise be a collective effort.
		- The group should talk about the preparatory stage, how they decided on what they did and how they realized their plans. Each member of the group should briefly summarize their personal contribution. This can be a freeform discussion among the whole group, rather than a formal presentation by each member in order, but all should comment. Please talk to me if you have any questions.

GRADING SCALE

A 100-94 4.0 C+ 77-75 2.3 E 64.9-0 0.0

A- 93-90 3.7 C 74-72 2.0

B+ 89-85 3.3 C- 71-70 1.7

B 84-80 3.0 D+ 69-67 1.3

B- 79-78 2.7 D 66-65 1.0

**Women’s Studies 597/Political Science 597.03: Gender and Democracy in the Contemporary World (2009)**

**Course Requirements:**

*Class participation* (20%):

All students must complete the assigned readings and should come to class prepared with questions and comments. The course will involve regular inclass exercises as well as small and large group discussions. You are encouraged to take an active role in classroom discussions by bringing relevant questions, concerns and experiences to the classroom. Students that have more than two unexcused absences will have their participation score lowered by a grade for each additional unexcused absence.

*Essay 1* (20%)

For this 5-7 page essay, compare and contrast the critiques, alternative visions, and strategies of three analyses of democracy that we have studied together.

*Essay 2* and class presentation (40%)

For this 8-10 page paper, research an effort to build gender-just democracy in a particular contemporary political context. I will hand out a list of possible topics or your group can choose your own, in consultation with me. You will be responsible for sharing your research with the class in a 10 minute presentation.

*Final Exam* (20%)

**Grading:**

Overall grades will be based on the quality of your written assignments and the constructive nature of your class participation. The essays will be graded according to (a) the clarity of your argument, (b) your use of evidence to support your argument, (c) the relevance and insight of your question(s), and (d) the accuracy of grammar, syntax and spelling. All assignments are due at the beginning of class. A late paper will be penalized by half a grade for every day that the paper is overdue.

**Grading Scale:**

A 93-100 B 83-86 C 73-76 D 60-66

A- 90-92 B- 80-82 C- 70-72 E 59 and below

B+ 87-89 C+ 77-79 D+ 67-69

**Slavic 597: The Politics of Language in Southeast Europe (2010)**

**Course Requirements**

Attendance and Participation:

Lectures and class discussions will cover material which is not necessarily in the readings and which you will be responsible for. It is therefore important that you attend every class, ask questions and participate in discussions. Class participation will be counted towards your final course grade. Note that class attendance is not the same as participation, but you can’t participate if you don’t attend.

Reading:

There is a reading assignment for each class. You should do the readings *before* the date listed on the schedule – preferably more than once.

Discussion Questions:

Some class time will be spent on discussion. To prepare for this, once a week (on the class day of your choice) you must write down and turn in two questions that you have. The questions can be about readings, or anything discussed in class, but should be suitable prompts from which we can begin discussion. Questions concerning terminology or points of information do not count but may be added separately at the bottom of the page. (Always consult a dictionary first.) *Neatly* hand-written questions are acceptable.

Discussion questions will be graded on a 1 / 0 basis. 1 = the assignment was completed in a thoughtful way. 0 = the assignment was not completed, or showed no signs of having been done thoughtfully.

Quizzes:

There will be four short in-class quizzes covering material from assigned readings, lectures, and class discussion. See the Course Schedule for dates.

Blog Analysis:

People from SE European countries (or even Americans with heritage in some SE European ethnicity) often have strong feelings about „the Balkan language question‟ – what a given language should be called, what its origins are, what the ‘right’ way to say something is, or even whether the language exists in the first place. But when it is boiled down, these arguments are almost never really about language, but are instead ways for the writer to articulate some aspect of their identity, or comment on societal structure. You will analyze arguments of everyday people regarding the language question in the Balkans. Your examples should come from the internet (e.g. posting on a blog, discussion forum, Facebook page, etc.). In your analysis you should explore questions like:

* Is the argumentation valid and balanced? If not, in what ways?
* What does it reveal about the writer‟s preconceptions about language and identity?
* What is the historical context for this argument?
* Why does this person care about the language question?
* Is language used in this context as a proxy for some other issue? If so, what? How? Why?

You must turn in your analysis in the form of a 1500-2000 word paper. See the handout Blog Analysis for more details. See the Course Schedule for deadlines.

Perceptual Dialectology Project:

Throughout the quarter the class will work together to build a perceptual map of the Bosnian, Croatian and Serbian languages, and to compare it to existing dialect maps. In this context, a perceptual map is a visual representation of speakers‟ perceptions (beliefs) about the distance between regional dialects, and their evaluation of those dialects along social dimensions (e.g. „correctness‟, „pleasantness‟, „prestige‟, etc.). Perceptual dialectology thus blends the fields of social psychology and linguistics. The goal will be to determine whether and to what extent native B/C/S speakers‟ perceptions of the distance between dialects of B/C/S is shaped by political and/or social boundaries, rather than by observable linguistic reality. In consultation with the instructor, class members will jointly develop the project – developing a questionnaire, recruiting respondents and administering the questionnaire, and conducting preliminary analysis of the data (including development of a perceptual map). Each student will individually write up and discuss the results, in the form of a 2500-3500 word paper (not including any data appendices). See the handout Perceptual Dialectology Project for details. See the Course Schedule for deadlines.

Writing manuals:

You are encouraged to use a style manual when doing the writing assignments. Style manuals provide information about stylistic, grammatical, and formatting issues related to writing (how to incorporate quotations, use of punctuation, citation conventions, etc.). Even experienced writers frequently need to refer to style manuals. Two widely used manuals are the *Chicago Manual of Style* (currently in 16th ed.), and the *MLA Handbook for Writers of Research Papers* (currently in 7th ed.). This quarter you may use either of these, or a style manual that is specific to your discipline (but it is important that each writing assignment be stylistically consistent, not a random mixing of styles). No particular style manual is required for this course.

**Grading**

* Grading will be by the following criteria.
* Class participation 10%
* Discussion questions 10% (10 sets of questions, 1% each)
* Quizzes 20% (4 quizzes, 5% each)
* Blog analysis 20%
* Perceptual dialectology project 40%
* Total 100%

**Grading Scale:**

A 93-100 B+ 87-89 C+ 77-79 D+ 67-69

A- 90-92 B 83-86 C 73-76 D 60-66

B- 80-82 C- 70-72 E 0-59

**Comparative Studies 4597.01: Global Studies of Science and Technology (2012)**

***\*****fulfilled a major requirement for students in the Science Studies concentration within the Comparative Studies major\**

**REQUIREMENTS**

IN-CLASS:

In order to foster class participation, regular attendance, and accountability for assigned readings, in addition to discussion, short in-class writings and occasional short quizzes--neither extensive, nor time-consuming (5-10 mins)—will be assigned. You will be rewarded for your attention to the readings and your attendance. If you need any special accommodations, please let me know at the beginning of the term. In-class writing assignments/quizzes will relate to that day’s assigned reading. **After two missed classes, your participation grade will begin to be negatively affected.**

GROUP TAUGHT CLASS:

Each group will be responsible for leading a class (for approx. 45 mins) about technology and global issues. The group will present a cultural artifact (movie, game, tv show, etc.) using the key concepts in *Technoculture.* You will be applying the ideas and theories described by Shaw to illuminate your “object” (e.g. *Second Life, Avatar, RepoMen,* facebook, Ipod/smartphones, military drones, Internet, prosthetics, surveillance technologies, data mining, virtual border guards, MPGs). Topics not open are those we are covering as a class—Bioengineered Plants, Artificial Reproductive Technologies and Twitter).

In most cases all members of the group will receive the same grade. If this is not the case, I will discuss the matter with the group or individual in consultation with the group. This assignment requires cooperation, planning, and work. Any complaints about individual group members will be handled at my discretion**. Please bring any problems in your group to my attention quickly**.

OUTSIDE OF CLASS:

**Midterm**

You will write a 5-page take-home exam responding to assigned topics/questions in brief essays and short answers (key terms/thinkers) covering materials and ideas from **across** the first 4 weeks of the course. To answer these questions you will draw on the class reading materials. If you wish to do further research or design your own exam, you may, as long as you discuss it with me first, your topic and approach is **approved by me,** and it is properly documented. These papers will be graded out of 100 pts. There can be no re-writes on the final midterm essay.

**The Final Essay: take home exam**

You will write a 6 page take home exam responding to assigned topics/questions in brief essays and short answers (key terms/thinkers) covering materials and ideas from **across** last 6 weeks of the course. To answer these questions you will draw on the class reading materials. If you wish to do further research or design your own exam, you may, as long as you discuss it with me first, your topic and approach is **approved by me,** and it is properly documented. These papers will be graded out of 100 pts. There can be no re-writes on the final exam essay.

**Assignment Format**

All take-home exams will be turned in to me electronically through Carmen drop box. (preferably in PDF format). The length will be determined in double-space w/ 10/12 pt font, one inch margins.

LATE ASSIGNMENTS:

Late midterms will lose half a grade, and then half again, every class period after that. That is A to A-, and so on. There can be no late finals!

ATTENDANCE and PARTICIPATION:

Attendance is mandatory and especially important in a discussioncentered course. Absences in excess of two classes may jeopardize your final grade **no matter** the quality of your other work.

The class will spend a substantial amount of time discussing the readings and topics as a class and in smaller groups. Your cooperation is important. The atmosphere will be casual, open, but intellectually rigorous. If you feel someone is detracting from this atmosphere seriously or intentionally, please bring it to my attention.

A respectful and questioning attitude is crucial for successful discussion. The readings are difficult and sometimes controversial and disturbing; class discussions will help you to formulate and clarify your thoughts on the readings and to understand the positions others take. The issues of difference and diversity we discuss will be particularly and personally important to you and others in the class. Because we are engaging directly in issues that have social and political relevance, it is crucial that we take this seriously as well as behave respectfully, even as we question or challenge each other’s views—this includes me.

Class discussions are an opportunity to explore the author’s idea’s relevance to your own personal and intellectual experiences. It is likely that you will be challenged or even upset by something said or read in this classroom. These ideas need to be brought into the discussion--opened to respectful questioning and disagreement. If you do not feel you can bring them up, I encourage you make an appointment to discuss them with me.

FINAL GRADES:

* In-Class (in-class writings, participation, quizzes,) 20%
* Group Presentation 15%
* Midterm (take-home) 30%
* Final Exam (take-home) 35%

Grading Scale:

94-100 A

90-93 A

87- 89 B+

84-86 B

80-83 B-

77-79 C+

74-76 C

70-73 C-

67-69 D+

60-67 D

Below 60 E

**Comparative Studies 4597.02: Global Culture (2012)**

***\*****fulfilled a major requirement for students in the Science Studies concentration within the Comparative Studies major\**

**REQUIREMENTS**

Attendance is *mandatory*, and extensive class participation is expected from all students. Absences will be noted, and will be taken into account in the final grade. The course will involve class participation and presentations (25%), writing and research assignments (25%), a midterm examination (25%), and a final research paper (25%) (all graded on A-E scale). NOTE: YOU MUST COMPLETE *ALL* ASSIGNMENTS TO RECEIVE A PASSING GRADE.

**Class Participation/Presentations (25%)**

a) short presentation/handout on a weekly reading

b) short presentation on a film review

c) 5-10 min presentation on final research project (during weeks 14-16)

**Writing/Research Assignments (25%)**

a) occasional in-class writing assignments on films and readings

b) prepared handout on a weekly reading (posted on Carmen)

c) 5-7 page film review (see list of films on reserve)

**Midterm Examination (25%)**

Essay questions for Part 2 of exam handed out 4th week

Thursday 24 April in-class exam (5th week)

Exam: Part 1: 5 paragraph questions on readings (no books/notes)

Part 2: essay question (with books/notes/essay plan)

**Final Research Paper (25%) (7-15 pages)**

Email 10-20 line research paper proposal, due by 8th wee)

Final Papers handed in by 4pm Wednesday 4 June (exam week)

(Comp Studies mailbox in Hagerty 451 or under door in Hagerty 424)

Grading Scale:

94-100 A

90-93 A-

87-89 B+

84-86 B

80-83 B-

77-79 C+

74-76 C

70-73 C-

67-69 D+

60-67 D

Below 60 E

**Comparative Studies 4597.03: Global Folklore (2012)**

***\*****fulfilled a major requirement for students in the Science Studies concentration within the Comparative Studies major\**

**REQUIREMENTS**

Class Attendance, Discussion and Contributions to Daily Summaries 40%

Students will be expected to complete readings and prepare a brief interpretive typed statement and questions on each assigned reading. These serve both as a substitute for entering reading responses on Carmen and as your introduction to class discussion if you are chosen to be discussion leader. (See Carmen under “Content,” “Course Mechanics.”) Your statement should set the stage for, and end by raising, your discussion question. You’ll need to bring a typed copy of the statement and question to class. Handwritten statements will not be accepted. You must hand this statement to your professor before leaving each class. Since active participation in the course is required, no late statements will be accepted.

If for any reason you are unable to attend class, please submit via Carmen discussion a onepage response to the reading for that session by Friday. We will incorporate your comments into the discussions for the following week. This solution is only allowed twice without affecting your grade. [Instructions for Posting: Go to Carmen.osu.edu, click on Comparative Studies 4597.03 and enter your user name (smith.1 for example) and password. Click on discussions. Click on Add Message. When you are finished, click on "submit." Once you have sent the reading response you cannot delete it so check it over—you might want to compose in word and then cut and paste into the discussion board.]

Students will be expected to take notes on readings, films, and class lectures. These notes form the textbook for class and will greatly assist you in preparing the five formal synthesizing papers. Students will be expected to actively discuss materials in class—in a discussion-based seminar we all learn together and every contribution counts.

Five 4-6 page synthesizing essays (submitted to Carmen drop box) 60%

Due dates are listed in the syllabus (below). These essays provide an opportunity to connect ideas and concepts across readings. They should be analytic and interpretive (not summary), extending your understanding beyond note-taking and discussions. [For help, see sample synthesizing essay in the “Content” “Course Mechanics” area.] The final essay should provide a comprehensive synthesis of materials from the course.

All work must be completed to receive a passing grade in the course. Please keep copies of all returned work in a folder for your protection. Please also always make a backup copy of any work you turn in.

*Grading Scale:*

94-100 A

90-93 A-

87-89 B+

84-86 B

80-83 B-

77-79 C+

74-76 C

70-73 C-

67-69 D+

60-67 D

Below 60 E

**Slavic 4597: Politics of Language in Southeast Europe (2012)**

**Course Requirements**

Attendance and Participation:

Lectures and class discussions will cover material which is not necessarily in the readings and which you will be responsible for. It is therefore important that you attend every class, ask questions and participate in discussions. Class participation will be counted towards your final course grade. Note that class attendance is not the same as participation, but you can’t participate if you don’t attend.

Reading:

There is a reading assignment for each class. You should do the readings *before* the date listed on the schedule – preferably more than once.

Blog Analysis:

People from SE European countries (or even Americans with heritage in some SE European ethnicity) often have strong feelings about ‘the Balkan language question’ – what a given language should be called, what its origins are, what the ‘right’ way to say something is, or even whether the language exists in the first place. But when it is boiled down, these arguments are almost never really about language, but are instead ways for the writer to articulate some aspect of their identity, or comment on societal structure. You will analyze arguments of everyday people regarding the language question in the Balkans. Your examples should come from the internet (e.g. posting on a blog, discussion forum, Facebook page, etc.). In your analysis you should explore questions like:

* Is the argumentation valid and balanced? If not, in what ways?
* What does it reveal about the writer’s preconceptions about language and identity?
* What is the historical context for this argument?
* Why does this person care about the language question?
* Is language used in this context as a proxy for some other issue? If so, what? How? Why?

You must turn in your analysis in the form of a 1500-2000 word paper. See the handout Blog Analysis for more details. See the Course Schedule for deadlines.

Exams:

There will be a midterm exam and a final exam covering material from assigned readings, lectures, and class discussion. See the Course Schedule for dates.

Perceptual Dialectology Project:

Throughout the semester the class will work together to build a perceptual map of the Bosnian, Croatian and Serbian languages, and to compare it to existing dialect maps. In this context, a perceptual map is a visual representation of speakers’ perceptions (beliefs) about the distance between regional dialects, and their evaluation of those dialects along social dimensions (e.g. ‘correctness’, ‘pleasantness’, ‘prestige’, etc.). Perceptual dialectology thus blends the fields of social psychology and linguistics. The goal will be to determine whether and to what extent native B/C/S speakers’ perceptions of the distance between dialects of B/C/S is shaped by political and/or social boundaries, rather than by observable linguistic reality. In consultation with the instructor, class members will jointly develop the project – developing a questionnaire, recruiting respondents and administering the questionnaire, and conducting preliminary analysis of the data (including development of a perceptual map). Each student will individually write up and discuss the results, in the form of a 2500-3500 word paper (not including any data appendices). See the handout Perceptual Dialectology Project for details. See the Course Schedule for deadlines.

Grading

* Grading will be by the following criteria.
* Class participation 10%
* Blog analysis 15%
* Midterm Exam 20%
* Final Exam 25%
* Perceptual dialectology project 30%
* Total 100%

Grading Scale:

A 93-100 B+ 87-89 C+ 77-79 D+ 67-69

A- 90-92 B 83-86 C 73-76 D 60-66

B- 80-82 C- 70-72 E 0-59

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**Evaluation, Grading, and Miscellaneous Regulations:**

This course will be conducted as a seminar. Students will be expected to 1) read critically, and 2) come to class ready to share ideas in a vigorous yet respectful manner. It is imperative that you do the assigned reading as per the syllabus (See below “Schedule of Topics and Assigned Readings”). **25% of your final grade will be based on your class participation throughout the semester. Another 10% of your final grade will reflect two, separately graded, “discussion facilitations”** (for most class periods students will help take the lead in guiding class discussion of the assigned reading for the day; your grade will hinge on your formulation of relevant and thoughtful questions raised by the reading. Discussion facilitation assignments will be made the first week of class. Note – no later than one hour before class on the day you are facilitating, you need to send me your discussion facilitation questions, so I can prepare a handout).

**NOTE:**

It is perhaps obvious that regular attendance is a must. In the case of a medical or other emergency, students should send me an email and provide some documentation indicating that s/he was unable for medical or other reasons to attend class. Poor class attendance (missing more than two classes) will necessarily impact negatively your class participation grade.

As noted in the course description above, the professor will work with students to realize small research groups or teams of upwards of 4 people, ideally from different disciplines or majors. Teams will be formed and identified by the end of week 4 of the semester. At the end of Week 6 each team will submit in writing a brief written statement (one page) of the research question to be pursued by the group as a whole, together with a written statement (2-3 pages) from each individual team member outlining her/his own particular research topic and proposed methodology. Ideally, each team will formulate an overall research topic or “problem” (e.g. “what’s in the Olentangy River at Drake Union?”), which will be addressed in a different way or from a different perspective/discipline by each individual member of the team. In the case of the “what’s in the Olentangy River at Drake Union?,” for instance, one member of the team majoring in chemistry might formulate a research project focused on say, organic or inorganic compounds. Another member of the team, say from anthropology, might focus on the “residues of human behavior,” while yet another member of the team majoring in biology might address the question from the perspective of particular flora, bacteria, or invertebrates. A fourth member of the team, perhaps from art, might suggest yet another way in which to reflect on or portray “what’s in the Olentangy River?” During weeks 6-12 of the semester regular class periods will be devoted to small group discussions where team members and the class as a whole will share the results of their ongoing research. Ideally, each team member will assist and draw from the findings of other team members.

Each member of a team -- while working together with other members of her/his team on a larger question -- nevertheless will formulate and execute their own particular research project, the results of which will be presented at the end of the semester. The presentation of this individual research will include a 15 minute oral presentation as well as a research paper of approximately 15-20 pages, including bibliography (Students in the Arts or Humanities may choose another research “product;” obviously those so interested should talk with the professor). **Student research papers, which are due no later than 5 pm, Wed of finals week (50%), and the oral presentation of research findings (15%), will together amount to 65% of the student’s final grade.** As noted, the final weeks of the semester largely will be devoted to student oral presentation of research.

**Grading Scale:**

A 93-100;

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 60-66

E 0-59