Proposal Form For Addition And Revision Of Courses

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

2. Course Prefix and Number: HONR 1087

3. Effective Term: Fall 2010

4. Course Title: Honors Lyceum
   Abbreviated Title (30 characters or less): Honors Lyceum

5. Requested Action:
   - Renumeral a Course
     Current Course Number: UNIV 2777
     Proposed Course Number: HONR 1087
   - Add a Course
   - Revise a Course
     Type of Revision:

6. Course Credit:
<p>| Maximum Hours (Repeatability): 2 |</p>
<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
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<tbody>
<tr>
<td>1</td>
<td>Lecture &amp; discussion</td>
<td>W</td>
<td>1</td>
<td>120</td>
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Total Credit Hours: 1

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

8. Pre/Corequisites:
   - Prerequisite(s): Honors status
   - Corequisite(s):
   - Pre/Corequisite(s):

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

10. Course Description:
    Weekly academic lectures followed by discussion and interaction. Course may be repeated for a maximum of 2 credit hours.

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

12. Affected Program(s):
    Program Type (e.g.: minor, major, etc.)
    Program Title (e.g.: MS in Chemistry, Performance Option, Minor in Art)
    Requirement or Elective?
    - NA
    - NA
    - NA

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)
    - Applicable
    - Not Applicable
14. Justification:
Provides Honors students with an opportunity to explore contemporary issues (i.e., world hunger, poverty, racial divisions, war, politics, elections) and discuss them thoughtfully and energetically under faculty guidance.

15. Resources:
Taught normally by the staff of the Honors College. Requires only room assignments but late enough in the afternoon not to be a stressor on available classroom space.

16. Student Learning Outcomes:
Students improve analytical skills and critical thinking, develop more effective communication skills, become more informed and engaged citizens, and acquire significant intercultural knowledge and diversity awareness.

17. Course Content Outline:
A sample syllabus is attached.

18. Assignments / Projects:
Students attend class meetings and participate in discussions. There are no quizzes, examinations, or term papers – instead, there may be a group project that culminates during the last few weeks of the semester.

19. Rubric and Grading Scale:
The grading for the course is Satisfactory/Unsatisfactory (S/U) and will be based on attendance, participation, and contribution to the group project. Near the end of the semester the student will turn in two 2-page reflective essays: (1) on what was most important about the class overall, and (2) about the group project. A student cannot receive the "S" grade without turning in both short essays.

20. Justification for Graduate Credit:
NA

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 feasible, 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.
HONR 1087
Sample Syllabus
Honors Lyceum on World Hunger

Introduction: Over a billion people around the world regularly do not have enough to eat—a number that represents more people than the populations of the United States, Canada, and the European Union combined. An estimated 24,000 people; roughly equivalent to the number of students at Auburn University, die each and every day from hunger. The majority of these deaths are from children too weak to fend for themselves. Every three days about as many people die from hunger as it takes to fill up Jordan-Hare Stadium for a football game.

Due to a recessionary economy, hunger and poverty are becoming more widespread here in America. According to a November 2009 USDA report, over 17 million households in America are food insecure, or "uncertain of having, or unable to acquire, enough food to meet the needs of all their members because they had insufficient money or other resources for food." This represents about 16% of the US population.

In the fall of 2006, an alliance of American colleges and universities launched an aggressive campaign to tackle world hunger and joined with the United Nations World Food Programme (WFP), the largest humanitarian feeding agency in the world. The idea behind the initiative, called "Universities Fighting World Hunger," was to bring a sense of urgency to the global problem of chronic hunger by mobilizing thousands of college students across the United States and the world. To date, there are 115 universities and institutions participating in the initiative.

Auburn University was privileged to be selected by the United Nations World Food Program as the lead academic partner in the "War on Hunger" campaign. In the true spirit of the Auburn Creed, this bold initiative reflects Auburn's commitment to creating a learning environment where intellectual discovery and social responsibility come together in pursuit of a sustainable world—a world that protects the natural environment and enhances human health and well-being for present and future generations. In preparing students to become global citizens through ambitious efforts like the "War on Hunger," Auburn University seeks to ground Auburn men and women in the knowledge that a quality education—and, indeed, a quality life—is not just a matter of the mind, but also of the heart.

The mission of this class is to inform you about the realities of hunger around the world and hopefully stir you to action. Stirring you to action out of guilt and fear is not the purpose; rather, the purpose is to motivate you to become an advocate for the poor and vulnerable of the world out of kindness and compassion.

Expectations and Requirements:

The Lyceum shall meet on 11 occasions, up to 75 minutes each occasion (12 including the first day of class). Students shall attend all 11 class meetings, presenting a written excuse to the instructor covering any absence. There are no quizzes, examinations, or term papers – instead, there will be one group project in the last few weeks of the semester. The group will build on knowledge acquired in the course to create a practical project that seeks to promote awareness around the issue of world hunger. This can involve advocacy, fundraising, publicity, or any topic relating to world hunger. Further details will be provided as the time for the project approaches. A final grade for each student will be either Satisfactory or Unsatisfactory. Students shall participate thoughtfully in class discussions.

Suggested Reading:
The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good, by William Easterly (2007)
World Hunger: 12 Myths, by Frances Moore Lappe and others (1998)
The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It, by Paul Collier (2008)

Meeting Schedule:

Jan. 12: Introductions, film “Hunger No More”
Jan. 19: Guest, Douglas Coutts: Senior Advisor to the United Nations WFP, Distinguished Visiting Professor, AU, Department of Nutrition & Food Science
Jan. 26: Guests, Emma Keller, Committee of 19 Chair, Lauren Wissett, Committee of 19 Co-chair and Dr. Harriet Giles, Director of External Relations, College of Human Sciences, AU
Feb. 2: Organization of teams and overview of project
Feb. 9: Assortment of hunger related videos and clips
Feb. 16: Team day, project.
Feb. 23: Guests, Martha Faupel, The Food Bank of East Alabama, and Michael Mulvaney, Community Garden
Feb. 25: Team day, project.
March 2: No Class

March 9: Fisheries or Agriculture Professor, TBA

March 16: No Class (Spring Break)

March 23: Team day, project.

March 30: No Class

April 6: Team day, project.

April 13: No Class

April 20: Presentations and conclusions

April 27: No Class