



UNIVERSITY STUDIES COURSE APPROVAL REQUEST

FACULTY AND CHAIR SPONSOR SHEET

COURSE NAME/DEPARTMENT/NUMBER: Seminar Multidisciplinary Studies LAR 90,  
 CLUSTER REQUIREMENT: 5a


As a condition of approving this course for University Studies credit, we agree:

That each offered section of this course shall have a syllabus explicitly listing the learning outcomes for this Cluster Requirement along with the course-specific learning outcomes.

That each offered section of this course shall follow the general spirit of the Master Syllabus, with the understanding that different instructors may emphasize different elements of the course and/or use different pedagogical approaches or assessments.

That a syllabus for each offered section of this course will be emailed to the University Studies Director prior to the end of the semester in which it is offered.

That all faculty teaching this course will make available to the University Studies Director and the University Studies Committee any and all student work for the purposes of program assessment, with the understanding that such assessment will take place on a multi-year cycle, that such assessment will keep anonymous the identities of both the students and the instructors, that the responsibility for the collection of student work will fall in the main on the University Studies Director or designee and that this collection shall entail minimal disruption to the operation of the course.

Chair:	<u>SHAN EVANS</u>		<u>Asso. Prof</u>	<u>3.9.16</u>
	Printed Name	Signature	Academic Rank	Date
Faculty Sponsor:	<u>Oksana Jackim</u>	<u>Oksana V. Jackim</u>	<u>lecturer</u>	<u>01/07/2016</u>
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**Master Syllabus**  
**Course: LAR 401**  
**Cluster Requirement: US 5a**

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**Course Overview:**

*LAR 401: Capstone Seminar* is the culminating academic experience for LAR majors, building on and bringing together the disciplinary work they've done in their two LAR concentrations; it is also a "reflective" capstone course that identifies and helps students to process and articulate the experiences of the Liberal Arts Program. Before taking LAR 401, students have completed LAR 201, ENL 260, and most of the courses in the two concentration areas and have had upper-level research and writing experience in those disciplines. LAR 401 builds upon that experience and the experience of LAR 201 to help students develop their interdisciplinary approach to problem solving, research, and writing. Although to some degree it reviews and synthesizes these earlier experiences, the capstone intends to develop your understanding and skills beyond them in ways that integrate your knowledge, connecting learning within the major to University Studies, College and elective learning and to personal experiences throughout your undergraduate career.

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**Learning Outcomes:**Course-Specific Learning Outcomes:**COURSE OBJECTIVES**

The course has three main objectives, stated below:

- A. To strengthen students' understanding of differences, similarities, and relationships [of content, approach, principle, *etc.*] between social science, humanities, and interdisciplinary concentration areas and of the perspectives and practices that enable productive interdisciplinary research;
- B. To develop students' ability to identify key research concepts in their individual fields of concentration and to formulate focused research questions for interdisciplinary study;
- C. To practice and improve students' research and writing skills through an interdisciplinary research project which includes a prospectus, a scholarly annotated bibliography or literature review, a substantial analytical essay, and a short presentation.

**COURSE OUTCOMES**

To this end, the students will

- Identify content, principles, and practices that characterize each concentration discipline and that distinguish them from one another (1)
- Define research questions that the disciplines of their two concentration areas have in common (2)
- Focus a research question and develop a research agenda in which interdisciplinary inquiry can increase knowledge about the subject of study (3)
- Identify and use the advanced text, graphic, and material research tools of these disciplines, including print and online databases, scholarship, and collections (4)
- Use a wide range of academic resources, especially online resources, to explore subjects, ideas and arguments, and supporting data and materials related to the focused research question (5)
- Write an advanced-level academic research paper that uses two distinct disciplinary perspectives, based on each student's chosen concentrations, in an interdisciplinary analysis of the focused research question; the paper will draw upon the student's learning in the two disciplines of concentration for the major and will demonstrate the student's ability as a scholar who authors knowledge as well as understands others' contributions (6)

- Present an illustrated explanation of a focused aspect of the research project instructive to a general audience of academic peers (7)

### **University Studies Learning Outcomes:**

Upon completion of the capstone study, students will be able to:

1. Synthesize the knowledge and skills gained within major courses, independently complete a research-based project or creative work and integrate the results of both in an open-ended project or experience (projects within the major are encouraged).  
[This takes place through Course OUTCOMES 6-7]
2. Integrate knowledge and principles from the field of study with those of the broader University Studies curriculum.  
[Course OUTCOMES 1-3, 4]
3. Demonstrate advanced information literacy skills by selecting, evaluating, integrating and documenting information gathered from multiple sources into discipline-specific writing.  
[Course OUTCOMES 4-5]
4. Communicate effectively, both orally and in writing, the results of the project or experience.  
[Course OUTCOME 7]

### **Sample topic with Texts and/or Assigned Readings:**

LAR 401 is an open topics course, with topics developed through instructors' areas of interest and expertise, but always with course and university studies outcomes in mind. Recent topics have included Globalization; Immigration and American Identity; American Dreams: Inequality and Community in an Age of Crisis; Debating Equality and Inequality in Democracies.

### **Sample topic and Assigned Readings:**

#### *LAR 401: TOPIC GLOBALIZATION*

*The course will explore positive and negative effects of globalization in areas of technology and communication, politics and economics, education and environment, and other related to student concentrations fields. It will attempt to give a better understanding on interconnectedness, mutual dependency, and often misunderstanding and isolation that come with the expansion of global society. Exploring human-ness of globalization, the students will be better prepared to think of the consequences of human actions, locally and globally.*

1. *The Plague* by Albert Camus, translated by Stuart Gilbert; Vintage Books, 1991; Paperback, ISBN 0-69-72021-9
2. *Seeing* by Jose Saramago, translated by Margaret Jull Costa; Harcourt Books, Inc., 2007; Paperback, ISBN-10: 0-15-101238-5
3. *Globalization: A very Short Introduction*, by Manfred Steger; Oxford University Press, 2003; Paperback, ISBN: 978-0-19-280359-7
4. *Globalization: The Human Consequence*, by Zygmunt Bauman; Polity Press, 1998, Paperback, ISBN: 0-7456-2013-2
5. *Globalization and Its discontents* by Joseph Stiglitz, WW Norton and Company, Inc, 2003, Paperback, ISBN 9780393324396

### **Sample Learning Activities and Assignments:**

#### **1) US outcomes 1, 3, 4: Major research paper and presentation (Course outcomes 4-7)**

PROSPECTUS with LIT Review (work over 2-3 weeks) (Course OUTCOMES 4-7/US Outcomes 1, 3, 4

**Part 1: It's all work in progress.** So you have a good idea of what you want to research about (a topic that highlights some aspect of globalization, is rooted within your concentrations, reflects your interests, and pushes the boundaries further).

Before you get to write your final paper, you need to explain why and how your topic is IMPORTANT (ok, yes, it is done for class, but what if you were to publish your paper? what is so special about your idea?) and why should your academic audience care about what you have to say.

Consider your topic/research question/thesis as WORKING elements of your research. A sign of good research is finding something important and modifying your research direction (of course, do not do it to infinity :-); at some point, say, "yes, that is good!" and finalize your idea in the paper).

So before you get to writing the paper, you need to propose your topic. You will do it in a formal prospectus with literature review.

## **Part 2: Prospectus is....**

Also known as a proposal, a prospectus is your way of introducing your research plan.

The key ingredients: 1) what you plan to do during your research; 2) what questions you will attempt to answer (scope) and how those will enlighten the audience who will read the final product; 3) why is it necessary to research this topic; 4) LIT REVIEW: what others have to say about your proposed idea and how will you look at that idea "slightly" differently from others, aka what part of the issue has not been addressed and therefore you are the perfect person to do that; 5) what the future implications of your research and findings to the field you are planning to explore.

Length: no less than 5 pages no more than 8--mostly narrative, but use subheadings to differentiate subsections. Cite sources in the lit review properly. MLA is good, unless you prefer APA. **Draft due XXXX**

NOTE ON APA: APA is useful in proposals, as it allows you to synthesize multiple sources in a non-discrete way. APA allows you lump several similar sources and connections much better than MLA, which is the task of lit review.

## **Part 3: The GIST of it...**

**Prospectus (with Literature Review):** A Prospectus is an academic research proposal that explains the rationale behind the project, positions the topic in the current academic research, and outlines the intended approach and methodology for the research project (6-8 pages, this includes 4 or so pages of Literature Review).

A prospectus is an exercise in persuasion. **The idea behind writing a prospectus is to convince your audience that your topic is worthy of research.** It also makes you think about the topic and the possibilities of research. It could happen that throughout the project certain things will be modified and fine-tuned, which is fine. You should not worry that your research direction in the end might be *somewhat* different from the one proposed. However, totally changing the research topic and discussion is unacceptable.

Consider this, the proposal creates the guidelines for your research, and sets the expectations for the outcomes.

## **Part 4: Outline**

You should include:

- 1) *topic discussion*; its value; possibly reasons for your interests;
- 2) *working hypothesis and purpose*; what the research project attempts to achieve;
- 3) *background* of the issue addressed in the topic; framing your research topic as a problem can help you narrow your research field and formulate the topic clearly;

- 4) *questions* within the topic/problem; posing questions that will need answers will help you decide what areas to look at and prevent you from going astray; in addition to asking questions, discuss them and show the benefits of addressing those questions;
- 5) **LITERATURE REVIEW** (*situating your research*): one of the heftiest components of your preliminary research that will give your audience a brief discussion of what is already written about the topic in the field(s), and show how your idea is advancing the field(s) further;
- 6) *methodology and approach* toward your research;
- 7) *your qualifications*.

### **Part 5: The Hardest One....**

**Literature review** (often a difficult concept) is a subpart of the prospectus, where you will synthesize, summarize, or critique (or fuse) the information from the sources related to your topic (4-5 pages). These are the *preliminary sources* that help you situate your research. You will continue your research and will find more information as you write your final paper.

Unlike your research paper, where you develop your own argument and discuss your topic, the literature review presents a summary, synthesis, or critique of the ideas published about the topic. It gives you a chance to ground your topic theoretically and, then, lets you explore your own ideas.

Your literature review is the map for your research that positions you within the subject/needs/interests/necessities to discuss your proposed idea more.

Also, you have done a book review (for a short writing assignment), where you've discussed and critiqued just one book; this assignment allows you to discuss/critique a few sources, written on the topic of your interest.

## **2) US 5a Outcome 2: Weekly Writing Assignment/Prepare to Discuss (Course OUTCOMES 1-4)**

**GENERAL:** Based on the reading material and prior class activities, you are asked to think in response to readings/short prompts posted in the calendar/on MyCourses. Consider posting your ideas/links **BEFORE THURSDAY** class or bring an idea/link/video to class. You will receive a 5-point participation credit for your posting or class idea sharing, each week.

**WEEK SPECIFIC:** Looking closer at the text Camus' *The Plague* (parts 1-2), create a historical timeline of Oran's reaction and fight against the plague (only part 1 and 2 of the book). In this timeline highlight the events and the reaction of three groups: 1) citizens; 2) city authorities; and 3) an individual character of your choice. Focus on up to 10 events from the book (e.g. town closure, rats in the streets, rats are gone)—you decide what stands out for you. Once you created the timeline, please write a few thoughts on the town reaction: do you think citizens were reacting foolish? Protecting their rights and needs? Too individual? Why did not they rebel to the draconian rules imposed by the town authority?

Take any contemporary issue (Ebola, influenza, cholera, common cold), and discuss it through the lens of what you took out of Camus' book: what should and should not be done? What is the voice of reason? What is the excessive use of authority?

**\*For each assignment: identify what questions you might ask and how you might answer them for the specific disciplinary perspectives of your two concentrations. How does your broader educational background (those college and university studies courses, or your experience in organizations or opportunities like internships) influence your response?**

## **3. US Outcome 5a 2: LAR Reflection portfolio**

This two-piece reflection is part of the LAR foundation and capstone courses, and helps students to think both forward and backwards in identifying, understanding, and articulating the work of their major and its significance. This fits nicely with the University Studies 5a #2, as students are asked to consider how their LAR coursework fits together and within their larger university education and experience.

LAR students only share two courses across the curriculum—the foundation and capstone courses; LAR 201, taken upon entry into the major after the first year of study, introduces students to interdisciplinary study and helps them to plan their major. LAR 401, the capstone, is the final course and asks them to practice interdisciplinary scholarship.

We provide the LAR 201 piece here so that you can see how the two reflection pieces work together toward a larger goal. At the end of LAR 201, a letter to accompany the final 201 paper:

Write a letter that addresses the following:

- What are your two concentrations?
  - For Concentration 1, write 2-3 sentences that describe what you know about that concentration's focus and methodology.
  - For Concentration 2, write 2-3 sentences that describe what you know about that concentration's focus and methodology.
- Now, in terms of your paper:
  - Identify your Concentration 1 approach to your topic (what methodology or tools are you using?)
  - Identify your Concentration 2 approach to your topic (what methodology or tools are you using?)
  - Discuss how you have brought these concentrations together—in methodology? In focus? In types of artifacts?
  - What did you try to accomplish?
  - What difficulty did you encounter?
- Finally, let's think about your undergraduate major moving forward:
  - How can what you've learned this semester and in writing this project guide you in creating your multidisciplinary major?
  - What classes do you want to take to moving forward?
  - How can they help you build your multidisciplinary perspective?

#### **For LAR 401**

Write a reflective letter that addresses the following:

Now that you have completed your coursework in your two concentrations, revisit what you wrote in 201 and revise it taking into account your new knowledge and understanding:

- What are your two concentrations?
  - For Concentration 1, write a paragraph that describe what you know about that concentration's focus and methodology.
  - For Concentration 2, write a paragraph that describe what you know about that concentration's focus and methodology.
- Now, in terms of your paper:
  - Identify your Concentration 1 approach to your topic (what methodology or tools are you using?)
  - Identify your Concentration 2 approach to your topic (what methodology or tools are you using?)

- Discuss how you have brought these concentrations together—in methodology? In focus? In types of artifacts?
- What did you try to accomplish?
- What difficulty did you encounter?
- Did you end up focusing more on one concentration's methodology? Why or why not? How did you blend them?
- Now, talk a little about how you have grown or changed (as a learner, a thinker, a knower) over the course of your undergraduate education. Here you can talk about the major, about University Studies or CAS Distribution Requirements, about failures and successes.
- Finally, let's think about your multidisciplinary major as you enter life after college.
  - First, identify an audience: an employer? A graduate school program? A parent? An argumentative passenger on a bus who says "An LAR major? What's that???"
  - Now, write an 'elevator pitch'—that is . . .
    - First, describe your audience and scenario.
    - Next, in a brief statement (1 paragraph), articulate what your major *is* and what it *does*. That is, what have you learned through your distinct disciplinary courses and through bringing them together? What skills do you have now and how are they valuable?

NOTE: Pilot for 401 in Spring 2016: (This is a new piece of the LAR 401 curriculum beginning this semester, so we will be playing catch-up through this pilot piece until the new group of LAR 201 students hit the capstone.)

Beginning of semester response:

Write a letter that addresses the following:

- What are your two concentrations?
  - For Concentration 1,
    - write 2-3 sentences that describe what you know about that concentration's focus and methodology.
    - What classes have you taken and how have they influenced your thinking, learning, and knowing in that discipline?
  - For Concentration 2,
    - write 2-3 sentences that describe what you know about that concentration's focus and methodology.
    - What classes have you taken and how have they influenced your thinking, learning, and knowing in that discipline?
  - What is your multidisciplinary perspective? (How would you identify this? Use it?)

Then, follow LAR 401 Reflective Letter as described above.

Sample Course Outline:

Sample Syllabus

University of Massachusetts Dartmouth  
LAR401-01

Course Guidelines Fall 2015



**Instructor:** xxxx  
**Office:** xxxx  
**Office Hours:** xxxx

**E-mail:** xxxx  
**Mailbox:** xxxx  
**Meets:** xxxx

## **Topic: Globalization: Where is Its Human Face?**

Required Texts (PLEASE NOTE: this is not the reading Order! Consult the calendar.) You MUST have the copy of the book purchased (e-books are available for most).

1. *The Plague* by Albert Camus, translated by Stuart Gilbert; Vintage Books, 1991; Paperback, ISBN 0-69-72021-9
2. *Seeing* by Jose Saramago, translated by Margaret Jull Costa; Harcourt Books, Inc., 2007; Paperback, ISBN-10: 0-15-101238-5
3. *Globalization: A very Short Introduction*, by Manfred Steger; Oxford University Press, 2003; Paperback, ISBN: 978-0-19-280359-7 (there is a PDF of this book in mycourses)
4. *Globalization: The Human Consequence*, by Zygmunt Bauman; Polity Press, 1998, Paperback, ISBN: 0-7456-2013-2
5. *Globalization and It's discontents* by Joseph Stiglitz, WW Norton and Company, Inc, 2003, Paperback, ISBN 9780393324396
6. NOTE: will be provided by the instructor! pdfs of chapters from *Toward Globalization with a Human Face*, by Edgar Krau; University Press of America, 2009, Paperback, ISBN: 978-0-7618-4560-7; it's your responsibility to either purchase the book or print out the chapters.

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### **Course Requirements and Policies:**

**Catalog Description:** Substantial multidisciplinary research and writing. Students will engage in in-depth research of primary and secondary sources across a variety of disciplines in the humanities and social sciences. They will research, reason, and write employing the appropriate conventions of the disciplines they are studying.

*Prerequisites:* LAR 201 and ENL 260; 75% of Concentration courses

**Note:** LAR 401, a three-credit course, is a required core course for the LAR major.

*LAR 401: Capstone Seminar* is primarily a “reflective” capstone course that comprehends and secures the experiences of the program of major in Liberal Arts. Before taking LAR 401, you have completed most of the courses in your two areas of concentration and thus have had upper-level research and writing experience in those disciplines. LAR 401 builds upon that experience and the experience of LAR 201. Although to some degree it reviews and synthesizes these earlier experiences, it intends to develop your understanding and skills beyond them, in ways that integrate your knowledge, connecting learning within the major to general and elective learning and to personal experience throughout the undergraduate career.

### **Objectives:**

The course has three main objectives, stated below:

- to strengthen students' understanding of differences and relationships [of content, approach, principle, *etc.*] among the social sciences, humanities, or interdisciplinary disciplines and of the perspectives and practices that enable productive interdisciplinary research
- to develop students' ability to identify key research concepts in their individual fields of concentration [in two disciplines] and to formulate focused research questions for interdisciplinary study
- to practice and improve students' research and writing skills through an interdisciplinary research project which includes a prospectus, a scholarly annotated bibliography, a literature review, a substantial analytical essay, and a short presentation.

### **Outcomes:**

The students will

- Identify content, principles, and practices that characterize humanities and social sciences disciplines and that distinguish them from one another
- Define research questions that the disciplines of their two concentrations have in common
- Focus a research question and develop a research agenda in which interdisciplinary inquiry can increase knowledge about the subject of study
- Identify and use the advanced text, graphic, and material research tools of these disciplines, including print and online databases, scholarship, and collections
- Use a wide range of academic resources, especially online resources, to explore subjects, ideas and arguments, and supporting data and materials related to the focused research question
- Write an advanced-level academic research paper that uses two distinct disciplinary perspectives, one social science and one humanities, in an interdisciplinary analysis of the focused research question; the paper will draw upon the student's learning in the two disciplines of concentration for the major and will demonstrate the student's ability as a scholar who authors knowledge as well as understands others' contributions
- Present an illustrated explanation of a focused aspect of the research project instructive to a general audience of academic peers.

**Course Design and Expectations:** This course is a combination of discussions, writing, and online interaction. *Reading is essential to your class participation.* You will also be required to write weekly short responses (annotations) to readings, do weekly preparation for discussion, several short writing assignments, and a term research project and its components. Additionally, you will have to present your research to class.

**Weekly Routine:** Every week (with some minor deviations) we will meet in class. Prior to class you are asked to complete the reading, write an annotation, and prepare to discuss (based on readings) issues (as suggested in the calendar) unless you think of yet another uncovered idea. Quite possible we might have a place on social media for you to post your links/ideas/videos related to discussion prior to our Thursday class.

Toward the end of the semester, annotations and short writing assignments are replaced with research components.

**Academic Success and Attendance:** To complete the course requirements and receive a passing grade, you must ATTEND classes and COMPLETE ALL assignments for class.

**Prepare to discuss\*:** Based on the reading material and prior class activities, you are asked to think in response to readings/short prompts posted in the calendar. If we agree on the use of social media (successful in the past), consider posting your ideas/links BEFORE THURSDAY class or bring an idea/link/video to class (if you want to share the link, email it to me please). You will receive a 5-point participation credit for your posting or class idea sharing, each week.

**Deadlines and Late Assignments:** Annotations ARE due in class. All other work is due Friday night. You have till Sunday to complete week's work. **I would prefer you could take some home/family time for yourself on weekends; but should you need to do work on weekends, you have that option. One week late 2 points off; two weeks late 2 more points off—after that the assignment might close.**

**Time Considerations:** You should be prepared to spend 3 hours in class and 3-4 hours in preparation (mostly weekly reading, responding, and researching).

**Readings:** You are expected to be prepared, therefore complete your reading assignments on time. The material assigned should be read thoroughly and thoughtfully.

**Annotations (a1-8):** For each book-length reading during weeks 1-8, you are expected to compose a 600-800-word annotation, about 1,5 to 2 single-spaced pages roughly. **This assignment is not a summary or an outline, but a**

**critical response to reading** (you should summarize the reading in ONE-TWO sentences if you wish to do so). You can respond to points discussed, raise questions, or draw conclusions. The audience for your annotations is you, YOURSELF, as you are attempting to engage in the dialogue with the reader and writer. **Annotations are to be brought to class, typed, single-spaced. PAPER COPY ONLY!**

**Short Written Assignments:** occasionally, you will be asked to produce a short writing to a prompt. Follow directions as specified in the assignment.

**Term Research Project:** The final research project will have several required parts of the term project: a prospectus with literature review (6-8 pages), an annotated bibliography, and a seminar length paper [with 15-20 pages of main text and additional pages for works cited pages, incorporated visuals, *etc.*].

**PLEASE NOTE:** For your *final research project*, you will explore a certain issue, stemming out of reading and our discussions, related to the course overall theme (Globalization). You will look at it from your respective concentrations; then, research current views, publications, and studies on the issue (prospectus with lit-review); **and you will attempt to explore new territory/formulate your own argument via written work (the actual final paper).**

*Prospectus with Literature Review* is an academic research proposal that will explain the rationale behind the project, position the project in the current academic research, and outline the intended approach/methodology for the research project. *Literature review* is a prospectus/proposal section, where you can synthesize/summarize/critique the information from the sources related to your topic so that you can position your research in the field. Total 6-8 pages (without citations).

*Annotated bibliography* is a summary of sources, where you will evaluate and reflect upon your sources (8-12 sources evenly split between humanities and social sciences).

*Presentation* is a simple PowerPoint Presentation you will put together. The key to it is to present the most important information (perhaps 5-6 slides). If you are more computer-savvy, you can add voice-over feature and record the presentation. Instructions will be provided.

**Written Work:** Your written assignments are to be presented in a scholarly manner. Please proofread to avoid spelling and grammatical mistakes. *Formatting:* All assignments must be formatted according to MLA, unless specified otherwise. Please use 12 pt Times New Roman font; double-space (unless specified differently); set 1 inch margins; add your last name to the upper-right corner, when you insert page numbers; in the heading after the date include the assignment details and word count. *Attachments:* .doc, .docx, .rtf, or .pdf files are accepted; all others will not be read.

**MLA or APA Documentation:** With each of your written assignments, your quotations and works cited pages will be checked. "Errors" in citation will not be looked upon kindly and, in more serious cases, may result in disciplinary action. Remember, with each assignment, you need to include a Works Cited page and follow proper MLA (Modern Language Association) or References page and follow APA (American Psychological Association) documentation or any other format appropriate in your field. Please consult a handbook or a style guide.

**Academic Honesty (Please read carefully!):**

**Plagiarism: Plagiarism:** Plagiarism of any kind will not be tolerated. **Plagiarism is a serious offence and may result in the failing grade.** To avoid plagiarism, all you need to do is to cite your sources properly. Please review UMass Dartmouth Student Academic Integrity Policy (*Student Code of Conduct/Student Handbook*) at <http://www.umassd.edu/studentaffairs/departments/studentconductanddisputeresolution/studentcodeofconduct/> For a thorough explanation of plagiarism, see [http://owl.english.purdue.edu/handouts/print/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html).

**No Double-Dipping:** While this class may allow you to work in a certain areas of your expertise and study, you cannot submit a paper for this class that is/was written for another.

**SafeAssign:** Students should be aware that suspect assignments (e.g., those without drafts, without works cited pages, or with large departures in style) will be submitted to SafeAssign by the instructor for the purpose of detecting possible plagiarism. Submitted assignments will be included in the UMass Dartmouth dedicated databases of assignments. These databases of assignments will be used solely for the purpose of detecting possible plagiarism during the grading process during this term and in the future. Students must provide an electronic copy of their assignment to the instructor for submission to the service when plagiarism is suspected, in order to receive a grade on the assignment and to avoid possible sanctions.

**Office Hours and Communication:** To check on your progress, to discuss course related issues, to clarify the assignment or the reading, use the office hours indicated on the syllabus. Should you need to inquire about the course assignment, please consult the syllabus and mycourses prior to emailing me. If that doesn't answer your question, email me then. The preferred way to communicate is **e-mail**; I will check my email during regular business hours and respond within 24-48 hours during weekdays and 48-72 during weekend. You may get my e-mail during the weekend, but that is an exception, not the rule.

**Be Professional:** Be considerate to those around you and professional in your discussion responses and comments. When we interact online, please make sure you re-read your work as if you are a reader, not a writer. Do not use inflammatory language in your comments. We need to agree to disagree professionally.

**Students with Disabilities** will be provided accommodations or adjustments with prior authorization from the Center for Access and Success. If you have a disability and feel you need accommodation(s) in order to complete the course requirements, please contact the Center for Access and Success (Pine Dale Hall, Room 7136) at 508-999-8711.

**University Emergency Procedure:** UMD has put in place a series of protocols for emergencies that you should familiarize yourself with. You may be asked to evacuate or follow these protocols at some time during the year. Please see the link below for the complete statement on emergencies and evacuation procedures. Please also be aware that making use of your UMD email and notifications is important during any emergency as our system will send information via these channels.

<http://www.umassd.edu/publicsafety/emergencyproceduresandassemblymaps/>

#### **Title IX Info:**

The purpose of a university is to disseminate information, as well as to explore a universe of ideas, to encourage diverse perspectives and robust expression, and to foster the development of critical and analytical thinking skills. In many classes, including this one, students and faculty examine and analyze challenging and controversial topics.

If a topic covered in this class triggers post-traumatic stress or other emotional distress, please discuss the matter with the professor or seek out confidential resources available from the Counseling Center, <http://www.umassd.edu/counselling/>, 508-999-8648 or - 8650, or the Victim Advocate in the Center for Women, Gender and Sexuality, <http://www.umassd.edu/sexualviolence/>, 508-910-4584. In an emergency contact the Department of Public Safety at 508-999-9191 24 hrs./day.

UMass Dartmouth, following national guidance from the Office of Civil Rights, requires that faculty follow UMass Dartmouth policy as a "mandated reporter" of any disclosure of sexual harassment, abuse, and/or violence shared with the faculty member in person and/or via email.

These disclosures include but are not limited to reports of sexual assault, relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus, disclosure by the student to the faculty member requires that the faculty member inform the University's

Title IX Coordinator in the Office of Diversity, Equity and Inclusion at 508-999-8008 to help ensure that the student's safety and welfare is being addressed, even if the student requests that the disclosure not be shared.

For confidential counseling support and assistance, please go to <http://www.umassd.edu/sexualviolence/>

**Course Incomplete Policy:** According to the university catalogue, an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F (I). The incomplete policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance (i.e. medical issue) must exist. If you feel you require an incomplete for an exceptional reason, you will need to complete a "Request for Incomplete" form with the instructor BEFORE final exams begin (i.e. prior to the end of semester).

**Resources:** Links to all student resources can be found here: <http://www.umassd.edu/extension/studentresources/>

**WRC Tutoring:** if you have concerns about writing your papers and reading assignments, please seek help at the WRC in LARTS 220. For more info, please go to <http://www.umassd.edu/wrc/>.

**Technical Help:** If you are in need of technical assistance with mycourses, please visit the link below for a list of technical support resources. <http://www.umassd.edu/extension/technicalresources/>

**GRADES:**

- Annotations (8x15): 120 pts
- Prepare to discuss\* (either via social media or in class—link, videos, pictures) (12x5): 60
- Research Presentation: 25 pts
- Short W. Assignments: (2x10): 20 pts
- Final Paper: 100 pts
- Prospectus with Lit-Review: 50 pts
- Annotated Bibliography: 10 pts
- Topic Discussion: 5 pts
- Draft 1 (1-5pgs): 5 pts
- Draft 2 (5-12pgs): 5 pts

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Total: 400

A+ 392-400	B- 318-329	D 251-269
A 368-391	C+ 310-317	D- 238-250
A- 358-367	C 291-309	F 001-237
B+ 350-357	C- 278-290	
B 330-349	D+ 270-277	

**General Grading Rubric for Written Work (PLEASE note: there will be more specific rubric for Final Paper):**

	Exceeds	Meets	Somewhat meets	Does not meet
Valuable Content	Original ideas, insightful, made the assignment one's own	Thoughtful development of assignment, some insights	Addresses assignment, offers limited insight into the topic	Assignment not properly addressed, does not offer anything new on the topic

Thesis and Coherence	Clear, thought-provoking, well-integrated and well-focused	Clear, thoughtful, organized and focused	Clear, may need better cohesion and focus	Thesis unclear, paper scattered, ill-focused and overly broad
Support Of Idea	Exceptional support with concrete details that prompt the reader to think; compelling evidence	Adequate support with specific details tied to the main idea	Details and evidence inconsistently tied to the main idea	Requires additional support; lacks supporting details and/or details not tied to the main idea
Style and Mechanics	Clear, concise, fluent, vivid; artful transitions, exceptional and evocative word choice. Demonstrates mastery; free of distracting mechanical defects	Clear, smooth transitions, effective word choice, functional language. Very few mechanical defects	Limited or labored transitions, clumsy phrasing and/or clichés. Frequent and distracting mechanical defects	Transitions need work and/or absent, muddled prose; not college level writing. Persistent, varied and distracting mechanical defects
Apropos to discipline(s) and theme	Clear and thoughtful engagement in the topic and modes of expression, related to the subject matter, course theme, and discipline(s)	Adequate relationship to the discipline(s) and course theme	Labored or limited relationship to the theme and discipline(s)	Unrelated to subject matter, disciplines, and course theme

### LAR 401-01 Calendar (Subject to Change)

Annotations due on the day of class

Week	Topic	Reading	Activity
Wk 1	Introduction. Definition.	Read: Intro; and syllabus	Course Introduction Class activity: Definition
Wk 2 xxxx —last day to drop/add	Issues of Globalization	Read: Steger's <i>Globalization: A Very Short Introduction</i>	Writing: A-1 annotation of Steger's book Prepare to discuss (1): Issues of Globalization
Wk 3	Globalization and Isolation	Read: Camus' <i>The Plague</i> (Parts 1-2, pp. 1-164)	W: A-2 annotation of Camus, (Parts 1-2, pp. 1-164) Prepare to discuss (2): Pandemics/Epidemics
Wk 4	Humanity and History: No Man is an Island	Read: Camus' <i>The Plague</i> (Parts 3-5, pp. 167-308)	W: A-3 annotation of Camus, Parts 3-5, pp. 167-308 Prepare to discuss (3): Witnessing something, Doing Nothing
Wk 5	Globalization and the Police state	Read: Saramago's <i>Seeing</i> (Part 1, pp. 1-166)	W: A-4 annotation of Saramago's <i>Seeing</i> (Part 1, pp. 1-166) Prepare to discuss (4): Police Brutality/Authoritarian Regimes/Racial profiling WA1: stream of consciousness—what do you do when you are repressed
Wk 6	Globalization and Identity	Read: Saramago's <i>Seeing</i> (Part 2, pp. 167-307)	W: A-5 annotation of Saramago's <i>Seeing</i> , Part 2, pp. 167-307 Prepare to discuss (5): Cosmopolitanism; Nationalism, and Individuality WA2: Book Review 1-2 pages (due Oct 9)
Wk 7	Culture of	Read: Bauman's	W: A-6 Annotation of Bauman's <i>Globalization</i> (Intro,

xxx- midsemester	Globalization	<i>Globalization: The Human Consequence</i> (Intro, Ch. 1-3)	Ch 1-3, pp. 1-55) Prepare to discuss (6): Issues of Culture(s) in our globalized world Research project (RES): Topic discussion on mycourses
Wk 8	Globalization with the Human Face	Read: Bauman's <i>Globalization: The Human Consequence</i> (Ch. 4-5)	W: A-7 Annotation of Bauman's <i>Globalization</i> (Ch. 4-5, pp. 56-87) Prepare to discuss (7): stay-ins and stay-nots Library informational (how to research)—subject to change RES: working thesis; research question; intro to prospectus
Wk 9	Globalization and Economics	Read: selected chapters from Stiglitz--choice-based	W: A-8 annotations of selected chapters Prepare to discuss (8): McDonaldization and Walmartization, the good and the bad RES: Prospectus with Lit Review (bring draft to class)+bibliography (start)
Wk 10	Globalization and Politics	Read: pdf to be provided, 1 ch from Krau's <i>Toward Globalization with a Human Face</i> * Share one reading from research	Prepare to discuss (9): Think Locally; Rule Globally RES: Prospectus with Lit Review (final) RES: Bibliography (wip)
Wk 11 xxxx last day to withdraw	Globalization and Education	Read: pdf to be provided, 1 ch from Krau's <i>Toward Globalization with a Human Face</i> * Share one reading from research	Prepare to discuss (10): Global Education? RES: draft 5 pages (bring to class); online submission (Nov 13) RES: Bibliography (wip) RES: Start on Presentations
Wk 12	Globalization and Technology	Read: pdf to be provided, 1 ch from Krau's <i>Toward Globalization with a Human Face</i> * Share one reading from research	Prepare to discuss (11): Techno-love or techno-hate? In-class presentations RES: Bibliography Submission; RES: continue draft 5 more pages-submission (Nov 20) RES: Continue Presentation prep
Wk 13	NO CLASS!	Thanksgiving	Keep writing your final paper
Wk 14	Globalization summation		Prepare to discuss (12): Globalization redefined: where do you stand? In-class presentations RES: draft 5-6 more pages Final assessment
Last week	RES: Final Paper is due Dec 8/Submission of ALL COMPONENTS (review the checklist, please!)		

