

Wartburg College Educational Policies Committee
REQUEST FOR NEW COURSES/COURSE CHANGES
SIGNATURE PAGE

Type of Request (Check one)

X **New course** including new special topics (NOTE: attach a course syllabus and statement of rationale. If this is an essential education course, please describe how it will meet the goals of essential education. Syllabus should contain the description, objectives, and requirements of the course, including the factors used to determine the final grade.)

_____ **Change in Existing Course** including course deletions (Complete items on both the right and the left hand columns)

_____ **Program Change**

Course Identification (Prefix/Number)

GM 295

Course Title (35 character limit)

Special Topics: Ecology & Culture of the Amazon I

Recommendation

Michael D. Bechtel _____ 02/11/16 _____

Submitted By

Date

Department Chair

Yes

No

Date

Writing Across the Curriculum Coor.

Yes

No

Date

IS 201/DAC Coordinator

Yes

No

Date

Global Multicultural Committee

Yes

No

Date

General Education Committee

Yes

No

Date

Approval

EPC Chair

Yes

No

Date

Dean of the Faculty

Yes

No

Date

_____ EPC recommends this request be reviewed by Faculty Council for Resource Implications

EPC #

49

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Gen Ed #

Page

2/12/2016

Wartburg College Educational Policies Committee
REQUEST FOR NEW COURSES/COURSE CHANGES

For Existing Courses

Please complete this column with current information AND enter changes in the right hand column.

For New Course Information or

Changes to existing courses
Please complete this column

Course Identification (Prefix/Number)	Course Identification (Prefix/Number) GM 295
Course Title	Course Title (35 character limit) Special Topics: Ecology & Culture of the Amazon I
Abbreviated Title	Abbreviated Title (15 character limit) Amazon Ecology I
Course Description	Course Description (35 word limit) Study of the Basin's natural history, flora and fauna interrelationships, ecosystem structure, and indigenous culture.
Course Credit	Course Credit 0.5 credits
Hrs/ term for lab or studio class	Classroom Hours per term for lab or studio class
Prerequisite/corequisite requirements	Prerequisite/co-requisite requirements Pre/co-req: any collegiate BI course
Enrollment Cap	Enrollment Cap 24 students
Terms Offered and rotation	Terms Offered and rotation Winter Term (odd years)
Grading (A-F or P-D-F)	Grading (A-F or P-D-F) A-F
Wartburg Plan	Wartburg Plan <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Identify which part of the plan:
Cultural Immersion Course	Cultural Immersion Course <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Program Status (Major requirement, minor requirements, program elective, degree elective)	Program Status <input type="checkbox"/> Major requirement _____ <input type="checkbox"/> Minor requirement _____ <input type="checkbox"/> Major elective _____ <input type="checkbox"/> Minor elective _____ <input checked="" type="checkbox"/> General elective _____
	Effective Dates (Term/Year) Winter 2017

Wartburg College Educational Policies Committee
REQUEST FOR NEW COURSES/COURSE CHANGES

1. Reason for Requested Change:

The Biology department is currently undergoing transition. Through changes in faculty (both positions and interest), there may no longer be any off-campus field Biology coursework to Guyana or New Zealand in the foreseeable future. The travel courses have been an asset to students, the department, and Wartburg College. With the loss of two field biology courses, an opportunity to start a new field biology course exists. This course GM 295 (Special Topics: Ecology & Culture of the Amazon I) will support the course BI 295 (Special Topics: Ecology & Culture of the Amazon II).

Currently, Dr. Bechtel has an opening during his May term on odd years (transferred PHY 132 to the Chemistry department). Through shuffling of courses between departments to help Chemistry fill their slots, PHY 132 (Earth Science) which was taught during May term on odd years will now be taught during Fall term on even years. Although Dr. Bechtel has enough credit slots, he now is excited to have an opening during May term which is optimal for an international travel course.

Institution:

As stated above, offering the 0.5 credit course, GM 295 (Special Topics: Ecology & Culture of the Amazon I), would replace two previously courses, 1.0 credit GM 206 (Society and Culture of Guyana I) and 0.5 credit GM 213 (New Zealand Ecology and Maori Life I). Both preemptive courses are the Diversity Across Curriculum components for the international travel portions (BI 216: Ecology of Guyana II and BI 213: New Zealand Ecology and Maori Life II) to Guyana and New Zealand, respectively. The Guyana expedition is not "running" in 2016, and will not be offered again in the foreseeable future. The New Zealand expedition will take place in 2016 but will not be offered again in the foreseeable future due to the retirement of the lead professor.

2. In an effort to keep the curriculum as lean and effective as possible, EPC requests that with each new course departments evaluate current offerings. If proposing a new course, what course(s) could be deleted?

As stated above, the courses GM 206, GM 216, BI 206, and BI 216 for the culminating Guyana experience (May even years) and GM 213 and BI 213 for the New Zealand course (May even) will not be occurring in the foreseeable future.

3. Resource Implications: IF THIS IS A NEW COURSE, you must provide a list of teaching assignments in the department to demonstrate that no adjunct faculty are required to teach this course. You may also submit a request to delete a course. New courses will not be considered without a clear understanding of faculty resources necessary to offer the course.

PHY 132 (Earth Science) was transferred to the Chemistry department, which frees up 1.33 slots from the Biology department. Institutionally, there is no change in credit hours.

GM 206 (Society and Culture of Guyana I) and GM 213 (New Zealand Ecology and Maori Life I) will not be occurring again in the foreseeable future. Also, BI 216 (Ecology of Guyana II) and BI 213 (New Zealand Ecology and Maori Life II) will not be occurring again in the foreseeable future. This is a loss of 4.16 slot credits within the Biology department. Starting GM 295 (Special Topics: Ecology & Culture of the Amazon I) and BI 295 (Special Topics: Ecology & Culture of the Amazon II) will bring back 1.83 slot credits. The net loss from the Biology department would still be 2.33 slots.

Wartburg College Course Syllabus

GM 295 – Ecology & Culture of the Amazon I (Winter 2017)

GENERAL INFORMATION:

Course Description: Study of the Basin's natural history, flora and fauna interrelationships, ecosystem structure, and indigenous culture (emphasis on BI 295 preparation). Enrollment priority for students enrolled in BI 295 in May Term (odd years). Winter Term odd years.

Essential Education: Interconnected credit when taken with BI 295

Class Location: 140 Becker Science Hall

Instructor: Dr. Michael D. Bechtel

Office: 58 Becker Science Hall

Meeting Time: XXXXX

Office Hours: available by appointment (usually in Science Center) 1 time/week for 1.6 hours

Phone: 319.352.8380 (Office), 319.883.6741 (Cell)

Credit: 0.5 credit hour

Email: Michael.Bechteld@wartburg.edu

Prerequisite(s) or Co-requisite(s): any collegiate BI course

Text(s): XXXX

Text(s): XXXX

Text(s): XXXX

Essentials: Notebook, Folder & Writing Utensil

COURSE OVERVIEW & GOALS:

Students will review basic ecological theories and principles, learn about the natural history of the Amazon, and apply those theories to specific research projects. These projects will be conducted during May term. Additionally, students will learn about the natural history of the indigenous people, and the interactions with the industrialized world. Successful completion of GM 295 and BI 295 will result in fulfilling both the Diversity Across the Curriculum requirement; and field ecology requirement for the biology major.

COURSE OUTLINE & PROCEDURES:

This course will follow a fairly consistent procedure as we deal with each concept. In general, we will develop and communicate our current understanding of the concepts we will encounter. We will then test and interact with the concepts in an experiential manner leading to the development of claims about the concepts that can be backed up with evidence from our observations and research.

COURSE STUDENT LEARNING OUTCOMES:

Outcome #1: Exhibit thinking strategies and supportive arguments in developmentally appropriate levels

Outcome #2: Demonstrate college-level competencies in fundamental thinking and communication skills

Outcome #3: Validate the knowledge of the uniqueness as well as connectedness of academic discipline(s)

Outcome #4: Explain the importance of diverse ideas and interesting peoples/ culture in modern society

Outcome #5: Construct a defense which describes ethical dimensions of ideas and their consequences

Outcome #6: Differentiate Midwestern and Amazonian cultures and ecosystems

COURSE DESIGN:

In general, our experience in this course will involve two main types of activities:

- 1) Participation in student-developed, student-led, and student-centered activities that will address the major issues in the Amazon socially, politically, and biologically.
- 2) Involvement and reflection on texts, discussions, and digital literature as it pertains to the culture of the indigenous people and ecosystem of the Amazon.

This course will follow a fairly consistent procedure as we deal with each concept. The course **WILL NOT** follow a traditional lecture/lab format.

COURSE COMPONENTS:

- **Attendance (5%):** Missing discussion will result in an inability to perform at the best of your ability throughout the course and be prepared for BI 295. Attendance is **mandatory** and will be taken. Any absence needs to be emailed, communicated in person, or texted to the professor. Prior communication may invoke an opportunity to complete in-class activities, but post-communication (or absence without contact) will absolutely involve zeroes on in-class activities. Three tardies are noted as a single absence. Three absences, or more, will be a legitimate reason to be dropped from the course. There will be a one-to-one conversation at two.

Wartburg College Course Syllabus

GM 295 – Ecology & Culture of the Amazon I (Winter 2017)

- **Weekly Assignments (5%):** Small daily assignments. These will typically be assigned at the end of one class meeting (possibly online accessible) and **due at the beginning** of the next (**no late work will be accepted**). These will be clearly indicated when assigned.
- **Quizzes (10%):** Periodic quizzes will be given over readings, class discussions, etc. The material for the quizzes, and the material from a missed class prior to the quiz, will be the sole responsibility of the student to have attained **BEFORE** the quiz. There will be no late quizzes.
- **Reading Summaries (20%):** Every reading will be discussed and the expectation is that everyone reads and participates in class discussions. Summaries are expected to be typed, containing summation and reflection parts.
- **Alternative Writing Assignments (20%):** You will be responsible for producing two alternative writing products on the Amazon, one dealing with the environment and one dealing with the people. More specific information will be provided on the structure and expectations for these assignments in class.
- **Graded Reviews (20%):** Two total graded reviews will assess your understanding of the Amazon and its inhabitants. The tests include everything we discuss and that you were assigned in class. They build off one another and are cumulative. The structure of these reviews will include multiple choice, mathematical problems, short answer, and extended response questions, lecture, discussion, activities, peer presentations, videos, etc.
- **Final (20%):** The final will come from all labs, discussions, field trips, readings, and peer presentations (in short, everything we have done in ... and for ... the class). The final will be the comprehensive “final” graded review.

BIG IDEAS AND INFORMATION TO KEEP IN MIND:

- Supplementary texts/reading material will be available in the classroom, on my Wartburg, or from online sources.
- Grading will be based on the top score for each assignment. The top score will become a “perfect” and all grades will be determined as a percentage of the top score:
- You will be expected to keep a three ring binder with the information and activities we participate in during class. Ideally, this binder will be an effective way to organize the information we utilize in class so that you will be able to refer to it during BI 295. Please see the instructor if you need assistance obtaining a binder.
- Attendance is **VERY IMPORTANT**. Experience and research studies indicate a direct correlation between presence in class and good course grades. Attendance will be treated like it will be in your career, if it becomes a problem (more than 2 days), we will discuss it (**3 = automatic failure ... no excuses**). Please feel free to contact me with situations that arise that impact your ability to be in class, but also please understand that not everything we do in class can be made up. It is **YOUR** responsibility to talk to me if you are going to miss a future class meeting (**best choice**) and/or explain why you missed a previous meeting (2nd best choice). If you do not contact me prior to an absence, missed educational opportunities can **NOT** be made up.
- All make-up work is the responsibility of the student, but will be handled on a case-by-case basis. Assignments, readings, laboratory sheets, etc. are due on their due dates. Students are responsible for obtaining missed material, completing assignments, and getting tasks turned in **on time**.
- Please inform me of anything you feel is impacting your opportunity to learn.
- The intent of this syllabus is to give a legitimate idea of the progression of the course. The doctrine is **NOT** a guarantee of the exact way the course will unfold. I strongly believe what happens each day in class will impact what should happen the following day, and therefore, the design of the class is necessarily **FLEXIBLE**, and subsequently **TENTATIVE**. All modifications/changes will be announced during class and may be also relayed via electronic communication. Please let me know if you are unsure of my expectations at any time during the course.

B+ (89% – 88%)	A (100% – 92%)	A- (91% – 90%)
C+ (79% – 78%)	B (87% – 82%)	B- (81% – 80%)
D+ (69% – 68%)	C (77% – 72%)	C- (71% – 70%)
	D (67% – 62%)	D- (61% – 60%)
	F (59% and below)	

POTENTIAL ASSESSMENT ACTIVITIES:

- | | | | |
|------------------------|-------------------|---------------------------|------------------|
| - Alternative Writings | - Lab Assignments | - Reflections | - Online Sources |
| - Opinion Papers | - Presentations | - Discussions | - Research |
| - Debates | - Readings | - Out of Class Activities | - Quizzes |

Wartburg College Course Syllabus

GM 295 – Ecology & Culture of the Amazon I (Winter 2017)

MY EXPECTATIONS FOR YOU:

- As this is a collegiate course, the national expectation is a **requirement of 2 - 4 hours** of outside the classroom work per day
- Be **on time** (being tardy is disrespectful to you, your classmates, and the professor) and prepared for every class
- Interact and Discuss issues and activities with the group in a mature manner and Allow others to express their opinions without necessarily agreeing with them
- Be more **concerned about learning** and less concerned about grades
- Do not let emotion be the determining factor in your behavior (be positive ... negativity is obvious and obtrusive to learning and class cohesion, and such a “downer” for everyone)
- Respect the different backgrounds and experiences of everyone in class (no student should ever feel demeaned or have negative connotations with speaking in class)
- Ask questions when you are unsure/unclear about expectations, topics, activities, assignments, or evaluations
- Have **read**, and **completed**, the material for the day **prior** to class meeting
- Above all, Treat this opportunity to learn with exactly the same professionalism you will treat your future career
- Digital devices shall not be a distraction as there is no need to be texting, Snapchatting®, Instagramming®, sending smoke signals, ... whatever to anyone during class (I am sad to have to even mention this but I will ask you to leave the class as it is extremely juvenile and disrespectful). Turn your **cell phones off** in class unless otherwise requested, or noted, by the instructor. You will be asked to put your digital device away the first time, and asked to leave class the second.
- **NEVER** enter the room if a peer/guest is giving a speech/presentation! Wait until applause, and then enter.

WHAT YOU CAN EXPECT FROM ME:

- I will provide an organized and safe learning environment
- I will work very hard to develop activities (which may not be currently on the syllabus) that will help us gain a better understanding of science practices
- I will not require you to do work just to fill time (everything has a purpose and many assignments/ tasks are meant to take you out of your comfort zone)
- I will be willing to work with you outside of class to improve your understanding of what we do in class
- I will do everything in my power to ensure that time spent in class will be constructive
- I will encourage you to express your own thoughts, ideas, and opinions with no threat of ridicule (discussion is the main focus ... you will get out of it what you put in)
- I will have consistent expectations for every member of the class
- I will treat you with respect, have fun, and make learning how to teach science attainable

HONOR CODE: (*Source: Student Senate, March 12, 2015*)

Plagiarism is the representation of the work or ideas of others as your own. Common examples of plagiarism may be: 1) *failing to cite a source or image*, 2) *giving insufficient credit to the original authors*, 3) *closely paraphrasing without attribution*, and 4) *direct copying*. Turning in another student's project or purchasing a project is plagiarism of the most blatant kind and will receive the strongest penalty including **an immediate failure for the assignment and/or course**. All forms of plagiarism and cheating will result in severe academic penalties.

By attending Wartburg College, students pledge their dedication to the [Wartburg Honor Code](#). Students, faculty, and staff of Wartburg College are expected to demonstrate integrity in all endeavors. Students are expected to adhere to the four essential principles.

- 1) *Submit only original work and properly cite ideas of others, including fellow students.*
- 2) *Refrain from giving or receiving unauthorized aid on examinations and assignments.*
- 3) *Report any act that violates these principles.*
- 4) *Ask for clarification if uncertain about the expectations on a particular assignment.*

Students are responsible for abiding by these principles and opposing academic dishonesty in all academic endeavors.

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GM 295 – Ecology & Culture of the Amazon I (Winter 2017)

DRESS CODE:

The manner in which you dress sends a rhetorical message to your audience indicating how you feel about them and the context of the communicative endeavor. In light of the rhetorical implications of dress, you will be required to adhere to some simple guidelines for class. In your daily class dress (non-presentation days) you should refrain from wearing pajamas. A casual, but not sloppy, manner of dress indicates that you are prepared to learn and have not simply jumped from your bed and rushed to class. On presentation days you are **required** to wear professional dress. This manner of dress indicates respect for the activity and understanding the impact or influence that a public speaker has on an audience.

STUDENTS NEEDING ACCOMMODATIONS: (Source: Derek Solheim, December 2015)

Qualified students with disabilities are protected from unlawful discrimination by Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended. Students requesting academic accommodations due to disabilities must arrange for such accommodations by contacting Derek Solheim, Pathways Center Director. He can be reached at the Pathways Center, (319) 352-8425, or by e-mail derek.solheim@wartburg.edu. Presenting documentation of a disability early is helpful and often necessary to secure needed materials in a timely way. Accommodations should be requested PRIOR to affected assignment due dates. Accommodations will not be provided retroactively.

COURSEWORK:

In order to comply with the federal definition of a credit hour and keep Wartburg College's standards of expectations high it is important to note the time allotment expected for a course. To demonstrate compliance with the college and nationally, every course needs an appropriate level of rigor in terms of direct instruction and out-of-class work; specifically PHY 130 students will be required to complete at least 2-4 hours of work outside of class for every hour of direct instruction (as any undergraduate course should). This does not mean that every day will have 2-4 hours work outside of class, but summatively a student should prepare for such expectations. Personal, and group, projects and lesson plans can be very intensive and should be planned for accordingly.

SINGLE STREAM:

Wartburg College, along with the Waverly community, has recently switched to single-stream recycling (paper, plastic and metal). This change to single-stream recycling is the first phase to implement the Wartburg College zero-waste plan - with a goal of 80% diversion by 2020. This change includes removal of the containers from lecture classrooms and addition of more Waste and Recycling Stations across campus. If you are going to generate waste, please plan ahead, then utilize the recycling locations. Wartburg College values environmental stewardship and hopes our students grow to be environmentally conscious, global citizens.

SEXUAL MISCONDUCT AND DISCRIMINATION:

Wartburg College is committed to providing a learning, working, and living environment free from all forms of sexual misconduct including, but not limited to, sex-based harassment, non-consensual sex acts, sexual exploitation, relationship violence, and stalking. Wartburg College considers sex discrimination in all forms to be a serious offense and it will not be tolerated.

The Wartburg College's Title IX, Sexual Misconduct and Discrimination Policy, following national guidance from the Office of Civil Rights, requires that faculty follow Wartburg's policy as a "mandatory reporter" of any personal disclosure of sexual harassment, sexual misconduct, and/or violence related experiences or incidents shared with the faculty member in person, via email, and/or in classroom settings. These disclosures include but are not limited to reports of personal relationship 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 appropriate Wartburg personnel 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 on campus, please contact:

Wartburg College Counseling Services, 319-352-8596 or Wartburg College Campus Pastors, 319-352-8217

For private, but not confidential, resources on campus, please contact:

John Myers, Director of Campus Security, 319-352-8372

Cassie Hales, Director of Residential Life, 319-352-8260

Campus Security officers and residence hall directors

Jamie Hollaway, Title IX Coordinator, 319-352-8418

Dr. Dan Kittle, Dean of Students, 319-352-8745

Wartburg College Course Syllabus
GM 295 – Ecology & Culture of the Amazon I (Winter 2017)

Alternative Writing Assignment

Overview:

The goal of this assignment is to create something of use that details a major component of the Amazon. Your job is to create a written product that explains your understanding of a core science topic we have discussed or that you have read about. However, this written product should **NOT** be a formal paper. The product should be characterized by the following:



- Your target audience is non-science majors here at Wartburg **or** a specific grade level (needs alignment Next Generation Science Standards).
- Your product can be any type of written product you feel will allow you to appropriately describe your understanding of the topic in a way that will effectively communicate that knowledge to your audience in an understandable (**and professional**) manner
- Examples of “alternative” written products include but are not limited to:
 - Brochures
 - Art Work
 - Advertisement
 - Magazine Article
 - Storybooks
 - Newspaper Posting
 - Poster Displays
 - Poem
 - Comic Strips
 - Song Writing
 - Model Making
 - Another Idea?
- The alternative written product must include **AT LEAST** one mode other than text (diagrams, pictures, charts, tables, mathematical equations, etc.)

Minimum Requirements: At **MINIMUM** (for clarification, **minimum is average 40 points = B- 80%**), your project should include at the very least each of the following:

- A “paper” copy of the alternative writing product.
- A critique sheet filled out by a non-science major at Wartburg who read a draft of your product.
- Your integration checklist.
- A < 3 minute presentation of your assignment with focus, intended audience, and use.
- Digital copy (word, jpg, or pp **ONLY**) of alternative writing product emailed **24 hours BEFORE** due date. The title on attachment (**NOT THE EMAIL**) must be the following with spaces between them: 1) Your last name (Bechtel, etc.), 2) Your first name (Mike, etc.), 3) AWA (stands for Alternative Writing Assignment), 4) Class prefix (BI, PHY, SCI, etc.), 5) Class number (120, 130, 131, etc.), 6) Course semester (F15, W16, M17, etc.), and 7) One word topic (Einstein, Gravity, Rat, etc.). There are 6 spaces in the title and it will look something like this ... **Bechtel Michael AWA GM 295 W17 Python**
- Uses at least three other referenced sources.



What You Will Be Assessed On:

- | | | |
|-------------------------|-------------------------|-------------------------------|
| • Scientific Accuracy | • Creativity | • Fulfillment of Requirements |
| • Thoroughness | • Attention to Audience | • Flow / Form / Function |
| • Grammatically Correct | • Attention to Detail | • Professionalism |

You must turn in one alternative writing assignment for **CULTURE** and one for **ECOLGY**

Wartburg College Course Syllabus
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AWA Rubric

Name: _____

Topic: _____ Date: _____

0 = *Not Attempted*
 1 = *Mentioned*
 2 = *Some Elaboration*
 3 = *Completely Addressed*

Overall Characteristics: (3 points each)

A. Accuracy of Information

Pre-Assess

Instructor's Assessment

_____ Nature of Science _____
 _____ Depth in Topic _____
 _____ Alignment & New _____
 _____ Foundational & Aligned _____
 _____ (extra) _____

B. Thoroughness

Pre-Assess

Instructor's Assessment

_____ Detailed & Understandable _____
 _____ Depth & Girth _____
 _____ Meets Learning Goals _____
 _____ Utilized Multiple Modes _____
 _____ (extra) _____

C. Professionalism

Pre-Assess

Instructor's Assessment

_____ High Caliber Images _____
 _____ Borders & Use of Space _____
 _____ Grammar/ Usage/ Spelling _____
 _____ Considered Audience _____
 _____ (extra) _____

D. Creativity

Pre-Assess

Instructor's Assessment

_____ Attention Drawing _____
 _____ Imaginative _____
 _____ Self-created _____
 _____ Seamless Links _____
 _____ (extra) _____

COMMENTS:

A Lesson PLAN may help
 answer questions such as:
 Standard, Alignment, Additional
 Sources, Foundations, Mode
 Usage, Audience, etc.

0 = *Not Attempted*
 1 = *Mentioned*
 2 = *Some Elaboration*
 3 = *Completely Addressed*

Will be completed by
 instructor when
 turned in and
pre-assessed

_____ paper copy turned in
 _____ digitally emailed before
 _____ properly titled
 _____ integration checklist
 _____ critique feedback

TOTAL _____ / 48

60

Wartburg College Course Syllabus
GM 295 – Ecology & Culture of the Amazon I (Winter 2017)

Tentative Course schedule for Winter term

<u>Dates</u>	<u>Subject</u>	<u>Readings</u>
Jan 06	Welcome	XXXXXX
Jan 13	Basic review of ecology	XXXXXX
Jan 20	Plant/animal interactions	XXXXXX
Jan 27	<i>Exam I handed out</i> Ecology	XXXXXX
Feb 03	<i>Exam I due</i> Natural history	XXXXXX
Feb 06	Discussion of AWA	XXXXXX
Feb 10	<i>Exam II handed out</i> Presentations	XXXXXX
Feb 17	<i>Exam II due</i> Culture	XXXXXX
Feb 24	History	XXXXXX
Mar 02	No Class; winter break (make sure you read the books)	XXXXXX
Mar 09	Book discussions on each book	XXXXXX
Mar 16	AWA presentations	XXXXXX
Mar 23	History (political)	XXXXXX
Mar 30	History (modern)	XXXXXX
Apr 06	Preparation for May term	XXXXXX
Apr 13	FINAL	XXXXXX