

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

I. General Information:

College:	<u>ARTS & SCIENCES</u>	Department (Full name):	<u>INTERNATIONAL STUDIES</u>
Major Name (full name please):	<u>INTERNATIONAL STUDIES</u>	Degree Title:	<u>BA</u>
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
Requested Effective Date:	<u>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</u>		
Contact Person:	<u>CARLOS DE LA TORRE</u>	Phone:	<u>76891</u>
		Email:	<u>C.DELATORRE@UKY.EDU</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<u>INT 495 Capstone Seminar for International Studies Majors</u> (Subtitle required)
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program: <u>Writing quality. Demonstrated ability to communicate clearly and effectively in writing. Indicators in the research paper artifact:</u> <u>a. The paper artifact is well organized with an introduction, body, and conclusions. b. The writing in the paper artifact uses correct grammar, spelling and syntax. c. The writing in the paper effectively conveys ideas and arguments.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan: <u>ALL INTERNATIONAL STUDIES MAJORS HAVE TO TAKE INT 495 OUR CAPSTONE. WE OFFER SEVERAL SECTIONS TO GIVE</u>

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STUDENTS CHOICES. FOR INSTANCES WE HAD SECTIONS ON GLOBAL RACISM, INTERNATIONAL MIGRATION, INTERNATIONAL CRIME, ETC. STUDENTS ARE REQUIRED TO WRITE A 25 PAGES RESEARCH PAPER. STUDENTS WORK ON SEVERAL DRAFTS. WE HAVE THIS REQUIREMENT SINCE THE MAJOR WAS CREATED IN 2008.

C. Delivery and Content:

1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): _

2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: INT 495 Capstone Seminar for International Studies Majors
(Subtitle required)

- new or existing course? EXISTING (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? REQUIRED
- shared or cross-listed course? NO
- projected enrollment per semester: 20 PER SECTION SIX SECTIONS YEARLY

Course #2 (if applicable): Dept. prefix, number, and course title: _

- new or existing course? _____ (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

Course #3 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

3. Shared courses: If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

- **Contact information of providing program:**

- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.

- **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).
Date of agreement: _____

4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are **highlighted** in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));

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- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”
 - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”

5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- overview of delivery model: summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):
CAPSTONE 3 CREDITS
- assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:
25 PAGES PAPER
- revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):
STUDENT WORK ON SEVERAL SHORT PROJECTS: RESEARCH QUESTION, REVIEW OF THE LITERATURE, FIRST DRAFT, FINAL DRAFT. ALL THE ASSIGNMENTS ARE GRADED AND STUDENTS GET FEEDBACK
- other information helpful for reviewing the proposal:

D. Assessment:

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):
CURRENTLY EVERY FOUR YEARS, WE WILL CHANGE TO BIENNIALY
- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):
TWO FACULTY FROM THE INS ADVISORY BOARD
- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):
NA

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	INT 495, INT BA
Contact Person Name:	CARLOS DE LA TORRE
Phone:	7-6891
Email:	C.DELATORRE@UKY.EDU

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	02/11/14	CARLOS DE LA TORRE, Director / 7-6891 / C.DELATORRE@UKY.EDU
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	4/1/14	Ruth Beattie, Associate Dean / 3-9925 / rebeat1@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	4/9/2014	

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

INT 495

Global Racism

Professor: Carlos de la Torre
Office Address: POT 1533
Email: c.delatorre@uky.edu
Office Phone: 257-6891

Office hours: by appointment

Course description

In this capstone seminar students have to write a 25 pages research paper. Each seminar has a subtitle of a broad theme to allow students working in different world areas and thematic concentrations to work on their projects. The class works both as a seminar where students learn different theoretical and methodological approaches to a broad topic and as a space where they learn to write their own research papers. Students will be required to present their paper in a power point presentation or other type creative project.

In this section students will learn different theoretical and methodological perspectives to study racism in a global and interdisciplinary perspective. We will draw on the work of academics working in different disciplines such as Sociology, Anthropology, Discourse Analysis, and Political Science. In the class we will read studies about the US, Europe, and Latin America. Drawing on the bibliography used in class and on supplementary readings students will write a series of short papers that will help them to develop their final project. **They will write: 1) a description and a justification of their research question, explaining what methods they will apply in their research project. 2) A five pages paper reviewing the literature. 3) A detailed outline of their paper. 4) They will write a first draft of about 12 pages. 5) A second draft of their capstone project of 25 pages. 6) A short and creative presentation of the paper.**

The course consists of sessions when we will all meet, small peer group meetings, and individualized tutorial sessions. Students will learn to critically and respectfully engage with the work of their peers. They will also learn to effectively communicate the results of their research to their peers.

Learning outcomes:

Formulate a research question

Write a review of the literature

Develop an appropriate methodology

Write a research paper

Learn how to present your findings to an audience

All the readings are available in Blackboard.

Grade

Class participation and attendance 10%

Written comments to a classmate paper 10%

Research Statement 10%

Review of the literature 10%

First draft 20%

Final paper 30%

Final presentation 10%

Grading scale:

90-100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

60-below= fail

Course Policies:

Submission of Assignments:

Papers will be submitted printed on the date marked in the course calendar. I will not accept papers that are late.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter

before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Classroom Behavior Policies

Cellphones have to be off during class.

COURSE SCHEDULE

August 28 Introduction to the course. Distribution of INT 495 papers

September 9 Discussion of INT 495 research papers. The goal is to show students examples of papers to illustrate what are the requisites of a research paper, and to show that it is a feasible project that can be accomplished in one semester.

Theories of Racism and Methods

This section introduces students to different methods and theories of the broad topics covered by the course. The goal is to show students how a research question can be address using different methodologies.

September 11 The social construction of race. Reading Jean Rahier, "Metis/Mulatrê, Mulato, Mulatto, Negro, Moreno"

September 16 Racism in institutions. Reading, L. Wacquant, From slavery to mass incarceration, *New Left Review* 13, 2002

September 18 Racism in institutions. Reading Carmen Martínez and Carlos de la Torre, "Racial Discrimination and Citizenship in Ecuador's Educational System". Latin American and Caribbean Ethnic Studies Vol. 5: 1, 2010, pp. 1-26.

September 23 Racist Representations. Reading, Rahier, Jean Muteba 2008 *Fútbol and the (Tri-) Color of the Ecuadorian Nation: Ideological and Visual (Dis-) Continuities of Black Otherness from Monocultural Mestizaje to Multiculturalism*, *Visual Anthropology Review* 24, 2, : 148-182.

September 25 Racist representation. Reading Carmen Martinez Novo, The culture of exclusion. Representations of women street vendors in Tijuana" BLAR.

(3 pages description and justification of research question due in class)

September 30 **Fairer is Beauty: Racism in Postcolonial India** by Sasikumar Balasundaram

October 2 Didier Gondola, Transient Citizens

(Detailed outline of research paper due in class)

Oct 7 No class work on your review of the literature

Oct 9 No class work on your review of the literature

October 14 Open session to discuss methodological and theoretical issues. **Review of the literature paper due in class (5 pages).**

October 16-October 28

Individual tutorials. Each student will have to meet at least one time with the professor.

October 30 (Students will submit their first draft of their papers in order to distribute it among classmates). **Students have to write a 2 page peer review.**

November 4 In class presentations of the first draft of the paper. Two students will have to comment on a classmate paper.

November 6 In class presentations of the first draft of the paper. Two students will have to comment on a classmate paper.

November 11 In class presentations of the first draft of the paper. Two students will have to comment on a classmate paper.

November 13 In class presentations of the first draft of the paper. Two students will have to comment on a classmate paper.

November 18 Individual tutorials

November 20 Individual tutorials

November 25 Individual tutorials

Dec 2 Final presentations

drafting/rehearsal and revisions

Dec 4 Final presentations

drafting/rehearsal and revisions

Dec 9 Final presentations

drafting/rehearsal and revisions

Dec 11 Final presentations **final paper due in class**