

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

| (Check one) | Department Name | School of Justice Studies | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|-------------|--|------|--|------|--|-----------|-----------------------------|------------|------------------------------|------------|------------------|-----|------------------------------|-----|--------------------|-----|------------------------------|-----|----------------------------|-------------|-------------------|-----|--|--|
| <input checked="" type="checkbox"/> New Course (Parts II, IV) | College | College of Justice and Safety | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Course Revision (Parts II, IV) | *Course Prefix & Number | SJS 101* | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Hybrid Course ("S," "W") | *Course Title (30 character limit) | Understanding Social Justice and Human Struggle | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> New Minor (Part III) | *Program Title | Social Justice Studies | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Program Suspension (Part III) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Program Revision (Part III) | *Provide only the information relevant to the proposal. | If Certificate, indicate Long-Term (University) or Short-Term (Departmental) | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%; text-align: center;">Date</th> <th style="width: 30%;"></th> <th style="width: 20%; text-align: center;">Date</th> </tr> </thead> <tbody> <tr> <td>Proposal Approved by: Departmental Committee</td> <td style="text-align: center;">9/11/2012</td> <td>Council on Academic Affairs</td> <td style="text-align: center;">10/17/2013</td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">06/03/2013</td> <td>Faculty Senate**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">N/A</td> <td>Board of Regents**</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">N/A</td> <td>EFFECTIVE ACADEMIC TERM***</td> <td style="text-align: center;">Spring 2014</td> </tr> <tr> <td>Graduate Council*</td> <td style="text-align: center;">N/A</td> <td></td> <td></td> </tr> </tbody> </table> | | | | | Date | | Date | Proposal Approved by: Departmental Committee | 9/11/2012 | Council on Academic Affairs | 10/17/2013 | College Curriculum Committee | 06/03/2013 | Faculty Senate** | N/A | General Education Committee* | N/A | Board of Regents** | N/A | Teacher Education Committee* | N/A | EFFECTIVE ACADEMIC TERM*** | Spring 2014 | Graduate Council* | N/A | | |
| | Date | | Date | | | | | | | | | | | | | | | | | | | | | | | | |
| Proposal Approved by: Departmental Committee | 9/11/2012 | Council on Academic Affairs | 10/17/2013 | | | | | | | | | | | | | | | | | | | | | | | | |
| College Curriculum Committee | 06/03/2013 | Faculty Senate** | N/A | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education Committee* | N/A | Board of Regents** | N/A | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Education Committee* | N/A | EFFECTIVE ACADEMIC TERM*** | Spring 2014 | | | | | | | | | | | | | | | | | | | | | | | | |
| Graduate Council* | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>*If Applicable (Type NA if not applicable.) **Approval needed for program revisions or suspensions. ***To be added by the Registrar's Office after all approval is received.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Completion of A, B, and C is required: (Please be specific, but concise.)

| |
|---|
| <p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Add a new course, SJS 101 Understanding Social Justice and Human Struggle, as core requirement in the Social Justice Studies B.S. program.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2012) Spring 2014</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p> |
| <p>B. The justification for this action: Course serves as the introduction to the major and as a prerequisite for other core and major courses.</p> |
| <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p> |

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strickethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

SJS 101: Understanding Social Justice and Human Struggle. (3) A. Course explores the concepts of justice, conflict and social change and examines the ways in which political, economic, media, education, and other institutions create challenges for justice. It also examines efforts to resist existing structural and institutional arrangements and encourage social change to better meet human needs.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strickethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~strickethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

| Course prefix (3 letters) | Course Number (3 Digits) | Effective Academic Term (Example: Fall 2012) | College/Division: | Dept. (4 letters)* |
|---|---|---|---|--------------------|
| SJS | 101 | Spring 2014 | AS _____ HS _____ BT _____ JS <u>X</u> ED _____ UP _____ | CRJU |
| Credit Hrs. | Weekly Contact Hrs. | | Repeatable Maximum No. of Hrs. _____ | |
| 3 | Lecture <u>3</u> Laboratory _____ Other _____ | Cip Code (first two digits only) 30 | | |
| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____ | |
| 1 | 3 | N | | |
| B | 3 | | | |
| T | 3 | | | |
| W | 3 | | | |
| | | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | | |
| | | Thesis _____ | | |
| | | Internship _____ | | |
| | | Independent Study _____ | | |
| | | Practicum _____ | | |

CoRequisites and Prerequisites **See definitions on following page**

| | |
|---|--|
| Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.) | |
| Course Prefix and No. | |
| Course Prefix and No. | |
| Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.) | |
| Course Prefix and No. | |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |
| Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.) | |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |
| Equivalent Course(s): (credit will not be awarded for both...; or formerly...) | |
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

| Element 1 (9) | Element 2 (3) | Element 3 (6) | Element 4 (6) | Element 5 (6) | Element 6 (6) | Wellness |
|---------------|---------------|------------------------------|---------------|---------------|---------------|----------|
| 1A (3) | 2 (3) | 3A (3) | 4(6) | 5A (3) | 6 (6) | |
| 1B (3) | | 3B (3) | | 5B (3) | | |
| 1C (3) | | or 3A/B Integrated A&H(6) | | | | |

Eastern Kentucky University
School of Justice Studies
Social Justice Studies
Course Syllabus
SJS 101 – Understanding Social Justice and Human Struggle

| | |
|---------------------------------|---|
| Course: SJS 101 | Term: Fall 2012 |
| Credit Hours: 3 | Days/Time: T, Th., 9:30-10:45 |
| CRN: 15037 | Bldg/Rm: Stratton 457 |
| Professor: Preston Elrod, Ph.D. | Office: Stratton 412B |
| Phone: 622-1169 | Office Hours: T, Th, 11:00-noon, 2-4:00p.m. |
| email: preston.elrod@eku.edu | Other times by appointment |

CATALOG DESCRIPTION

SJS 101. Understanding Social Justice and Human Struggle. (3) Course explores the concepts of social justice, justice, conflict and human struggle and examines the ways in which legal, political, economic, media, education, and other institutions create challenges for social justice. It also examines efforts to resist existing structural and institutional arrangements and encourage social change to better meet human needs.

REQUIRED TEXTS

Greenwald, Glenn (2011). *With liberty and justice for some. How the law is used to destroy equality and protect the powerful.* New York: Henry Hold and Company.

Robbins, Richard H. (2011). *Global problems and the culture of capitalism.* Upper Saddle River, NJ: Prentice-Hall.

In addition, students will be required to read several articles during the term. Each of these articles will be placed on the Blackboard cite for the course.

STUDENT LEARNING OUTCOMES

At the conclusion of this course students will be able to:

1. Assess differing conceptions of justice and draw conclusions about what justice means to them.
2. Assess the role of the American legal system in dispensing justice.
3. Draw conclusions about the extent to which the legal system of the United States lives up to its ideals.
4. Assess the relationship between capitalism and control and draw conclusions about how this relationship influences justice and democracy.
5. Assess the connections between global capitalism and problems such as population growth, hunger, poverty, economic development and draw conclusions about how these issues reflect justice.
6. Assess the influence of global capitalism on the environment, consumption, health, and disease and draw conclusions about its impact on justice.
7. Evaluate how global capitalism influences indigenous groups and effects ethnic conflicts.
8. Assess the role of politics in furthering justice and democracy in the United States and abroad.
9. Evaluate the influence of the media in constructing public opinion and assess its impact on justice.
10. Assess the role of education in preparing people for civic involvement and furthering justice and democracy.
11. Evaluate various movements and strategies intended to achieve justice and further democracy and draw conclusions about their effectiveness..

IMPORTANT DATES DURING THE TERM

| | |
|--|-------------------------|
| Class dates: | August 20 to December 7 |
| Add/Drop deadline: | August 26 |
| Last day to withdraw from full semester class: | September 16 |
| Last day to withdraw from the university: | October 28 |

EVALUATION OF STUDENT PERFORMANCE

Grades will be determined by your performance on each of the three in-class exams (75% of the course grade) and by your performance on the course paper (25 % of the course grade). In addition, students who have attended at least 90% of the classes where attendance is taken will be awarded 5 bonus points at the end of the course. Students are expected to be on time for exams. Make-up exams may be scheduled at the discretion of the instructor at a time that is convenient for the instructor and the student.

It is the student's responsibility to be present and prepared (have a no. 2 pencil) for each exam. Any student who misses an exam must have prior approval of the professor, present a doctor's excuse, or have an approved university excuse in order to take a make-up exam. Also, all make-up exams must be rescheduled within *three* days of the date of the original exam. It is the student's responsibility to contact the professor to arrange a time that is mutually convenient to complete the make-up exam. An essay format is usually used for all make-up exams.

In addition to the in-class exams (each worth 100 points), students are required to complete a course paper worth 100 points. Additional requirements for the course paper are contained in a separate section below.

The total points possible in this course are 400. Thus, the following scale will be used to determine your final grade:

Total Points

360 - 400 = A

320 - 359 = B

280 - 319 = C

240 - 279 = D

<240 = F

Because each exam and the paper carries equal weight in determining your final grade, it is imperative that you take each exam and the paper seriously and that you begin your preparation for the exams and the paper well in advance in order to maximize your performance. **Note:** After the first exam the professor will meet briefly with each student and review your exam performance.

STUDENT PROGRESS

Students will be provided with written information regarding progress in the course prior to the mid-term of the course.

ATTENDANCE

Unless students have prior approval from the professor or have a valid doctor's excuse, students are expected to attend punctually *all* scheduled class sessions. Poor attendance almost always results in poor or failing grades. If you do have to miss a class, you should arrange to get notes from a classmate. Remember that 5 bonus points will be awarded for good class attendance. There will be no other opportunities for extra credit in the course.

DISABILITY STATEMENT

A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

ACADEMIC INTEGRITY

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

It is expected that all students adhere to the policies regarding academic honesty at EKU. Violations of these policies will **not** be tolerated. Consequently, all students in this course should familiarize themselves with the EKU

Honor Code and Pledge. This information can be found online at <http://www.academicintegrity.eku.edu>. On test days students are expected to refrain from looking on another's paper or allowing someone else to look on their paper. Students should keep papers covered, and when they are finished with multiple choice questions, students should turn their answer sheets over. In preparing the course paper, it is imperative that students' work be their own and that they properly cite their sources. Helpful information about citations using APA format can be found below under "Paper Requirements."

At a minimum, students who violate class or university policies related to academic integrity will receive an "F" (0 points) for the work in question which almost always results in grade of "F" in the course. In addition, other penalties may be imposed.

COURSE OUTLINE AND TENTATIVE SCHEDULE

Note: The exact dates noted in this outline and schedule are tentative. Although exam dates are provided, it should be noted that exams, except for the final, may not fall on the exact date listed. Nevertheless, exams should fall close to the listed dates. Consequently, you should make sure that you do not have schedule conflicts which will prevent you from being present to take the exams.

| <u>Week</u> | <u>Dates</u> | <u>Topics</u> | <u>Reading Assignments</u> |
|-------------|---------------|---|--|
| 1 | Aug. 20-24 | Course intro, Equality in law, Elite Immunity | Greenwald, Intro., Ch. 1 |
| 2 | Aug. 27-31 | Immunity in the private sector, Too big to jail | Greenwald, Ch. 2-3 |
| 3 | Sept. 4-7 | Immunity by presidential decree | Greenwald, Ch. 4 |
| 4 | Sept. 10-14 | American justice's second tier, Consequences of present trends | Greenwald, Ch. 5, Epilogue |
| ** | Exam 1 | | |
| 5 | Sept. 17-21 | Consumers, laborers, capitalists, and justice | Robbins, Intro., Ch. 1-2 |
| 6 | Sept. 24-28 | Merchants, Industrialists, Financiers, Nation-states, and justice | Robbins, Ch. 3-4 |
| 7 | Oct. 1-5 | Population growth, Hunger, Poverty, Economic development, and justice | Robbins, Ch. 5-6 |
| 8 | Oct. 8-12 | Environment, consumption, health, disease, and justice | Robbins, Ch. 7-8 |
| 9 | Oct. 15-19 | Indigenous groups, ethnic conflict, and justice | Robbins, Ch. 9 |
| ** | Exam 2 | | |
| 10 | Oct. 22-26 | Money, corruption, power, politics, and justice | Simon, Blackboard reading |
| 11 | Oct. 29-Nov.2 | Domestic political deviance, international crimes and justice | Simon, Blackboard reading |
| 12 | Nov. 5-9 | Media concentration, power, and justice | Bagdikian, Ch. 1 & 12 (Blackboard reading) |
| 13 | Nov. 12-17 | Traditional education, oppression and critical pedagogy | Freire, Blackboard reading |
| ** | | Paper Drafts Due | |
| 14 | Nov. 19-20 | Traditional education, oppression and critical pedagogy (cont.) | Freire, Blackboard reading |
| 15 | Nov. 26-30 | Peasant protest, rebellion, and resistance; Anti-systemic protest | Robbins, Ch. 10-11 |
| ** | | Final Paper Due | |
| 16 | Dec. 3-7 | Religion and anti-systemic protest, Constructing the citizen-activist | Robbins, Ch. 12-13 |

**

Final Exam

PAPER REQUIREMENTS

Each student is required to write a short paper during the term. As indicated above, this paper will account for 25% of the final grade. The purpose of this paper is to assist you in developing your critical thinking and writing skills and to assist you in clarifying and synthesizing your ideas about course material.

Prior to submitting the final version of the paper, students will be required to submit a draft which will be reviewed and returned. Please note that the draft should consist of a complete paper, and it should be carefully edited. The paper must be:

1. Typed (processed) on standard 8 ½ by 11 paper, in 12 pt. font and it should have 1 inch margins.
2. No longer than 5 pages, excluding title page and references. Pages, should be numbered and the numbers placed in the top right hand corner of the page.
3. Double-spaced.
4. Written in a concise and clear manner.
5. Well-organized.
6. Characterized by neatness, solid mechanics, correct spelling, and appropriate word usage.
7. Written with a minimum of direct quotes.
8. Written so that it contains enough relevant detail to allow the reader (me) to understand what the writer (you) wishes to convey.
9. Written so that it follows the citation and reference format listed below and found in the most recent edition of the *Publication Manual of the American Psychological Association*.
10. Written so that it does not detract from the message you are attempting to convey to your audience.
11. It should have a title page and it should be stapled once in the top left hand corner (do not use a cover of any kind). The title page should have a title that describes the topic presented in the paper, and contains the author's name, course number, instructor's name and date.
12. It must be your work. Cite all sources correctly. When citing the work of others you should paraphrase.
13. It should be based on scholarly sources. Be careful about the use of internet sources.

Course Paper Format and Guidelines

The following is a general outline that you should follow in preparing your paper. The paper should contain a clear explanation of the problem you wish to address, a discussion of the problem that examines *why* the problem exists and employs appropriate sources to support your arguments, any logical or empirically supported solutions, and a conclusion. In selecting a topic consider a significant problem that we have covered in the course. Your goal is to assess factors that contribute to the problem, provide an assessment of why it occurs and present a strategy or set of actions that might be employed in an effort to lessen or resolve the problem. In writing your paper, you should employ the following headings:

Introduction

This is a key section of the paper. The purpose of this section is to introduce the reader to the problem or issue that you will address. In presenting the problem to the reader be sure to cite examples of problems or cite statistics that demonstrate that the problem is worthy of attention. This should be done in the introductory paragraph of the paper. Also, be sure to include a clear thesis statement in your introduction. This statement should make clear the purpose of your paper and spell out the major ideas or themes that you will develop. The thesis may be stated in one sentence or you might use a paragraph to lay out your intentions. However, do not provide detail here that you will also use later. This will produce redundancy which you will want to avoid.

How Social Class Influences Justice in the Legal System

(Your headings will, of course, reflect your paper topic)

In this section of the paper, you need to present a general description of the theory and a discussion of the domain assumptions upon which the theory is based. A key to this section of the paper is good organization. Think of the most effective way to organize your ideas and present them clearly to the reader. Support your arguments by citing relevant literature.

Also, in this section of your paper you need to examine the policy implications of the theory. In other words, you will need to describe, in very clear terms, the types of crime control policies suggested by your theory. Again, good organization and clear writing is important in this section. Also provide ample support for your arguments by citing the literature.

Recommendations for Lessening "Classism" in the Legal System

In this section you will need to provide a sound discussion of remedies for the problem that you have discussed. These remedies should be directed at the factors which are related to the problem.

Conclusion

In this section you will want to conclude your presentation. Always develop a strong conclusion. Note the significance of the problem you have addressed and the value of your proposed strategy or actions for lessening or resolving the problem.

Citation and Reference Format for Papers

It is important that students appropriately cite all information and ideas taken from the work of other writers. Failure to properly cite work is considered academic dishonesty and will result in a "0" for the paper and may result in other disciplinary action.

If you have questions regarding citations please refer to the material below or a recent issue of a scholarly journal that uses APA format. For specific questions, you should refer to the most recent addition of the *Publication Manual of the American Psychological Association*. Most issues regarding the citation of research materials can be found in the APA manual. Also, you may consult with me.

The following are some examples of the format you should use when citing the work of others and in completing your reference page.

Citations In The Body of Your Paper

1. When citing the work of another author in the body of a sentence where you are paraphrasing or summarizing that author's ideas, use the following format:

Example: According to Johnson (2012), little effort was made to

2. When citing an author at the end of a sentence or a paragraph:

Example: Unfortunately, little effort was made to carefully evaluate the effectiveness of these social programs (Easley, 2010).

3. When citing multiple authors the first time in your paper use all the authors' names:

Example: FAIR provides a valuable public service because it strives to hold the media accountable (Thompson, Doolittle & Brady, 2009).

4. After multiple authors have been used the first time, use "et al.":

Example: Fair noted that NPR regularly produced reports about the Iraq war that reflected the administration's position (Thompson et al., 2009).

5. Two authors at the end of a paragraph or sentence should be cited as:

Example: The idea that media is overwhelmingly liberal is not supported by the facts (Smith & Jones, 2009).

6. When directly quoting an authors work you need to enclose the quote in "" and indicate the specific page number where the quote can be located after the date:

Example: "The justice system is far from perfect" (Jones & Smith, 2012, p. 35).

Note: You should avoid using long or numerous direct quotes. It is much better to paraphrase in your own words and cite the author. In those rare events that long quotations are absolutely necessary, you should employ block quotes which should be single spaced.

7. When citing information which comes from more than one source you should alphabetize the sources:

Example: There is an inverse relationship between age and crime (Jones & Maxwell, 1999; Kendrick & Abbott, 2003;

Smith, 2007).

Citations Listed On The Reference Page (Bibliography)

8. References which closely follow the American Psychological Association format should be used. Types of reference formats are found below. For reference formats not found below consult the *Publication Manual of the American Psychological Association*.

Reference Formats

Note: the second and subsequent lines are indented.

1) Books:

Bernstein, T. M. (2008). *The careful writer: A modern guide to English usage*. New York: Atheneum.

2) Edited Books:

Jones, S., & Davis, D. R. (Eds.). (2010). *The Crime Manual*. New York: St. Martin's.

3) An Article From An Edited Book:

Harvey, L. T. & Thompson, G. M. (2002). Contemporary issues in political economy. In G. W. Davis (Ed.), *Contemporary Political Economy* (pp. 12-24). Los Angeles: Sage.

4) Periodicals:

Johnson, E. L., Post, D. L., & Wells, H. G. (1980). Community crime prevention. *Journal of Criminal Justice*, 9(2), 435-440.

HOW TO BE SUCCESSFUL IN THIS COURSE

There are several things that you can do to increase the probability of above average to exceptional performance in this course. First, **study** *all* of the assigned materials, and **study** these materials *carefully*. Moreover, you should study these materials several times--before, during, and after we cover the material. Avoid waiting until the last minute and attempt to learn all the material for the exam. Your reading should focus on developing an in-depth *understanding* of the material. The goal is to master the material and be able to apply your knowledge!

Second, attend class and take detailed class notes. Material will be provided in class which is not contained in your text. Consequently, you will need to be present to obtain this material. Keep in mind that obtaining notes from someone else is never as good as taking those notes yourself. In addition, others often tire of being a note taker for someone else. Moreover, my experience (and I've been doing this for a while) suggests that poor attendance is often related to poor exam performance.

Third, ask questions and be a participant. I encourage students to be active participants in the learning process and to become engaged with the material. Moreover, participation and engagement are related to one's enjoyment of the class. If material seems confusing, or if you have ideas you would like to share, speak up! If you have questions, ask! I cannot promise that I will always have an answer to your questions, but I'll give it my best shot, try to find out, or indicate how you might find the answer.

Fourth, make an *effort!* I believe that your effort level is the primary determinant of your grade. Although some students may have to put more effort into the class than others to achieve a particular grade, like most things in life, the more you put into this class, the more you will get out of it. Further, if you are willing to make an effort, I promise to do everything I can to assist you in achieving the grade you would like.

Fifth, produce good quality drafts of your research paper and pay close attention to the feedback you receive. This can be accomplished if you begin your writing early in the semester and avoid one shot drafts that are produced right before the assignment is due.

Finally, do not hesitate to visit my office if something is unclear, if you want to explore your study strategy, your paper, or if you just want to talk about jobs, graduate school, current events, or other topics. I'm around most of the time, and I enjoy communicating with students.

