

TO: University Curriculum Committee

FROM: University Committee for General Education

RE: Addition to Regulation J-3 [Summer 2012]

DATE: March 14, 2011

Great Issues Seminar (1 cr). Students must complete one course designated as a great issues seminar. This course is to be completed during a student's second semester of their sophomore year or during their junior year. A great issues seminar will be associated with a university signature event.

Rationale: In recognition of NWCCU accreditation standards, the faculty of the University of Idaho has committed itself in our new *Strategic Action Plan (2011-2015)* (1) to "Implement[ing] general education requirements that emphasize integrative learning throughout the undergraduate experience" (*Goal 1, Objective A*), (2) and (2) to "Develop[ing] integrative learning activities that span students' entire university experience" (*Goal 1, Objective B*). Failure to move toward integrating the core curriculum across all four years of undergraduate educational experience could have serious repercussions for the university when the NWCCU accreditation team visits the university next year. As a major step toward addressing this issue, UCGE proposes the requirement given above (and the capstone requirement described below). This interdisciplinary course will be linked with various university-wide signature events such as the Bellwood Lecture, Borah Symposium, Runstad Lecture, and the Jazz Festival. These courses will integrate the university learning outcomes and will be staffed primarily by faculty from the Colleges of Agricultural and Life Sciences, Art and Architecture, Business and Economics, Education, Engineering, and Natural Resources. The Great Issues Seminars are not courses within the majors of those colleges. They are university-wide core courses taught primarily by the faculty of those colleges. The courses serve further to integrate disciplines and to integrate core studies throughout a student's four/five years of study at the university. Several illustrative syllabi for such courses are attached.

UNIVERSITY CURRICULUM COMMITTEE APPROVAL REQUEST

Add a Course

Instructions: Complete this form. Receive department and college approvals. Fill in the approval information at the end of this form. E-mail the completed form to the Academic Publications Editor (Charles Tibbals) in the Registrar's Office, ctibbals@uidaho.edu.

Effective Term: If approved, requests submitted to the Catalog Editor by **October 15, 2010** will be effective Summer 2011 and will appear in the 2011-2012 *General Catalog*.

DEPT/COLLEGE SUBMITTING REQUEST			
Contact person initiating this request		Title of contact person	
Steve Chandler		Professor of English / Chair, UCGE	
Department or College	Phone Number	E-Mail Address	Date
English	5-6156	chandler@uidaho.edu	1-10-11

PROPOSED COURSE INFORMATION						
Course Number (Contact Registrar's Office for available numbers)		Title (Maximum of 30 characters)				Credits
ISem 301-399 (s)		Great Issues Seminar				1
Course Description for the Catalog: (Description should cover major topics/content, time required outside of class such as even sessions or field trips, and be limited to 50 words maximum)						
<p><i>May be used as core credit in J-3-d. Open only to students who have earned at least 26 credits (sophomore status), the Great Issues Seminars are interdisciplinary courses each linked with an annual signature event of the university (e.g., Bellwood Lecture, Borah Symposium, Runstad Lecture, Jazz Festival) that integrate the university learning outcomes and general education goals with a critical examination of the topic of the event. Attendance at the event is required. See www.webs.uidaho.edu/core for specific course titles and descriptions.</i></p>						
Recommended Preparation (Course(s) are recommendations only and are not enforceable as prerequisites)						
Prerequisites (Will be enforced for all undergraduate courses)					Completion of ENGL 102, and at least 26 credits (sophomore standing)	
Co-requisites (Will be enforced for all undergraduate courses)						
Course offering info (i.e. Fall Only, Spring Only, Alt/yrs)						
Cross or Joint-Listed Course? (What course(s) will this offering be Cross or Joint-Listed too? Note: cross-listing with another department requires their written consent.)						
Is this proposed course equivalent to a previously dropped course?						
(Equivalent courses can be taken as a repeat of the previously dropped course. They will satisfy degree requirements where the dropped course was required, and students cannot receive credit for both courses.)						
If yes, what is the course subject/number of the previously dropped course?						
Hours per week:	Lecture	Lab	Recitation	Outside Hours	Other Scheduled Hours	
What is the effect of adding this course on departmental teaching load? (Check One)						
Increase	X	Decrease		No Effect		
Explain? The deans of all undergraduate academic colleges have committed to staffing the GIS with existing board-appointed faculty.						

If you checked "Increase" in the previous question, how will this increase be implemented? (Check one and Explain in Rationale)	Additional staff already approved	
	Additional staff requested	
	Increase load of present staff	x
	Offsetting decreases embodied in other changes	x
This course will be: (Check all that apply)	Required of students in this department.	
	Required of students in the department(s) of: all students completing the UI core curriculum	x
	Elective taken by students in this department.	
	Elective taken by students in the department(s) of:	
	A general elective for any interested student.	
Additional Comments: (Anything not covered elsewhere on the form – Including possible Dual Credit implications)		

Rationale for adding this course: (Explain why the above course is being added. Explain the departmental/college/university impact this course will have. How does this course fit within the University's Strategic Goals? Explain any other financial/resource impact this course will have such as needing additional library, media or classroom resources. Include details on graduate level requirements if this is a proposed joint-listed course.)

The course serves to extend core studies (both core skills (learning outcomes) and core content) vertically into a student's four/five years of study at the university thereby reinforcing the development of those skills as the students mature intellectually and academically. The deans of all the undergraduate academic colleges have committed to staffing the Great Issues Seminars, as much as possible with existing board-appointed faculty. In some cases this commitment will be offset by funds previously used to staff the core discovery courses while in other cases the commitment may require an increase in the teaching load of current faculty.

Level of Approval	Date Approved	Person Approving Request
Department Faculty		

College Curriculum Committee	1-10-11	Steve Chandler, Chair, UCGE
College Faculty		

For Registrar's Use Only					
Date Received from College	UCC Agenda Item Number	UCC approval date	Gen. Curriculum Report Number	Regent's approval date	Processed in Catalog

Jazz Festival
One Credit Seminar **DRAFT**

“Put it this way. Jazz is a good barometer of freedom.”
Duke Ellington

Jazz is “a painless way of understanding ourselves.”
Wynton Marsalis

*“Jazz seemed to us a template of change in an ever-changing world and yet a repository of...
verities as old as the American promise of freedom.”*
Ken Burns and Geoffrey Ward

Reading:	Selections from: Thomas E. Larson, <u>History and Tradition of Jazz</u> (2008) Ken Burns and Geoffrey Ward, <u>JAZZ: A History of America’s Music</u> (2005)	
Topics:	Gender, Race, and Class in relation to Jazz. The construction of jazz music. A brief historical overview.	
Grading:	Attendance at Festival	20%
	Review of Festival performances	15%
	Lionel Hampton Archives project	25%
	Final project	40%

The 2011 Lionel Hampton Jazz Festival will feature two performers who serve as case studies for great issues that an exploration of jazz can illustrate.

Jimmy Heath is a brilliant instrumentalist, composer and arranger. He is one of the premier tenor saxophonists in the jazz world and is a National Endowment for the Arts Jazz Master—the highest recognition in the field. His evening performance and clinic will provide students with the opportunity to hear top flight jazz and to hear Heath discuss his career as an African American artist.

Nikki Yanofsky is a young Canadian performer. Her repertoire emphasizes traditional jazz vocals—especially music associated with Ella Fitzgerald. Her performance and workshop will provide an opportunity to discuss women in jazz—an area that has received considerable attention from scholars in the last two decades.

The Leonard Feather Collection in the Lionel Hampton Jazz Archives includes Feather’s famous “Blindfold Tests.” Feather had prominent jazz musicians listen to music without seeing performers. Then he asked his subjects to indicate if the performer was black or white. The results often created considerable excitement in the jazz world. Each student will report on one of Feather’s Blindfold tests. Students will present the results of their research in oral form.

The final project will involve incorporating the readings, the performances, and the archival research in order to address the topic--Ken Burns has called jazz “America’s Music.” Using information from this course, write an essay in which you support or dispute Burns’ statement.

Your essay must incorporate the readings, your concert/workshop experiences, and your archival research.

**Great Issues Seminar
Borah Symposium 2010
Human Security in the 21st Century**

Draft Syllabus

Course Description:

The Borah Symposium is one of the University of Idaho's signature events. Planned and implemented by a twelve person committee comprised of both faculty and students, it considers the causes of war and the conditions necessary for peace in an international context. The symposium is named for noted US Senator from Idaho William Edgar Borah, and has been held annually since 1948.

Each year's Borah Foundation Committee selects a theme related to the overall mandate of the causes of war and the conditions necessary for peace. For 2011, the symposium will focus on Human Security in the 21st Century. Human security focuses on individual rather than state security, and was first defined by the United Nations Development Programme in 1994. The UNDP identified seven areas, each of which – according to the concept – contributes to sustainable peace. They are:

- * Economic Security
- * Food Security
- * Health Security
- * Environmental Security
- * Personal Security
- * Community Security
- * Political Security

This Great Issues Seminar will prepare students to participate in the Borah Symposium as educated and informed participants. You will also have the opportunity to meet with one of the symposium participants in a session dedicated to our class.

Readings:

Arias, Oscar "Confronting Debt, Poverty, and Militarism: A Humane Program of Support for the Developing World," *Journal of Third World Studies* (vol. 17, no. 1, Spring 2000), pages 13-20.

Hayden, Patrick "Constraining War: Human Security and the Human Right to Peace," *Human Rights Review* (vol. 6, no. 1, October 2004), pages 35-55.

Martin, Mary and Taylor Owens, "The Second Generation of Human Security: Lessons from the UN and EU Experience," *International Affairs* (vol. 86, no. 1, January 2010), pages 211-224.

Millennium Development Goals

Trujillo, Amparo "A Second Turn at the Helm," *Americas* (vol. 60, no. 5, September 2008), pages 14-19.

Assignments and Grading:

Article annotations	50 (10 points each x 5)
Class attendance and participation	10
Presentation	25
Symposium attendance	15
Symposium project	<u>50</u>
	150 points possible

Grades will be assigned on a 90-100% (A), 80%-89.5% (B), 70-79.5% (C), and 60-69.5% (D) basis.

Symposium Participation:

Each participant in the seminar is required to attend at least five hours of official symposium events. The Symposium runs April 3-6 with both evening and daytime talks. A full list of events is available at <http://www.uidaho.edu/class/borah/symposium>

Course Outline:

<u>Meeting #</u>	<u>Topics, Readings, and Assignments</u>
1	William E. Borah and the Borah Foundation Mission – Guest lecture from Borah Committee member
2	The Evolution of Human Security and the Human Security Network -read Hayden
3	Human Security today -read Martin and the Millennium Development Goals
4	The “Branches” of Human Security, Part 1 -student presentations
5	The “Branches” of Human Security, Part 2 -student presentations
6	President Oscar Arias and Human Security -read Arias and Trujillo
7	The Borah Symposium project introduced/explained
*	Attendance at a minimum of five hours of the Borah Symposium is required at this point of the seminar; meeting 8 listed below does not count as one of these hours. Please keep in mind that being in this seminar does not guarantee you a seat at any of the events; rather, you will need to arrive in a timely fashion to assure entry thereto.
8	Session with visiting Borah participant
9	Tying it all together – returning and reporting on the project
10	Assessment and feedback session – Guest lecture from Borah Committee member

*- to be (piloted)
offered
this semester*

Great Issues Seminar
Jesse Jackson, Civil Rights, and Creating Justice

Draft Syllabus

Course Description:

Jesse Jackson has a long history of working for civil rights. He came of age in the segregated south and as an undergraduate student worked in Martin Luther King Jr.'s Southern Christian Leadership Conference. He participated in marches and boycotts in an effort to challenge racial and economic inequality. Later he founded Operation PUSH (People United to Save Humanity)/Rainbow Coalition, dedicated to social, racial, and economic justice. More recently his work has extended to international civil and human rights issues and concerns.

This Great Issues Seminar will provide students with a context for Jesse Jackson's work and an invitation to listen to him speak on issues of peace, human rights, and justice. It will also encourage students to reflect on their capacity to create change in their own communities.

Readings:

- Interactive NAACP historical timeline. <http://www.naacphistory.org/#/home>
- "I Am - Somebody" poem by Jesse Jackson.
<http://www.youtube.com/watch?v=iTB1h18bHIY>
- Jesse Jackson: A Biography. By Roger Bruns. (Ask Kathy if this is the book she is thinking of).
- "What Can We Do: Becoming Part of the Solution" Johnson
- A reading regarding media/race/

Assignments and Grading:

Out of class activities	10
Reading responses	50
Class attendance and participation	50
Jesse Jackson lecture attendance	25
Response Paper to Jesse Jackson Lecture	25
Final Paper	<u>50</u>
	200 points possible

Grades will be assigned on a 90-100% (A), 80%-89.5% (B), 70-79.5% (C), and 60-69.5% (D) basis.

Requirements:

- Each participant in the seminar is required to attend all class sessions and the Jesse Jackson presentation.
- Complete out of class activities by February 25th

- Complete reading responses before each class session – one page, typed, single spaced, response to assigned reading
- Complete written response to Jesse Jackson message from public lecture – one page, typed, single spaced, response to message.
- Final paper – type a three page paper in which you integrate learning from all course materials, classroom sessions, public lecture, and out of class activities. [need some more details here on what we want]

Course Outline:

Date	Topics, Readings, and Assignments
Jan 24 3:30-5:00	Setting the Context: The Civil Rights Movement Instructor: Professor Katherine Aiken Read and review: Interactive NAACP historical timeline. http://www.naacphistory.org/#/home Assignment: Reading response
Jan 31 3:30-5:00	Creating Justice Instructor: Professor Mark Edwards Read: Jesse Jackson: A Biography. By Roger Bruns Assignment: Reading response
Feb 7 7:00-9:00 pm	Attend Jesse Jackson Public Lecture Listen: "I Am – Somebody" poem by Jesse Jackson. http://www.youtube.com/watch?v=iTB1h18bHlY Assignment: Response paper to lecture
Feb 9 3:30-5:00	Diversity & the Media Instructor: Professor Mark Trahan Reading: ? Lots of good options but perhaps Mark has something in mind? Assignment: Reading response
Feb 14 3:30-5:00	Tying it all together – Social Change, Change Agents, and Human Rights Instructor: Professor Debbie Storrs Read: "What Can We Do? Becoming Part of the Solution" Assignment: Reading response

Out of class activities:

- Complete the Implicit Association Test for either "Presidents IAT" or "Race IAT" at <https://implicit.harvard.edu/implicit/demo/takeatest.html>. Print off your results and submit with your final paper.
- Other activities?

Minimum Requirements

University of Idaho Introduction to the Major and Integrated Seminars offered Fall 2011

The following requirements have been developed to provide first-time, full-time, first-year University of Idaho students with the minimum support and intellectual engagement in the institution identified as critical for their successful academic transition to the university. These requirements focus immediate attention on helping students begin to achieve the university-wide learning outcomes. Several requirements can be combined in single assignments.

Students in Introduction to the Major and Integrated Seminar courses will:

1. Complete 1 assignment early and near the end of the semester to measure growth on critical and integrative thinking and serve as a baseline for university-wide assessment of these outcomes culminating in the senior experience. Students will complete assignments throughout the semester that support development of critical and integrative thinking. LO#1 and #2
2. Complete at least one writing assignment designed to support growth in acquiring, articulating, creating and conveying intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding of others and beginning mastery of content appropriate to the course topic (e.g. major-specific, social science, and humanities content). LO# 3
3. Engage in academically purposeful activities in and out of class that allow them to foster an understanding of self, relationships, and diverse global perspectives and allow for assessment of development of these skills. Strategies for achieving this engagement may include in-class discussions, peer reviews, small group projects, all-class or small group participation in content-appropriate out-of-class activities, service-learning or other active learning approaches. LO#4 and #5

Introduction to the Major Courses and Integrated Seminars will also allow students to:

- Build a relationship with a university librarian and the library through completion of at least one content-appropriate research assignment (preferably co-designed by the course instructor and the librarian)
- Complete the Cooperative Institutional Research Program (CIRP) survey instrument during the first ten days of the semester
- Complete at least one course content-appropriate assignment related to the University Common Reading, participate in at least one out-of-class activity related to the Common Reading, and complete an assessment of their Common Reading experience
- Be introduced to the university policy on excused absences and academic integrity
- Be re-introduced, at appropriate times, to campus resources (i.e. TAAP, CAAP, Counseling and Testing, Writing Center, clubs and organizations) and other topics introduced during New Student Orientation
- Participate in at least one class session at or near mid-term on the role of academic advising. Verify with the instructor that they have participated in at least one goal-setting and academic planning appointment with their academic advisor and been introduced to career and academic planning resources

Great Issues Seminar
2011 Refugee Seminar

Sponsored by the Idaho Office for Refugees and
the University of Idaho: Boise Center, Associated Students of the University
of Idaho (ASUI), College of Agricultural and Life Sciences, Dean of Students
Office and the Office of Multicultural Affairs

Draft Syllabus

Course Description:

This class will look at the issue of refugees - the causes for their plight, societal responses (both U.S. and Idaho) to their problem, and how they have fared in the past, here in the present and their future outlook.

Refugees in the United States and Idaho

Each year Americans welcome refugees to the U.S. Whether they come from Tibet, Sudan, Iraq, Burma, Congo or another part of the world, all refugees share a similar journey. Refugees, differ from other immigrants, in that they do not have the choice to remain in their home country. Refugees flee their country to save their life. They run from war and persecution, often losing beloved family members along the way (United States Committee for Refugees and Immigrants).

Many refugees then spend years and sometimes decades in substandard refugee camps. Less than 1% of all refugees get the chance to leave a camp and resettle in the U.S., Canada, Europe, Australia or other country that resettles refugees. When a refugee arrives in America, he or she usually comes with nothing more than the clothes on their back (United States Committee for Refugees and Immigrants).

Since 1975, the U.S. has resettled approximately 2.6 million refugees, with nearly 77% being either Indochinese or from the former Soviet Union. In the last decade, however, there has been a dramatic increase in the diversity of refugee groups admitted, including numerous new ethnicities from Africa, Europe, Central and South Asia and the Near East. Since the enactment of the Refugee Act of 1980, annual admissions figures nationwide have ranged from a high of 207,116 in 1980 to a low of 27,100 in 2002. (Office of Refugee Resettlement).

During the 1990's **Idaho** resettled over 5,000 refugees, more than half of which were from Bosnia and Herzegovina. From 2000 to 2005, **Idaho** resettled nearly 2,800 refugees. In addition, at least 200 refugees originally resettled in other states moved to Idaho during that period. The breakdown based on country of origin is as follows: two-thirds, or 67%, came from Europe and Central Asia (primarily Bosnia and Herzegovina, Uzbekistan, Afghanistan and Russia); 24% from Africa (a large majority from Somalia, Sudan, and Liberia); and the remaining 9% from six countries in East Asia, Latin America and the Near East (Idaho Office for Refugees).

In 2006 and 2007, 1,284 refugees were resettled in **Idaho**. African refugees from Burundi, Congo, Somalia, Togo, Eritrea, Ethiopia, Liberia, Nigeria, Rwanda, Sudan and Cameroon accounted for 40%. The nations of origin for the other top two groups of refugees arriving in Idaho during the last two years include the former Soviet Union (35%) and East Asia (40%). Although not a large refugee population currently, the numbers of refugees from the Near East/South Asia (i.e. Iraq, Iran, and Afghanistan) will continue to grow

as the recent resettlement efforts sparked by the War in Iraq increase in the United States (Idaho Office for Refugees).

Grading: Your grade will be determined as follows:

	<u>Possible Points</u>	<u>Weight</u>
Refugees in the News	100	10%
Book report		
Written	100	25%
Class presentation	100	25%
Attendance at the 2011 Refugee Seminar	100	10%
Written Summary of Refugee Seminar	100	20%
Class Attendance and Participation	100	10%
Total		100%

Letter grades will be assigned as follows:

Your total points on each component of the course are divided by the total possible points for that assignment then multiplied by its weight, then these component "percentages" are summed and graded on the following scale:

Percent of Total Points	Letter Grade
90-100%	A
80-89.9%	B
70-79.9%	C
60-69.9%	D
Below 60%	F

Refugees in the News

You will get credit for bringing in current events/news articles on refugee issues. Please give them to me at the beginning or end of class, with your name and date written on them. Another way to help assure a good grade here is to participate in any discussions we have.

Book Report:

Suggested Books:

Kenney, David Ngaruri and Philip G. Schrag. *Asylum Denied: A Refugee's Struggle for Safety in America*. University of California Press, 2008.

Ayuel Leek Deng, Beny Ngor Chol & Barbara Youree. *Courageous Journey: Walking the Lost Boys' Path from Sudan to America*. New Horizon Press, 2008.

Ly, Sopheap No Dream Beyond My Reach: One Woman's Remarkable Journey from Cambodian Refugee to American MD. Authorhouse, 2009.

Hemon, Aleksandar Nowhere Man. Nan A. Talese, and Imprint of DoubleDay, a Division of Random House, Inc. 2002.

Any other approved book from the list:

<http://www.acf.hhs.gov/programs/orr/resources/SOARFactsheetRefugeeFilmsandBooks.pdf>

For the "book" portion of the class, you are to write a book report on the book of your choice (see above) and prepare a brief presentation (5-7 minutes) to give in class about your book and what you learned from the reading.

Attendance at the 2011 Refugee Seminar:

You are to have one of the seminar speakers sign your attendance sheet to receive credit for this assignment.

Written Summary of Refugee Seminar:

For this assignment, you are to write up a summary of what you learned at the refugee seminar.

Great Issues Seminar

Borah Symposium 2010

Human Security in the 21st Century

Draft Syllabus

Course Description:

The Borah Symposium is one of the University of Idaho's signature events. Planned and implemented by a twelve person committee comprised of both faculty and students, it considers the causes of war and the conditions necessary for peace in an international context. The symposium is named for noted US Senator from Idaho, William Edgar Borah, and has been held annually since 1948.

Each year's Borah Foundation Committee selects a theme related to the overall mandate of the causes of war and the conditions necessary for peace. For 2011, the symposium will focus on Human Security in the 21st Century. Human security focuses on individual rather than state security, and was first defined by the United Nations Development Programme in 1994. The UNDP identified seven areas, each of which - according to the concept - contributes to sustainable peace. They are:

- * Economic Security
- * Food Security
- * Health Security
- * Environmental Security
- * Personal Security
- * Community Security
- * Political Security

This Great Issues Seminar will prepare students to participate in the Borah Symposium as educated and informed participants. Specifically, agriculture and food production will be researched and discussed and their relation to Human Security via the concept of Food Security. You will also have the opportunity to meet with one of the symposium participants in a session dedicated to our class.

Food Security

The World Food Summit of 1996 defined food security as existing "when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life". Commonly, the concept of food security is defined as including both physical and economic access to food that meets people's dietary needs as well as their food preferences. In many countries, health problems related to dietary excess are an ever increasing threat. In fact, malnutrition and foodborne diarrhea are become double burden (World Health Organization).

Food security is built on three pillars: 1.) Food availability: sufficient quantities of food available on a consistent basis; 2.) Food access: having sufficient resources to obtain appropriate foods for a nutritious diet; 3.) Food use: appropriate use based on knowledge of basic

nutrition and care, as well as adequate water and sanitation (World Health Organization).

Food security is a complex sustainable development issue, linked to health through malnutrition, but also to sustainable economic development, environment, and trade. There is a great deal of debate around food security with some arguing that:

- There is enough food in the world to feed everyone adequately; the problem is distribution.
- Future food needs can - or cannot - be met by current levels of production.
- National food security is paramount - or no longer necessary because of global trade.
- Globalization may - or may not - lead to the persistence of food insecurity and poverty in rural communities (World Health Organization).

Grading: Your grade will be determined as follows:

	<u>Possible Points</u>	<u>Weight</u>
Food Security in the News	100	10%
Book report		
Written	100	25%
Class presentation	100	25%
Attendance at the 2011 Borah Symposium	100	10%
Written Summary of Borah Symposium	100	20%
Class Attendance and Participation	100	10%
Total		100%

Letter grades will be assigned as follows:

Your total points on each component of the course are divided by the total possible points for that assignment then multiplied by its weight, then these component "percentages" are summed and graded on the following scale:

Percent of Total Points	Letter Grade
90-100%	A
80-89.9%	B
70-79.9%	C
60-69.9%	D
Below 60%	F

Food Security in the News

You will get credit for bringing in current events/news articles on food security issues. Please give them to me at the beginning or end of class, with your name and date written on them. Another way to help assure a good grade here is to participate in any discussions we have.

Book Report:

Suggested Books:

Guha-Khasnobis, Basudeb, S.S. Acharya, Benjamin Davis. Food Security: Indicators, measurement, and the Impact of Trade Openness. Oxford University Press, 2007.

Lal, Rattan, David Hansen, Norman Uphoff and Steven Slack. Food Security and Environmental Quality in the Developing World. Lewis Publishers, 2003.

Mougeot, Luc J.A. For Hunger-Proof Cities: Sustainable Urban Food Systems. IDRC Books, 2000.

Any other book approved by the instructor

For the "book" portion of the class, you are to write a book report on the book of your choice (see above) and prepare a brief presentation (5-7 minutes) to give in class about your book and what you learned from the reading.

Attendance at the 2011 Borah Symposium:

You are to have one of the symposium speakers sign your attendance sheet to receive credit for this assignment. Each participant in the class is required to attend at least five hours of official symposium events. The Symposium runs April 3-6 with both evening and daytime talks. A full list of events is available at <http://www.idaho.edu/class/borah/symposium>

Written Summary of Borah Symposium:

For this assignment, you are to write up a summary of what you learned at the Borah Symposium.

Great Issues Seminar

College of Agricultural and Life Sciences

Clearwater Corn Maze

Draft Syllabus

Course Description:

This class will look at entertainment in American life, its value and impact. Specifically, the class will utilize the Clearwater Corn Maze, sponsored by the College of Agricultural and Life Sciences to investigate and participate in an agritourism venture.

Destination Entertainment in the United States

Fun has value. Psychologists note that fun can lighten the moods of people and business owners know that happy people work longer and harder than unhappy workers. Most employment packages for employees include vacation time to allow for workers to recharge and refresh.

Entertainment comes in many shapes and sizes - card and board games, Xbox and Wii consoles at home; renting DVDs or downloading movies from NetFlix or going to the movie theater to watch the newest release; listening to a CD or MP3 of your favorite pop star or country entertainer. Theme parks have a long history of entertaining people. Disneyland opened in 1955 and has entertained nearly 600 million guests since that time. A sister park - Disneyworld opened in Florida in 1971. Creator Walt Disney created DisneyWorld in order to have a vacation resort that is much different from Disneyland's one-day visit, which includes a variety of sports, recreation, uniquely-themed resort hotels and entertainment.

Agritourism

Agritourism is the term that has been applied to fun that has an agricultural base. Some define it as any agriculturally-based operation or activity that brings visitors to a farm or ranch. It is a form of niche tourism that is considered a growth industry in many parts of the world. Its popularity stems in part from the fact that many people in the developed world are much removed from their agrarian roots, and are not familiar with much of what happens on a farm or ranch. Examples are you-pick apple orchards that often incorporate cider presses for customers to make their own cider. Corn Mazes came on the scene approximately 30 years ago in the Midwest. Enterprising farmers found that they were fun to operate and generated additional revenue for their farms.

The Clearwater Corn Maze

The Clearwater Corn Maze is a partnership between the College of Agricultural and Life Sciences, Kaufman Farms of Lewiston and the Lewiston Roundup with the purpose of providing a Corn Maze as a fun activity for families, youth and adults in the Quad cities of Lewiston, Clarkston, Moscow and Pullman and the surrounding areas. It operates most of the weekends in October.

Grading: Your grade will be determined as follows:

	<u>Possible Points</u>	<u>Weight</u>
Entertainment in the News	100	10%
Book report		
Written	100	25%
Class presentation	100	25%
Attendance/participation at the 2011 Clearwater Corn Maze	100	10%
Written Summary of Corn Maze Experience	100	20%
Class Attendance and Participation	100	10%
Total		100%

Entertainment in the News

You will get credit for bringing in current events/news articles on entertainment issues - try to focus on destination entertainment, but any article on entertainment will qualify. Please give them to me at the beginning or end of class, with your name and date written on them. Another way to help assure a good grade here is to participate in any discussions we have.

Book Report:

Suggested Books:

Adams, Barbara. The New Agritourism: Hosting Community and Tourists on Your Farm. New World Publishing, 2008.

Hilchey, Duncan. Agritourism in New York State: Opportunities and challenges in farm-based recreation and hospitality. Farming Alternatives Program, Dept. of Rural Sociology, Cornell University, 1993.

Skelly, Scott. Corn Mazes: Is There a Pot of Gold in Your Cornfield?

Skelly, Scott. Agritourism: A Beginner's Guide.

Kurtti, Jeff. Walt Disney's Imagineering Legends and the Genesis of the Disney Theme Park. Disney Enterprises, 2008.

Hench, John. Designing Disney: Imagineering and the Art of the Show. Disney Enterprises, 2003.

Marling, Karal Ann. Designing Disney's Theme Parks: The Architecture of Reassurance. Flammarion, 1998.

Any other book approved by the instructor

For the "book" portion of the class, you are to write a book report on the book of your choice (see above) and prepare a brief presentation (5-7 minutes) to give in class about your book and what you learned from the reading.

Participation in the 2011 Clearwater Corn Maze:

You are to assist with the Clearwater Corn Maze for one shift (5 hours).

Written Summary of Clearwater Corn Maze Experience:

For this assignment, you are to write up a summary of what you experience at the Clearwater Corn Maze.

**Great Issues Seminar
Phi Beta Kappa 2010
Technical and Ethical Challenges Associated with the Search for Extraterrestrial Life**

Draft Syllabus

Course Description:

Phi Beta Kappa is one of the nation's premier academic honor societies. Every few years, the university has the privilege of hosting a Phi Beta Kappa Distinguished Lecturer. This year's speaker will be Dr. Lisa Pratt, Indiana University Provost's Professor of Geological Sciences and Director of a NASA Astrobiology Institute Team. The course will be built around Dr. Pratt's public lecture titled: "Technical and Ethical Challenges Associated with the Search for Extraterrestrial Life" and will address the following questions:

- 1) How do we sample and return extraterrestrial material for signs of life without contaminating it with terrestrial life?
- 2) What measures should be taken to protect extraterrestrial ecosystems from contamination by earth?
- 3) What measures should be taken to protect the terrestrial ecosystem from contamination by extraterrestrial sources?
- 4) Does humanity have the right to subject extraterrestrial life to potential contamination?
- 5) Does humanity have the right to exploit other planets and life that they might contain?
- 6) Should extraterrestrial "preserves" be set aside and protected? Who decides this and where the preserves might be? Who enforces the rules of these reserves?
- 7) Is extraterrestrial life the rule or the exception.

To address these questions, elements of physical and life science, ethics/philosophy, engineering, and history will be brought to bear.

Readings:

Selected reading from the following texts:

Rare Earth: Why Complex Life is Uncommon in the Universe, by Peter D. Ward and Donald Brownlee.

If the Universe is Teeming with Aliens . . . Where is Everybody?
Fifty Solutions to Fermi's Paradox and the Problem of Extraterrestrial Life, by Stephen Webb.

Additional readings from primary literature.

Assignments and Grading:

Class attendance and participation	15
Presentations	40 (2 x 10 points each)

Public lecture attendance	15
Newspaper article based on lecture	20
Term paper	<u>60</u>
	150 points possible

Class Meeting: The class will meet once a week for 1-hour throughout the semester. In addition, attendance at Dr. Pratt's Public Lecture is required.