Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Honors College
   
   Department: NA

2. Course Prefix and Number: HONR 1007
   
3. Effective Term: Fall 2010

4. Course Title: Honors Technology & Culture 1
   
   Abbreviated Title (30 characters or less): Honors Technology & Culture 1

5. Requested Action:
   - ☐ Renumber a Course
   - ☐ Add a Course
   - ☐ Revise a Course
   
   Type of Revision:
   
   Current Course Number:
   
   Proposed Course Number:

6. Course Credit:
   
   Contact/Group Hours
   
   Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)
   
   Weekly or Per Term?
   
   Credit Hours
   
   Anticipated Enrollment
   
   Maximum Hours (Repeatability): 0
   
   Total Credit Hours: 6

<table>
<thead>
<tr>
<th>Hours</th>
<th>Type</th>
<th>Weekly</th>
<th>Credit</th>
<th>Anticipated</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Plenary lectures</td>
<td>W</td>
<td>3</td>
<td>200</td>
</tr>
<tr>
<td>3</td>
<td>Discussion sections</td>
<td>W</td>
<td>3</td>
<td>200</td>
</tr>
</tbody>
</table>

7. Grading Type:
   - ☐ Regular (ABCDF)
   - ☐ Satisfactory/Unsatisfactory (S/U)
   - ☐ Audit

8. Pre/Corequisites:
   
   Prerequisite(s): Honors status or permission of Honors Director
   
   Corequisite(s): 
   
   Pre/Corequisite(s): 

9. Restrictions: List specific restriction in space above.
   
   ☒ College ☐ Major ☐ Standing ☐ Degree

10. Course Description:
   
   From an interdisciplinary perspective, examines the intersections of technology and culture in a variety of social, historical, and global settings from prehistoric times to the present.

11. May Count Either Honors Core or elective credit
   
   (Indicate if this particular course cannot be counted for credit in addition to another)

   Program Type
   
   Program Title
   
   Requirement or Elective?

   (e.g.: minor, major, etc.) (e.g.: MS in Chemistry, Performance Option, Minor in Art) (required or optional?)
   
   NA
   
   NA
   
   NA

12. Affected Program(s):
   
   (Respond "N/A" if not included in any program; attach memorandum if more space is required)

   ☒ Applicable
   
   ☐ Not Applicable

13. Overlapping or Duplication of Other Units' Offerings:
   
   (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
14. Justification:
This interdisciplinary symposium will add breadth and flexibility to the Honors Core while also reducing the number of traditional sections that the Honors College must offer to satisfy its growing enrollment. It will be a 2-course sequence totaling 6 hours in fall semester and 6 hours in spring semester, for a total of 12 hours credit, all in the Honors Core. Students, on successful completion of the fall course, will receive credit for two different 3-hour units of Honors Core credit, with at least one of those credit units tied to the discipline of the faculty member leading a discussion section in which the students is enrolled.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:
On balance, the introduction of this Interdisciplinary Symposium sequence will save the Honors College money because Honors will not need to be offering as many traditional Honors sections. The Honors College subsidizes departments/colleges for the teaching of all Honors classes on campus, and by creating the Interdisciplinary Symposia we will have a way to lower the overall cost of Honors instruction. (All of this has been discussed at length with the Provost and Associate Provost for Undergrad Studies.) There will also be no increase in the number of classrooms needed, except for the need for use of an auditorium for the plenary lectures.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:
To a remarkable degree, the course sequence will achieve a number of the university’s critical SLOs, notably: (1) analytical skills and critical thinking, especially constructing an effective argument and critiquing an argument effectively; (2) effective communication, written and oral; (3) informed and engaged citizenship; (4) intercultural knowledge and diversity awareness; (4) scientific and technological literacy; and (5) information literacy.

•[Attached to this form is a checklist of the things that students should be able to do when they have completed this course sequence.]

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:
A complete proposal authored by participating faculty in the History Department is attached to this form, which includes all of the requested information. In summary, this course during the fall semester will cover (1) subsistence technologies, (2) war, (3) science and religion, (4) recreation, (5) environment, and (6) communication. During the spring semester, the follow-on course will cover (1) industry, (2) nature, (3) information, (4) scale, and (5) dissent. Thematic emphases will change from year to year in light of the participating faculties’ interests, disciplines, and areas of specialization. Instructors may want to tailor the second semester to amplify and extend themes covered in the fall. Throughout both semesters, the courses will examine critical intersections of technology, science, and culture in a variety of social, historical, and global settings from prehistoric times to the present. At the same time, they will explore the forces behind technological and cultural change and how technological and cultural artifacts are understood and used by different communities and whether, and in what ways, and for whom, technology has produced a better world.

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:
A draft proposal authored by participating faculty in the History Department is attached to this form, which includes all of the requested information. To summarize: In the discussion sections (capped at 25), students will engage in a range of tasks devised by the teaching faculty. Students will discuss
Faculty from all the different participating disciplines will collaborate on assignments. They may assign film, exhibit, or lecture activities in their sections. A problem-based approach to the course will provide students with opportunities to evaluate and analyze information from disparate sources, enhancing their skills in approaching real-world questions and issues.

(List all quizzes, projects, reports, activities and other components of the course grade — including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale: The course grade will be based on a 100-point scale: 100-90=A; 89-80=B; 79-70=C; 69-60=D; <60=F. Students will accumulate points from (a) Class participation/discussion; (b) the writing of essays; and (c) the completion of a semester-long project.

List all components of the course grade — including attendance and/or participation if relevant — with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: NA

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When possible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/T).
Syllabus

Honors Interdisciplinary Symposium:
Technology and Culture 1
(Draft, 1/12/10)

Note: This draft is for the first semester only. The course and syllabus will change as people from contributing disciplines come to form teams and hold workshops, which will determine the final composition of the course as well as the makeup of its successor the following semester.

Teaching Team: (speculative)

The following syllabus reflects a course taught by a team of eight faculty made up of:

- History: three 6-hour faculty members
- English: two 3-hour faculty members
- Anthropology: one 3-hour faculty member
- Philosophy: one 3-hour faculty member
- Political Science: one 3-hour faculty member
- Sociology: one 3-hour faculty member
- Economics: one 3-hour faculty member
- Art: one 3-hour faculty member
- Architecture/Building Science: one 3-hour faculty member
- Engineering: one 3-hour faculty member

Alternatively, if a faculty member from any of the represented disciplines wishes to be involved at the full 6-hour level, then fewer disciplines would need to be represented on the teaching team.

Also alternatively, if a discipline desired for the course cannot spare a faculty member for even a 3-hour involvement in the symposium, the Honors College will work with that discipline to hire a Senior Lecturer or a Postdoctoral Fellow who then shall be teaching exclusively with the Honors Interdisciplinary Symposium.

Assigning Student Credit

Students taking the course will receive credit for two different Honors Core courses. The two units of 3-hour credit will be given for Core courses represented by the disciplinary areas of the specializations involved. For example, a student taking the course who is enrolled in a morning discussion section with a professor from Economics and an afternoon section with a professor from Philosophy will receive his/her credits in ECON 2027, “Honors Principles of Microeconomics” (Social Science, Group 1) and PHIL 1027, “Honors Ethics (Philosophy).” Another student, whose morning discussion section is handled by a History professor and whose afternoon section is taught by an Art professor, will receive his/her credits in HIST 1017, “Honors Technology and Civilization I”, and ARTS 1717, “Honors Art History I.” The exception to this model comes when a professor from a department that does not offer courses in
the University Core Curriculum is part of the teaching team. In such cases, students taking a
discussion section with such a professor (for example, in Architecture/Building Science or
Engineering), the credit will be assigned on a case-by-case basis, as best determined by the
Director of the Honors College. It is vitally important to include some faculty from non-Core
areas, in order to make the course truly interdisciplinary and bring in scholars/teachers who have
deep insights into relationships between technology and culture from other disciplinary
perspectives. We will simply work out the assignment of course credits for students enrolled in
sections being taught by professors from non-Core areas in the most thoughtful and appropriate
ways possible.

Textbooks:

Jared Diamond, Guns, Germs, and Steel: The Fates of Human Societies (W.W. Norton & Co.,
followed different courses for different peoples because of differences among peoples’ environments, not
because of biological differences among peoples themselves. Those who domesticated plants and animals
early got a head start on developing writing, government, technology, weapons of war, and immunity to
deadly germs, thereby explaining why Western civilization became hegemonic. It is an excellent book on
which to base class discussions related to many different global topics related to interactions between
technology and culture.

David Crowley and Paul Heyer, Communication in History: Technology, Culture, and Society
selection of readings from classic and contemporary sources, giving an extensive overview of the most
important ideas in the field. Encompassing topics as wide-ranging as the role of printing in the rise of
the modern state and the role of the Internet in the Information Age, this anthology reveals how media
and other forms of technology have been influential both in maintaining social order and as powerful
agents of change.

Students may be assigned further texts by their individual section leaders.

Structure of Class:

Each week, two plenary lectures will be presented to the class as a whole in a suitable auditorium
setting. The lectures will be on Monday and Wednesday in the late morning or early afternoon.
Lectures will be given by the faculty members assigned to the course with possibly some guest
lecturers brought in from other university units or from the outside. Some of the plenary lectures
may, in fact, involve the showing of documentary films or podcasts. Two different discussion
sections will then be held for all students, one in the morning and one in the afternoon (Tuesdays
and Thursdays). Each section will be taught by a single faculty member, though other members
of the teaching team may participate in teaching a class upon the invitation of the primary faculty
member assigned to the class. Finally, on Fridays, scheduled at the same time and in the same
auditorium where the plenary lectures are held, there will be a culminating “Colloquium” during
which students or student teams will give brief presentations on what has been learned in the
course during that week and what outstanding questions are still leftover to be asked and
answered. Chairing this Colloquium each week will be the symposium’s faculty coordinator.
Assignments:

Essays
During the semester, students will write three essays, which will be of increasing importance to their final grade (see Grading below). Writing successful essays will require the students to achieve several of Auburn University’s Student Learning Outcomes, notably: (1) being able to read their textbook and other source materials analytically and critically; (2) being able to critique the arguments of their source materials effectively; (3) being able to construct an effective argument; (4) being able to select and use techniques and methods that will help them solve open-ended, ill-defined, or multi-step problems; (5) being able to write effectively; (6) becoming more informed and engaged citizens of the United States and the world; (7) understanding and appreciating the diversity of and within societies of the United States and the world; (8) understand and appreciate methods and issues of science and technology; (9) improving information literacy by improving their understanding of how to use source information of various kinds, especially that available on the Internet; and (10) enhancing understanding and appreciation of the arts and aesthetics as ways of knowing and engaging with the world by showing how arts and aesthetics have played into the relationship between science, technology, and culture.

The first paper will be a minimum of 5 pages in length (2,500 words, double-spaced); the second paper will be a minimum of 10 pages (5,000 words); and the third paper will be a minimum of 15 pages (7,500 words).

The papers will be “team-graded” by a minimum of two professors from different disciplines.

Oral Presentations

In each one of the two discussion sections in which they are enrolled, students will be required to deliver one oral presentation, either individually or as part of a “project team.” In fulfilling this assignment, students will achieve some of the same learning outcomes as indicated above (under “Essays”) while at the same time learning how to improve their oral communication skills.

Each oral presentation will be assigned a grade by the professor in charge of the specific discussion section in which the oral presentation is made. At the professor’s discretion, a second member of the teaching team may be brought in to listen to class presentations and share the grading responsibility.

In addition, each student will make a presentation to a Friday Colloquium, either individually or as part of a project team.

Grading

The course grade will be based on a 100-point scale: 100-90=A; 89-80=B; 79-70=C; 69-60=D;
Students will accumulate points from the following:

- Class Participation/Discussion: 10%
- Essay No. 1: 15%
- Essay No. 2: 20%
- Essay No. 3: 25%
- Oral Presentation A: 10%
- Oral Presentation B: 10%
- Colloquium Presentation: 10%

For administrative purposes, a grade will need to be assigned to each of the 3-credit hour courses for which credit is being given to an individual student, e.g. ECON 2027 and PHIL 1027. The objective of the overall teaching team, however, is to arrive at one integrated letter grade for the entire course rather than assigning grades on the basis of performance in the two different discussion sections. Thus, a student earning an “A” as an overall integrated grade shall receive an “A” in both ECON 2027 and PHIL 1027, to use that example. However, significant flexibility rests in this sort of system to nuance the final grade. In other words, when the teaching team comes together to determine final grades, a student whose performance is in the B+/A- range might be assigned a B+ in ECON 2027 and an A- in PHIL 1027.

Prior to submitting grades for all students enrolled in the symposium to the Registrar’s Office, the “coordinator” of the symposium, who will be a member of the teaching team, will review all grades submitted for appropriateness and consistency and will work out any problems or concerns with all the faculty involved.

**Weekly Course Plan**

**Topic #1: Subsistence**

**WEEK 1:** *What makes us human?*
- Mon. Plenary lecture: Introduction to Tech and Culture and course requirements
- Tues. Discussion sections in morning and afternoon
- Wed. Plenary lecture: Out of Africa
- Thurs. Discussion sections in morning and afternoon
- Fri. Colloquium

**WEEK 2:** *From hunter-gatherers to farmers*
- Mon. Plenary lecture: Complex Societies
- Tues. Discussion sections in morning and afternoon
- Wed. Plenary lecture: Unearthing early man (Anthropology 6hr)
- Thurs. Discussion sections in morning and afternoon
- Fri. Colloquium
WEEK 3  
*From Neolithic Culture to Civilization*

Mon.  
Plenary lecture: Three Rivers and the Built Environment

Tues.  
Discussion sections in morning and afternoon

Wed.  
Plenary lecture: Economic Organization

Thurs.  
Discussion sections in morning and afternoon

Fri.  
Colloquium

**Topic #2: War**

WEEK 4:  
*Thinking about War*

Mon.  
Plenary lecture: Organized Violence and Social Change

Tues.  
Discussion sections in morning and afternoon

Wed.  
Plenary lecture: The Philosophy of War

Thurs.  
Discussion sections in morning and afternoon

Fri.  
Colloquium

WEEK 5  
*Staging War*

Mon.  
Plenary lecture: The Battlefield

Tues.  
Discussion sections in morning and afternoon

Wed.  
Plenary lecture: War in Fact and Fiction

Thurs.  
Discussion sections in morning and afternoon

Fri.  
Colloquium

**Topic #3: Science and Religion**

WEEK 6  
*Myths and Mythification*

Mon.  
Plenary lecture: Science and Religion in the Ancient World

Tues.  
Discussion sections in morning and afternoon

Wed.  
Plenary lecture: Creation Myths

Thurs.  
Discussion sections in morning and afternoon

Fri.  
Colloquium

WEEK 7  
*Sciences and Religions*

Mon.  
Plenary lecture: Galileo’s World

Tues.  
Discussion sections in morning and afternoon

Wed.  
Plenary lecture: Cosmology and the Qu’ran (History 3hr)

Thurs.  
Discussion sections in morning and afternoon

Fri.  
Colloquium

WEEK 8  
The Role of Science and Technology in “Enlightenment”

Mon.  
Plenary lecture: The Western View of Enlightenment

Tues.  
Discussion sections in morning and afternoon
Wed. Plenary lecture: The Eastern View of Enlightenment
Thurs. Discussion sections in morning and afternoon
Fri. Colloquium

Topic # 4: Recreation

WEEK 9: Arts and Crafts
Mon. Plenary lecture: Work and Play
Tues. Discussion sections in morning and afternoon
Wed. Plenary lecture: Making Art
Thurs. Discussion sections in morning and afternoon
Fri. Colloquium

WEEK 10 Consumption and Entertainment
Mon. Plenary lecture: The Concept of Leisure
Tues. Discussion sections in morning and afternoon
Wed. Plenary lecture: Production and Consumption
Thurs. Discussion sections in morning and afternoon
Fri. Colloquium

Topic # 5: Environment

WEEK 11 The Nature of Nature
Mon. Plenary lecture: Environmental Ethics
Tues. Discussion sections in morning and afternoon
Wed. Plenary lecture: Writings about “Nature”
Thurs. Discussion sections in morning and afternoon
Fri. Colloquium

WEEK 12 Nature and Society
Mon. Plenary lecture: A Walk in the Park
Tues. Discussion sections in morning and afternoon
Wed. Plenary lecture: Women, Feminism, and the Environment
Thurs. Discussion sections in morning and afternoon
Fri. Colloquium

Topic 6: Communication

WEEK 13 Communication Revolutions
Mon. Plenary lecture: Words and Symbols
Tues. Discussion sections in morning and afternoon
Wed. Plenary lecture: The Gutenberg Revolution
Thurs. Discussion sections in morning and afternoon
Fri. Colloquium
WEEK 14  *Ways of Speaking & Writing I*
Mon.  Plenary lecture: Oral Culture
Tues.  Discussion sections in morning and afternoon
Wed.  Plenary lecture: Newspapers
Thurs.  Discussion sections in morning and afternoon
Fri.  Colloquium

WEEK 15  *Ways of Speaking & Writing II*
Mon.  Plenary lecture: Images and Reality
Tues.  Discussion sections in morning and afternoon
Wed.  Plenary lecture: Argumentation, Facts, and the Media
Thurs.  Discussion sections in morning and afternoon
Fri.  Colloquium
Proposal  
January 5, 2010

Technology and Culture Honors Symposium

Summary. The History of Technology faculty welcomes this opportunity to continue our participation in the University Honors College and to play a key role in developing the new Technology and Culture Interdisciplinary Symposium. For more than 15 years, Auburn's History Department planning and priorities goals have included involvement in the Honors College as part of our commitment to the University's core curriculum.

To a great extent, the current "regular" and Honors Technology and Civilization (T&C) courses are inherently interdisciplinary, drawing heavily on information and analysis from such fields as English literature, sociology, philosophy, religion, political science, engineering, and the sciences. The Technology and Civilization course currently dedicates two sections each semester for Honors instruction, yet the course as a whole is uniquely structured for integration into an Honors-only program. By capitalizing on our innovative pedagogical approach, we believe that we have created a course that fits well with the interdisciplinary goals of the Honors College.

The present T&C faculty—nationally and even internationally recognized in the history of technology—is well-positioned to participate in the development of this new program. In addition, starting in the academic year 2009-2010, three new T&C faculty members have joined the department, building on our strengths while bringing greater depth and breadth to our present areas of concentration and fresh ideas about the direction of the T&C program.

Our proposal for the new Honors Interdisciplinary Symposium on Technology & Culture is predicated on the understanding that it will be as inclusive as possible, bringing in participants from the university's Colleges of Engineering, Architecture, Design, and Construction, Business, and Agriculture, as well as from Liberal Arts. From the outset, at least half the teaching team will be drawn from other departments. These faculty will be actively involved in structuring and designing course content. We emphasize that the program will be dynamic and changing, building on itself as it draws in new people and new ideas.

Course Set-Up. In accordance with the Honors College guidelines, the Symposium will be a two-course sequence totaling 6 hours per semester. Students, on successful completion of the course, will receive Honors Core credit in two of the areas related to the expertise of the faculty member leading their section (for example, in such disciplines as Philosophy, Fine Arts, and Social Science). Students will attend two 50-minute plenary lectures per week, in addition to two 1 hour and 15 minute discussion sections and a 50-minute colloquium. The course will be taught by a team of 8 faculty, and credit for the course will be assigned within the disciplines of the participating faculty. Faculty will participate at either 3- or 6-hour level. As the program matures we may seek to include qualified postdocs in history and other disciplines to join the program.

In the first year, the Symposium will blend history with other disciplines in an examination of the
shared human experience. In the sections (capped at 25) students will engage in a range of tasks devised by a two-person faculty team drawn from different disciplines. Students might discuss the reading assignments and participate in oral, written, and other exercises. Faculty from both disciplines will collaborate on assignments. They may assign film, exhibit, or lecture activities in their sections. A problem-based approach to the course will provide students with opportunities to evaluate and analyze information from disparate sources, enhancing their skills in approaching real-world questions and issues.

Monday plenary lectures will be general overviews and introductions to that week’s topic, delivered to the entire Symposium cohort. The Wednesday plenary lectures will also be delivered to all of the students and will explore variations on the themes and problems associated with that week’s topic. Symposium participants in all disciplines will deliver the Monday and Wednesday lectures, which may also be given by notable experts outside the program and University. The Friday colloquium, led by all the 6-hour faculty, will allow students to discuss how their work in sections contributes to interdisciplinary perspectives and the greater comprehension of the week’s themes. Although participating faculty will have considerable latitude in the discussion sections, there will be considerable commonality and integration among the sections and with the two plenary lectures. The colloquium will be 50 minutes long. The Monday plenary lecture for a given week might include an overview of science and religion in the Hellenistic world by a History professor, and these ideas will be further fleshed out in the ensuing discussion section according to the interests of the faculty members leading the discussion. Some sections might complement the Monday plenary lecture by discussing science and myths through the prism of anthropology; others, science through the prism of the development of the philosophy and religion. The Wednesday plenary, then, might be delivered by an Anthropology professor and focus on the power of creation myths. In the discussion sections, the instructors will help to elucidate that plenary lecture with a discussion of primary texts. Finally, in the Friday colloquium a student (or student team) might give a brief presentation on what has been learned about how the ancients viewed the cosmos or how creation myths define peoples and their place in the universe.

Assigning student credit. Students will receive two different 3-hour units of Honors Core, with those credit units tied to the expertise of the faculty leading the discussion sections in which the student is enrolled. Thus, students will know what credit they will be getting when they sign up for the course, as the individual sections in which they are enrolling will be demarcated by those credit units, e.g., History, Anthropology, Philosophy. For example, a student taking the course who is enrolled in a morning discussion section with a professor from Economics and an afternoon section with a professor from Philosophy will receive his/her credits in ECON 2027, “Honors Principles of Microeconomics” (Social Science, Group 1) and PHIL 1027, “Honors Ethics” Another student, whose morning discussion section is handled by a History professor and whose afternoon section is taught by an Art professor, will receive his/her credits in HIST 1017, “Honors Technology and Civilization I”, and ARTS 1717, “Honors Art History 1.” The exception to this model comes when a professor from a department that does not offer courses in the University Core Curriculum is part of the teaching team. In such cases, students taking a discussion section with such a professor (for example, in Architecture/Building Science or
Engineering), the credit will be assigned on a case-by-case basis, as best determined by the Director of the Honors College. (It is vitally important to include some faculty from non-Core areas, in order to make the course truly interdisciplinary and bring in scholars/teachers who have deep insights into relationships between technology and culture from other disciplinary perspectives. We will simply work out the assignment of course credits for students enrolled in sections being taught by professors from non-Core areas in the most thoughtful and appropriate ways possible.)

**Grading.** For administrative purposes, a letter grade will need to be assigned to each of the 3-credit hour courses for which credit is being given to an individual student, e.g. ECON 2027 and PHIL 1027. The objective of the overall teaching team, however, shall be to arrive at one integrated letter grade for the entire course rather than assigning grades on the basis of performance in the two different discussion sections. Thus, a student earning an “A” as an overall integrated grade shall receive an “A” in both ECON 2027 and PHIL 1027, to use that example. However, significant flexibility rests in this sort of system to nuance the final grade. In other words, when the teaching team comes together to determine final grades, a student whose performance is in the B+/A- range might be assigned a B+ in ECON 2027 and an A- in PHIL 1027. Prior to submitting grades for all students enrolled in the symposium to the Registrar’s Office, the “coordinator” of the symposium, who will be a member of the teaching team, will review all grades submitted for appropriateness and consistency and will work out any problems or concerns with all the faculty involved.

**Schedule/format.** The schedule/format of the course is summarized in the following table:

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>R</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-min. plenary lecture</td>
<td>75-min. discussion</td>
<td>50-min. plenary lecture</td>
<td>75-min. discussion</td>
<td>50-min. colloquium</td>
</tr>
</tbody>
</table>

**Some Possible Topics.**

*Fall Semester: Technology and Culture in the Pre-Modern World.*

Subsistence  
War  
Science and Religion  
Recreation  
Environment  
Communication

*Spring Semester: Technology in Modern Society.*
Thematic topics will change in light of the participants' interests, disciplines and areas of specialization. Instructors may want to tailor the second semester to amplify and extend themes covered in the first.

Conclusion. The basic goals of the Symposium are to have students (1) integrate a historical understanding of technological issues with approaches brought by instructors from other disciplines; (2) understand the methodologies of a variety of disciplines; and (3) understand how different disciplines approach technological and humanistic issues from widely divergent but not necessarily incompatible points of view. We believe that this approach will help to make Auburn's best and brightest students more contemplative people, and, by giving them a solid base in interdisciplinary humanistic research, give them a well-rounded, deeply-rooted foundation for approaching their other courses.

Submitted by,

Dr. William F. Trimble, Professor, Department of History
Dr. Guy V. Beckwith, Associate Professor, Department of History
Dr. Michael Kozuh, Assistant Professor, Department of History
Dr. Ralph Kingston, Assistant Professor, Department of History
Auburn University Student Learning Outcomes

What this is: Attached below is a compilation of intended learning outcomes for all students who graduate from Auburn University with a bachelor's degree. Students enroll in college with many different goals, and the university offers numerous programs of instruction to help them reach those goals. This list of intended learning outcomes is more general than those for a typical program of instruction, expressing educational goals we want all Auburn students to reach, no matter what their chosen degree program.

How this differs from a curriculum model: A curriculum model defines the courses students must take and implies thereby what knowledge and skills they should acquire. A statement of intended outcomes begins by defining the knowledge and skills students should acquire and only then considers the means, including curricular means, by which they will acquire them. Individual courses developed and controlled by faculty and departments remain the major building blocks of the university curriculum, but the outcomes model attempts a holistic assessment of a set of skills and competencies students have gained from their college experience. Most of the goals will be introduced in the core curriculum and developed to higher levels of competency within the major and by co-curricular experiences.

Why this matters: As Auburn University faculty we care deeply about our own disciplines, research, service, outreach, and courses, but as educators we must also be concerned about the total effect of the university to educate our students to become contributing members and even leaders of our society. Defining these student learning outcomes allows us to consider what abilities we want all Auburn graduates, regardless of major, to attain. Assessing to what extent students attain these goals will provide us a means to evaluate and enhance the general strength of an Auburn education. The university must be able to define these key educational outcomes and the extent to which graduates have attained them in order to win reaccreditation by SACS in 2013.

Who drafted these goals: The University Senate's Core Curriculum Oversight Committee is composed of faculty from across campus, including seven representatives from departments that teach Core courses and four faculty representatives from other academic disciplines and the University Libraries. The Associate Provost for Undergraduate Studies chairs the committee, and the Director of Institutional Research and Assessment provides additional support. The committee drafted these student learning outcomes over a period of several years. It examined models from other universities, but sought to develop student learning outcomes appropriate to Auburn’s history and mission. The committee envisions these goals as ambitious, and wants to remind faculty colleagues that every course in the university curriculum—not just classes in the core curriculum—will contribute to student attainment of these outcomes.

What you should do: The Core Curriculum Oversight Committee will ask the University Senate to adopt these student learning outcomes at its May 2008 meeting. Between now and then, the committee seeks input from across campus. Please read and consider the materials below. You may submit comments and questions to the committee directly to billhill@auburn.edu no later than April 1, 2008. The committee will present a revised draft, incorporating faculty comments, to the Senate for action at its May 6, 2008 meeting.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Literacy</td>
<td>Students will be information literate.</td>
</tr>
<tr>
<td></td>
<td>✓ 1. Determine the nature and extent of information needed.</td>
</tr>
<tr>
<td></td>
<td>✓ 2. Access information effectively and efficiently.</td>
</tr>
<tr>
<td></td>
<td>✓ 3. Evaluate information critically.</td>
</tr>
<tr>
<td></td>
<td>✓ 4. Use information to accomplish a specific purpose.</td>
</tr>
<tr>
<td></td>
<td>✓ 5. Understand the economic, legal, and social issues associated with using information.</td>
</tr>
<tr>
<td>Analytical Skills and Critical Thinking</td>
<td>Students will be able to read analytically and critically.</td>
</tr>
<tr>
<td></td>
<td>✓ 1. Identify the situation behind the text, including the subject, the intended audience(s),</td>
</tr>
<tr>
<td></td>
<td>and the writer's relationship to the subject and audience(s).</td>
</tr>
<tr>
<td></td>
<td>✓ 2. Identify the writer's purpose(s) and the main point or thesis that the author's purpose</td>
</tr>
<tr>
<td></td>
<td>or set of purposes entails.</td>
</tr>
<tr>
<td></td>
<td>✓ 3. Analyze the major points made in developing and/or supporting the main point or thesis</td>
</tr>
<tr>
<td></td>
<td>and the kinds of material used for the development and/or support.</td>
</tr>
<tr>
<td></td>
<td>✓ 4. Analyze the overall organization of the text as well as the organization of the body</td>
</tr>
<tr>
<td></td>
<td>paragraphs.</td>
</tr>
<tr>
<td></td>
<td>✓ 5. Analyze the writer's voice, tone, and style.</td>
</tr>
<tr>
<td></td>
<td>✓ 6. Analyze the writer's basic assumptions and the implications of what the writer is</td>
</tr>
<tr>
<td></td>
<td>saying.</td>
</tr>
<tr>
<td></td>
<td>✓ 7. Evaluate how well the writer accomplishes his or her purpose(s), and identify the</td>
</tr>
<tr>
<td></td>
<td>elements that contribute to or detract from the effectiveness of the text.</td>
</tr>
<tr>
<td>Students will be able to critique</td>
<td>Students will be able to critique an argument effectively.</td>
</tr>
<tr>
<td>an argument effectively.</td>
<td>✓ 1. Identify and state the central argument.</td>
</tr>
<tr>
<td></td>
<td>✓ 2. Identify and evaluate the key assumptions.</td>
</tr>
<tr>
<td></td>
<td>✓ 3. Identify and evaluate the supporting evidence.</td>
</tr>
<tr>
<td></td>
<td>✓ 4. Identify implications and/or consequences of the argument.</td>
</tr>
<tr>
<td></td>
<td>✓ 5. Identify and consider the influence of relevant contexts on the argument.</td>
</tr>
<tr>
<td></td>
<td>✓ 6. Analyze the presentation of the argument.</td>
</tr>
<tr>
<td></td>
<td>✓ 7. Evaluate the effectiveness of the presentation of the argument for the intended</td>
</tr>
<tr>
<td></td>
<td>audience.</td>
</tr>
<tr>
<td></td>
<td>✓ 8. Evaluate the effectiveness of the presentation of the argument for other audiences.</td>
</tr>
<tr>
<td></td>
<td>✓ 9. Be aware of their perspective(s) and/or positions on the argument.</td>
</tr>
<tr>
<td>Analytical Skills and Critical Thinking (continued)</td>
<td>Students will be able to construct an effective argument.</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>🔴 1. Establish a suitable central thesis, one that is arguable, appropriate, clear, and focused.</td>
<td></td>
</tr>
<tr>
<td>🔴 2. Construct an argument based on reasonable assumptions.</td>
<td></td>
</tr>
<tr>
<td>🔴 3. Provide suitable supporting evidence for their thesis, evidence that is relevant, effective, and adequate for the purpose, audience, and writing situation.</td>
<td></td>
</tr>
<tr>
<td>🔴 4. Anticipate and deal effectively with possible objections or opposing arguments.</td>
<td></td>
</tr>
<tr>
<td>🔴 5. Be able to structure an argument effectively.</td>
<td></td>
</tr>
<tr>
<td>🔴 6. Be able to present an argument using an appropriate voice and tone.</td>
<td></td>
</tr>
<tr>
<td>🔴 7. Be able to present an argument using appropriate language.</td>
<td></td>
</tr>
<tr>
<td>🔴 8. Be able to present an argument using contextually-appropriate genre conventions.</td>
<td></td>
</tr>
</tbody>
</table>

**Students will be able to apply simple mathematical methods to the solution of real-world problems.**

1. Demonstrate mathematical skills sufficient to interpret and critically evaluate quantitative information presented in news and other reports published for general audiences.
2. Perform calculations with integers, fractions (rational numbers), decimals, ratios, and percents.
3. Use arithmetic, algebraic, geometric, and statistical methods, to solve problems.
4. Interpret quantitative or symbolic models such as formulas, graphs, tables, and charts, and draw inferences from them.
5. Represent mathematical information symbolically, numerically, visually, and verbally.
6. Generate and apply conclusions based on patterns.
7. Recognize that mathematical and statistical methods have limitations.

**Students will be able to select and use techniques and methods to solve open-ended, ill-defined or multi-step problems.**

1. Develop problem statements or definitions.
2. Identify problem constraints, assumptions, and opportunities.
3. Generate and evaluate alternative solutions.
4. Determine the most effective or valid solutions.
5. Communicate or implement the solution to the problem.
Effective Communication

Students will be able to write effectively.

✓ 1. Demonstrate effective rhetorical strategies appropriate to the purpose, audience, context, and genre, including strategies related to content, structure, voice, tone, and style.
✓ 2. Use writing for inquiry, learning, and thinking; understand a writing assignment as a series of tasks (including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources); be able to integrate their own ideas with those of others; and understand the relationships among language, knowledge, and power.
✓ 3. Be aware that it usually takes multiple drafts to create and complete a successful text; develop flexible strategies for generating, revising, editing, and proofreading; be able to critique their own and others' work; and understand the collaborative and social aspects of writing processes and be able to balance the advantages of relying on others with the responsibility of doing their own part.
✓ 4. Demonstrate knowledge of genre conventions, including conventions related to content, format, structure, paragraphing, tone, style, and documentation, as well as knowledge of the conventions of Standard Written English.
✓ 5. Conduct web-based research; employ research strategies using electronic data bases; use the computer for the various stages in writing (including drafting, revising, responding and editing); and understand how rhetorical strategies used in writing traditional texts differ from those used in composing online genres such as hyper-text, electronic communication, and graphics.

Students will demonstrate effective oral communication skills.

✓ 1. Structure ideas clearly and expressively, using appropriate language free from bias and understand what it means to be an ethical and credible speaker.
✓ 2. Recognize appropriate opportunities for communication and identify the most suitable and effective mediums for message dissemination.
✓ 3. Communicate candidly (in an open and direct manner) and effectively as an individual, in pairs, or in small groups.
✓ 4. Actively listen to oral arguments and recognize when a recipient does not understand a message, adapting it as necessary.
Students will be informed and engaged citizens of the United States and the world.

1. Demonstrate knowledge of the world they live in and its history: be able to describe social, political, economic, or cultural systems within and outside the United States and to describe how historical, economic, political, social, or geographic relationships develop, persist, and change.

2. Demonstrate the ability to analyze these systems and relationships: be able to critically analyze both contemporary and historical perspectives on contemporary issues and to critically analyze one's own culture, history, and society.

3. Demonstrate awareness of avenues of engagement with these systems: be able to relate local, national, and global social policy; to recognize the social responsibility of the individual within a larger community; and to distinguish the possibilities, values, and limitations of social change.

Students will understand and appreciate the diversity of and within societies of the United States and the world.

1. Recognize the roles various people play in their culture: be able to relate the contributions of groups and individuals to cultures, societies, or history; to critically analyze one's own culture, history, or society; and to critically analyze other cultures within and outside the United States.

2. Appreciate socio-cultural and international diversity among people: be able to demonstrate knowledge of issues in the United States and the world that concern people of different races, ethnicity, nationalities, religions, gender, sexual orientation, socioeconomic status, or those with disabilities or from different geographical locations; and be able to demonstrate knowledge of cultures outside the US, including knowledge of values, beliefs, traditions, and customs within other nations.

3. Demonstrate understanding of the need for awareness of intercultural diversity when relating to others in various cultures and situations.

Students will understand and appreciate methods and issues of science and technology.

1. Articulate the philosophical and historical foundations of modern science and technology.

2. Understand the scientific method and demonstrate an ability to apply it across a variety of situations.

3. Demonstrate an ability to conduct, and interpret the results of experiments aimed at better understanding natural phenomena.

4. Understand major issues and problems facing modern science and technology, including issues related to ethics, cultural values, public policies, and the impact of human activity upon the planet.

5. Demonstrate knowledge in one area of science, including understanding its basic principles, laws, and theories.
| Aesthetic Appreciation and Engagement | Students will understand and appreciate the arts and aesthetics as ways of knowing and engaging with the world.  
1. Develop and articulate criteria for aesthetic judgment.  
✓ 2. Understand how various art forms and/or works of art both reflect and inform society at large, historically and/or in the present.  
3. Be able to study, create, or participate in some form of artistic expression as a means of understanding the creative process. |