

CURRICULUM FORM
NEW COURSE: CTZN 110: INQUIRY INTO CITIZENSHIP

Implementation Catalog Year: 2018-19

Submission Date: 8/30/2016

Catalog Copy	CTZN 110: <i>Inquiry into Citizenship</i> . This course uses an inquiry-based approach to introduce students to aspects of citizenship, with an emphasis on the development of critical thought, civil discourse, and applied ethical reasoning. Sections of the course pose discipline-specific topics and questions to facilitate students' exploration of citizenship. Students will build and refine their skills for academic success and will identify strengths and weaknesses in their oral communication. 3 credits. Speaking infused.
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Attach a proposed syllabus in the format specified by the FPPM. Two sample syllabi are attached.

II. REQUIRED FOR MAJOR, MINOR, CONCENTRATION

Part of the new Core Curriculum.

III. RATIONALE FOR COURSE

- Students in the new Core Curriculum begin by taking two courses at the freshman level; this is one of those courses. Incoming freshmen will be introduced to academic inquiry as a fundamental part of college study and at the heart of both a liberal arts core curriculum and an educated citizen.
- Different instructors will approach various aspects of citizenship from a disciplinary approach. Students in a particular course may learn how work in their major plays a larger societal role or how a discipline unknown to them offers key insights into citizenship. This course will kindle an intellectual "fire in the belly" for further exploration.
- Students will investigate foundations of citizenship, which include ethical reasoning, critical thought, and civil discourse.
- Students will analyze and use speaking conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own speaking in order to improve.

IV. RESOURCE ASSESSMENT

A. How frequently do you anticipate offering this course?

Fall and spring semesters to meet incoming freshmen student demand.

B. Describe anticipated staffing for the course including any changes in existing faculty assignments:

Will require a course coordinator and faculty from across disciplines to propose topics.

C. Estimate the cost of required new equipment:

None.

D. Estimate the cost of and describe additional library resources:

None.

E. Will the change require additional computer use, hardware or software? Yes No

If yes, please describe and estimate the cost: Click here to respond

F. Will a course fee be assessed? Yes No

If yes, the **Fee Recommendation Worksheet** must accompany this form. See the Budget Office forms page at <http://www.longwood.edu/budget/forms.htm>.

All curriculum proposals/changes are processed in the date order received.

Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

APPROVAL SIGNATURES

COURSE: CTZN 110: *Inquiry into Citizenship*

	Date received	Date approved	Signature
1. Academic Core Curriculum Committee Chair	_____	_____	_____
2. EPC Chair	_____	_____	_____
3. Date received by Registrar	_____		

CTZN 110: Inquiry into Citizenship

Am I My Brother's Keeper?

Professor Y

Contact Information

Course Description: This course uses an inquiry-based approach to introduce students to aspects of citizenship, with an emphasis on the development of critical thought, civil discourse, and applied ethical reasoning. Sections of the course pose discipline-specific topics and questions to facilitate students' exploration of citizenship. Students will build and refine their skills for academic success and will identify strengths and weaknesses in their oral communication. 3 credits. Speaking infused.

Section Description: In this CTZN 110 section, students will be asked to articulate, defend, and expand their own beliefs about fate, personal responsibility, and responsibility toward others. By contrasting the belief systems of the Greek philosopher Epictetus with those of 18th- and 20th-century Americans and 20th-century Senegalese women, students will gain exposure to a variety of ways of interacting with others. Ultimately, students will learn to consider questions about the responsibilities of a citizen.

Core Curriculum Course Outcome:

Through this course, students will investigate the foundations of citizenship, which include ethical reasoning, critical thought, and civil discourse.

Course Objectives: Through this course, students will

1. describe and evaluate the responsibilities of citizenship, including one's personal responsibility and responsibility toward others.
2. analyze and critically respond to a variety of texts using written and oral arguments.
3. analyze and use speaking conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own speaking in order to improve.

Required Texts:

1. [*The Handbook of Epictetus*](#). From Wikipedia: "Epictetus taught that [philosophy](#) is a way of life and not just a theoretical discipline. To Epictetus, all external events are determined by [fate](#), and are thus beyond our control; we should accept whatever happens calmly and dispassionately. However, individuals are responsible for their own actions, which they can examine and control through rigorous self-discipline."
2. Stanley Milgram, [*Obedience to Authority*](#). From Amazon: "In the 1960s Yale University psychologist Stanley Milgram famously carried out a series of experiments that forever changed our perceptions of morality and free will. The subjects—or "teachers"—were instructed to administer electroshocks to a human "learner," with the shocks becoming progressively more powerful and painful. Controversial but now strongly vindicated by the scientific community, these experiments attempted to determine to what extent people will obey orders from authority figures regardless of consequences. 'Milgram's experiments on obedience have made us more aware of the dangers of uncritically accepting authority,' wrote Peter Singer in the *New York Times Book Review*."

3. [Mariama Bâ, *So Long a Letter*](#), a semi-autobiographical [epistolary novel](#) set during the years after Senegal's independence from France. Its theme is the condition of women in Western African society and depicts differing solutions to questions of marriage and divorce, national independence, religious structures, and parenthood.
4. *The New York Times* (or a national blog), to help with timely examples of civil (and uncivil) discourse and the cultivation of curiosity, and *The Declaration of Independence*.

Evaluation/Assessment:

Active discussion leadership & participation	15%
Reading quizzes & Reflections	15%
3 Essays on Readings	45%
Oral Presentation	5%
Final Exam	20%

Speaking-infused assignments:

1. This class will be run as a discussion seminar. Class participation is expected every day.
2. Students will also have to facilitate one classroom discussion during the semester.
3. Students will give one oral presentation relating current events to the themes of personal responsibility discussed in the course texts.

Assignments: In addition to the speaking-infused assignments and short reading quizzes or reflection papers, students will complete three papers of 3-4 pages each, one after each major reading. The final exam might be a case study on a thorny question, requiring students first to synthesize how Epictetus, Milgram, and Bâ would offer a solution, and then generate a thoughtful personal solution.

Class Schedule:

Weeks 1-2 *The Declaration of Independence & The Foundations of Citizenship*

Introduction to the responsibilities of citizenship, ethical reasoning, civil discourse

Discussion of current events relating to issues of personal responsibility and community

Study skills: How to participate in a seminar-style course; How to evaluate media sources

Weeks 3-6 *The Handbook of Epictetus.*

Study skills: How to manage all this reading; How to read and annotate a text

First Paper Due on Epictetus

Weeks 7-10 Stanley Milgram, *Obedience to Authority.*

Study skills: How to revise and write papers

Second Paper Due on Milgram

Weeks 11-14 [Mariama Bâ](#), *So Long a Letter*.

Study Skills: How to prepare for oral presentations and exams

Third Paper Due on Bâ

Week 15 Oral Presentations focused on current events and course texts

Week 16 **Final Exam**

Grading Scale: A 100-94; A- 93-90; B+ 89-87; B 86-84; B- 83-80; C+ 79-77; C 76-74; C- 73-70; D+ 69-67; D 66-64; D- 63-60; F 59-0

Attendance Policy

The instructor reserves the right to reduce a student's final grade by one letter grade for missing 10% of the class time. Missing 25% of the course time will guarantee an "F" for the semester.

Honor Code Statement

The University Honor Code will be followed in this class. At any time, you might be asked to write the pledge on your work:

I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code.

Specifically, students will be given explicit instruction in the understanding of and avoidance of plagiarism. The definition per University Honor & Integrity Board is:

1. Handing in as one's own a paper or assignment purchased from a term paper service or any other source.
2. Copying another's paper or work and handing it in as one's own.
3. Taking a paper or work from a file not one's own and handing it in as one's own.
4. Intentionally footnoting an incorrect source.
5. Appropriating passages or ideas from another and using them as one's own without proper documentation.
6. Quoting a written source on an exam, test, paper, or homework assignment without citation when it is requested by the instructor to present one's own work.

The university honor code states that this offense could lead to automatic failure in the course and possible expulsion from the college.

Alternate Format

If you have a disability and require accommodations, please meet with me early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you will need to register with the Office of Disability Resources (Graham Hall, 395-4935). The office will require appropriate documentation of disability. All information is kept confidential.

Inclement Weather Policy

In the event that the university announces a delay or cancelling of class, the instructor will notify students via email or digital course delivery system (Canvas, webpage, etc.) how they are to proceed with course material.

CTZN 110: INQUIRY INTO CITIZENSHIP

ARE ELECTIONS FAIR?

Professor X

Meeting Time

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Section description: This section will investigate various types of voting systems and their fairness. Topics may include yes-no voting, plurality voting, apportionment, gerrymandering, and the power of elected officials.

Core Curriculum Course Outcomes: Through this course, students will

1. investigate the foundations of citizenship, which include ethical reasoning, critical thought, and civil discourse.
2. analyze and use speaking conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own speaking in order to improve.

Course Objectives: Through this course, students will

1. use various apportionment methods, compare their results, and explain whether those results are ethical or unethical.
2. use various voting methods, compare their results, and explain whether those results are ethical or unethical.
3. explain how various voting methods and apportionment methods influence the political power structure.

Required Text/Resources:

1. Common First Year resources, possibly available to all sections:
 - a. Reading 1- Perspective on citizenship
 - b. Reading 2- Perspective on ethics
 - c. Speaking resource developed for this course
2. Specific resources required by professor
 - a. Mathematics and Politics. Alan D. Taylor and Allison M. Pacelli. Springer, 2009.

Evaluation/Assessment:

Active class participation	10%
Group Presentations	25%
Homework and Tests	65%

Speaking-infused:

1. This class will require group work each day. Each student is expected to actively participate in all group and class discussions. Each group member should be prepared to represent their group decisions in class discussions.
2. Two group oral presentations will be required in this course.

Class Schedule:

Weeks 1-2 Citizenship

Ethical reasoning introduction

Study skills: working in groups, oral communication

Weeks 3-5 Yes-No Voting

Weighted Voting vs. Non-weighted Voting

Trade Robustness vs. Swap Robustness

Ex) U.S. Federal System, U.N. Security Council

Study skills: mathematics homework, mathematics test taking skills

First Test

Week 6-8 Social Choice Procedures

Desirable Properties of Voting Procedures

Advantages and Disadvantages of Procedures

Ex) Third party candidates in state and presidential elections

Study skills: oral presentations

Group Presidential Election Presentations

Groups present their analysis of who would have won a previous election if another voting system was used and determine its fairness

Week 9-11 Apportionment Methods

Apportionment Problem and Properties

Apportionment Methods and their Advantages and Disadvantages

Ex) Africa and Middle East

Second Test

Week 12-14 Apportionment of State Voting Districts

Fair Division

Gerrymandering

Study skills: using maps, graphs and charts

Week 15 **Group Apportionment Presentations**

Groups present their proposed apportionment of Virginia and explain its fairness

Week 16 **Final Exam**

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