

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

**SIGNATURE PAGE**

**Type of Request (Check one)**

- ☐ **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**

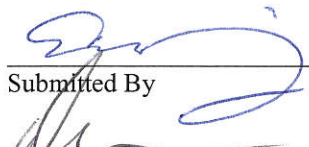

**Course Identification (Prefix/Number)**

HI 212

**Course Title (35 character limit)**

Castles and Cathedrals

**Recommendation**

	<u>11/13/15</u>		
Submitted By	Date		
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<u>11/15/15</u>
Department Chair	Yes	No	Date
Writing Across the Curriculum Coor.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Date
IS 201/DAC Coordinator	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Date
Global Multicultural Committee	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Date
General Education Committee	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Date

**Approval**

_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	_____
EPC Chair	Yes	No	Date
_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	_____
Dean of the Faculty	Yes	No	Date

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

EPC # \_\_\_\_\_ Page \_\_\_\_\_ Gen Ed # 10 Page \_\_\_\_\_




11/16/2015 1

**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

<b>Course Identification (Prefix/Number)</b> <b>HI 212</b>	<b>Course Identification (Prefix/Number)</b> <b>HI 212</b>
<b>Course Title</b> <b>Castles and Cathedrals</b>	<b>Course Title (35 character limit)</b> <b>Castles and Cathedrals</b>
<b>Abbreviated Title</b> <b>Castles and Cathedrals</b>	<b>Abbreviated Title (15 character limit)</b> <b>Castles</b>
<b>Course Description</b> Introduces students to the remains of medieval British culture in the form of castles, cathedrals, churches, and monasteries. Examines how these structures were built and used.	<b>Course Description (35 word limit)</b> Introduces students to the remains of medieval British culture in the form of castles, cathedrals, churches, and monasteries. Examines how these structures were built and used.
<b>Course Credit</b> <b>1</b>	<b>Course Credit</b> <b>1</b>
<b>Classroom Hours per term for lab or studio class</b>	<b>Classroom Hours per term for lab or studio class</b>
<b>Prerequisite/corequisite requirements</b> GM 212	<b>Prerequisite/corequisite requirements</b> GM 212
<b>Enrollment Cap</b> <b>15</b>	<b>Enrollment Cap</b> <b>15</b>
<b>Terms Offered and rotation</b> May odd years	<b>Terms Offered and rotation</b> May odd years
<b>Grading (A-F or P-D-F)</b> A-F	<b>Grading (A-F or P-D-F)</b> A-F
<b>Wartburg Plan</b> Interconnected: Humanities/Fine Arts	<b>Wartburg Plan</b> ____x____ Yes      ____ No <b>Identify which part of the plan:</b> Interconnected: Humanities/Fine Arts DAC
<b>Cultural Immersion Course</b> 	<b>Cultural Immersion Course</b>  Yes  No
<b>Program Status</b> (Major requirement, minor requirements, program elective, degree elective)	<b>Program Status</b> ____ Major requirement _____ ____ Minor requirement _____ x ____ Major elective _____ x ____ Minor elective _____ ____ General elective _____
	<b>Effective Dates (Term/Year)</b> May 2017

**1. Reason for Requested Change:**

Students have requested this change for a while (and at least one student put in a variance to have HI 212 count as his DAC course in the past). Having DAC designation makes the course appealing to students in majors with heavy credits because it allows them to travel during May term while fulfilling some Essential Education requirements. I already had strong elements that fit with the DAC requirements embedded in the course, so I further articulated those.

**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?**

Not a new course

**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.**

No resource implications

# **CRITERIA/GOALS/OUTCOMES**

Proposed by Erika Lindgren Date November 13, 2015

Course HI 212

DAC Component Criteria	How does the proposed course meet these criteria?
<ul style="list-style-type: none"> <li>• The course may incorporate either a broad global perspective on some issue or may examine more closely a specific culture or subculture.</li> <li>• The course includes significant reflection on intercultural issues.</li> <li>• The course may be taught in English or a foreign language (in addition to the foreign language requirement).</li> </ul>	<ul style="list-style-type: none"> <li>• The course examines more closely historic diversity in Britain and less deeply, diversity in modern British society.</li> <li>• Intercultural issues (historical and contemporary) are reflected on in student journals and the course blog.</li> <li>• Taught in English (though students are exposed to Latin, Welsh, and Old and Middle English)</li> </ul>
DAC Component Goal	Which elements of the proposed course address this goal?
<ul style="list-style-type: none"> <li>• Students will develop a greater recognition and understanding of the value of human diversity as an enriching aspect of life.</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures, exploration of certain historic sites, and directed tasks (like scavenger hunts and cultural immersion points) in contemporary settings.</li> <li>•</li> </ul>
(Student) Outcomes: Students will...	How will attainment of these component outcomes be assessed?
<ul style="list-style-type: none"> <li>• connect a "widened view of the world" to liberal learning.</li> <li>• connect their understanding of human diversity to a specific cultural topic/theme.</li> <li>• compare and contrast their own culture with the culture being studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion, journal entries and blog post</li> <li>• Discussion, journal entries and blog post</li> <li>• Discussion, journal entries and blog post</li> </ul>



## Castles and Cathedrals

HI 212 May 2015

### **Student Learning Outcomes**

#### **By the end of this course, students will:**

Demonstrate a greater understanding about the history of medieval England, Scotland, and Wales.

Demonstrate the ability to use art historical vocabulary as related to architecture.

Show a basic understanding about other historical periods of England, Scotland and Wales and the architecture of those periods.

Distinguish elements of diversity in historic and contemporary Britain

Discuss their own culture and country and their perspectives on the world in relation to British culture and society.

### **Required materials:**

Personal items and luggage

Journal

Some flexibility

Copy of syllabus, itinerary and assignments

Notes for Tour Guide assignment

Passport

Patience

A sense of humor

An open mind

A watch or other timekeeping device

Money in some form

### **Assignments:**

Tour Guide	200
Blog Entries (4)	200 (50 each)
Journal	200
Participation	300
Cultural Immersion Activities	100

### **Assignments:**

Tour Guide- Students will prepare before departure notes for the site they have chosen. Once there, student will guide us through the site and provide the historic background and art historical knowledge the class need to understand the site. See separate handout.

Blog- the course will maintain a blog. Students will post 4 times on it during the course. See separate handout (on back of syllabus)

Journal- Students will keep a journal and respond to prompts as listed in the syllabus. See separate handout.

Cultural Immersion Activities- These are a list of activities that involve different aspects of British culture that students will receive points for engaging in. See separate handout.

Participation- See below under course conduct and attitude and expectations.

**Course Conduct and Attitude:**

How you conduct yourself will impact your course grade. Whining, complaining, rolling your eyes, or uttering the following four words in this order, "But you told us . . . " will earn you an F. As per the Conditions of Participation, illegal drug use or violence will result in a F grade, termination from the course, and mandatory return to the US.

**As members of this course you are expected to:**

- ∞Be responsible adults.
- ∞Look out for one another.
- ∞Be on time for all departures and meetings as listed in the itinerary or told to you verbally by the professor.
- ∞If you are not where you need to be when you need to be there, you will be left and must find your own way to the next destination and are responsible for any fees related to making your way there.
- ∞All students must participate in all activities listed in the itinerary unless otherwise noted as optional.
- ∞All students must inform professor of injuries, illnesses, or altercations.
- ∞Students will not publicly display hostility, disdain, or be rude to others in the group (or outside the group).

*The professor reserves the right to make changes to this itinerary as she sees fits or as needed. Students will be informed of all changes. Students are reminded that the professor has no control over broken down or delayed transportation, unexpected closures, strikes, the exchange rate, the weather, or Acts of God.*

**Castles and Cathedrals**  
**May Term 2015**  
**Itinerary**

**All time is military time (24 hour clock).**

**Codes:**

- (\$) Admission charge covered by course
- (C) Cadw Explorer Pass (purchased in Wales)
- (NT) National Trust- Use Royal Oak Society card.
- [P] Use of Britrail Flexipass

**F 24** Depart Cedar Rapids Airport on Delta 3620 at 12:35 (arrive Minneapolis 13:35). Depart Minneapolis on Delta 160 at 15:10 (Arrive Amsterdam 6:25). Depart Amsterdam on KLM 1073 at 7:55 (arrive Manchester UK 8:20 April 25). [Grant departs Chicago O'Hare on US/AA 054 at 17:05, arrives Manchester 6:55]



**Sa 25** Activate railpasses. Train to York. Walk to hostel. Leave luggage (rooms may not be available). Walk into city. ATM orientation. Lunch together (probably Pret a Manger). Scavenger Hunt. Meet at 15:30 at fountain in front of York Art Gallery (Museum Gardens), Yorkshire Museum (closes at 17:00) (\$). 17:15 Evensong in York Minster. Dinner on own. **York [P]**

**Blog:** Dr. L

**Journal:** What are your first impressions of England? Reflect particularly on social and cultural differences that you have noticed, as well as similarities.

**Su 26** Breakfast 7:30. Leisurely walk into York. 10:00 Jorvik Viking Centre (\$). 11:45 Richard III Experience at Micklegate Bar (\$). Lunch on your own. Free time. 16:00 Clifford's Tower (\$). Afternoon Tea at Betty's. **York.**

**Blog:** Emily C / Joe

**Journal:** Continue the question from the previous day, but be sure to include reflect on your first medieval structures.

**M 27** Breakfast 7:30. Minibus pick-up at hostel 9:00. 10:00 Mount Grace Priory (NT) (Tour by Heather). 11:45 Ripon Cathedral (\$) (Tour by Alison) 13:15 Fountains Abbey (lunch on your own here) (NT) (Tour by Greg) 16:00 Skipton Castle (\$). Return to York. Dinner on your own. **York.**

**Blog:** Emily S/ Caleb

**Journal:** Reflect on the monastic life now that you have visited some monasteries. What would it have been like to live at these places? Would life had been the same in all of them?

**T 28** Breakfast 7:30. 9:00 York Minster (\$). Lunch on your own. 13:15 Henry VII Experience at Monk's Bar (\$). 14:15 Treasurer's House (NT). 15:45 Merchant Adventurers Hall (\$). Dinner on your own. **York.**

**Blog:** Ashely H /Heather

**Journal:** How do the British (or at least the York Archeological Trust) present archeology and history to the public and make it accessible. Do you think their methods might work in the States?

**W 29** Breakfast 7:30. Check out of hostel but leave luggage in storage. 10:00 Barley Hall (\$). 11:30 Fairfax House (\$). Lunch on your own. Free time. 15:00 Meet back at hostel. Retrieve luggage and walk to bus stop. 31 A to Helmsley Market Place at 17:08 (arrive 18:30). Walk to hostel and check in. Dinner on your own. **Helmsley.**

**Blog:** Tyler

**Journal:** Compare town living between the centuries of Barley Hall and Fairfax House.

**R 30** Breakfast 8:00. 10:00 Helmsley Castle (Tour by Sam). Walk Cleveland way to Rievaulx Abbey. Lunch on your own at Abbey. 1:30 Rievaulx Abbey (Tour by Tyler). Walk back to Helmsley. If there is time and interest we will visit the Hanging Gardens of Helmsley or have free time. Dinner on your own. Possibility of attending music concert that night. **Helmsley**

**Blog:** Alison

**Journal:** How are the two sites from today a product of their environment and how have they shaped their environment?

**F June 1** Pretty much a travel day. Breakfast 8:00. Check out of hostel. 31X B bus to York train station at 9:30 from Market Square (arrive York Station Avenue 10:45). Free time, get some lunch, but hang onto your luggage. 13:55 train from York to Inverness. Dinner on your own on the train (arrive 20:06) Walk to hostel and check in. **Inverness. [P]**

**Blog:** No blog post

**Journal:** You have been here just under a week. As we leave England head to Scotland, how have your first impressions of this country changed and how have your experiences so far made you think about American life and culture?

**Sa 2** Breakfast 8:00. Walking tour of Inverness. Bus out to Culloden Battlefield. Lunch in Mueum (course pays). Tour of museum and battlefield. Return to Inverness. Dinner on your own. **Inverness.**

**Blog: Grant**

**Journal:** Free write

**Su 3** Breakfast 8:00. 10:00 Jacobite Passion tour from Inverness Bus Station. Stops include Loch Ness Exhibition Centre, Corrimony Burial Cairns, and Urquhart Castle (Tour by Ashley S). Return to Inverness at 17:15. Dinner on your own. **Inverness.**

**Blog: Sam**

**Journal:** Reflect on what life might have been like living along Loch Ness in the Middle Ages.

**M 4** [Bank Holiday Monday] Breakfast 7:30. 919 Scottish Citylink Coach from Inverness Bus Station at 8:45 to Fort William (arrive 10:35). 918 Scottish Citylink Coach from Fort William at 11:00 to Oban (arrive 12:27). Walk to hostel and leave luggage. Lunch on your own. Meet in front of Oban distillery 14:15. 14:30 Oban distillery tour to 15:30. Walk down to see a local castle. Dinner on your own. **Oban.**

**Blog: Nick**

**Journal:** Free Write

**T 5** Check out of hostel. Walk to Mull ferry. 7:40 departure. Breakfast on ferry (arrive 8:26). Go immediately to 96 bus to Fionnphort (8:35 departure, arrive 9:45). Go immediately to Iona ferry (departs 9:55, arrives 10:05). Stretch legs and eat something. Walk out to hostel. Check in. Walk back into village. Iona Nunnery (\$). Other Iona sites. Dinner on your own. 21:00 service at Iona Abbey if there is interest. **Iona.**

**Blog: Ashley S**

**Journal:** Iona is often considered a holy island, especially considering its history. Reflect on this idea in terms of the history you have learned and the structures you have seen and the people you have met.



**W 6** Make your own breakfast from our supplies. Leave hostel about 9:00. Walk into village. 9:45 Staffa wildlife tour on the MB Iolaire. Return Iona about 12:45. Lunch on your own. Free afternoon to explore the island. Dinner on your own. 21:00 service at Iona Abbey if there is interest. **Iona.**

**Blog: Greg**

**Journal:** How does life in the Scottish islands seem to be different and the same to life in the cities of Scotland that we have visited?

**R 7** Make your own breakfast from our supplies. Leave hostel about 8:20. Walk village. 9:00 ferry to Fionnphort. 96 bus at 9:15 to Craignure (arrive 10:25). 10:55 ferry to Oban (arrive 11:41). 12:11 train to Glasgow (arrive 15:30). 15:45 train to Edinburgh (arrive 16:36). Walk to hostel and check in. Orientation to Edinburgh/Scavenger Hunt. National Portrait Gallery or National Gallery open until 19:00. Dinner on your own. **Edinburgh. [P]**

**Blog: Caleb**

**Journal:** No entry today, but two tomorrow.

**F 8** Breakfast 7:30. Walk to train station. \_\_\_\_ train to Glasgow (arrive \_\_\_\_). Walk to Glasgow Cathedral (Tour by Ashley H). St. Mungo Museum of Religious Life and Art. Walk back to train station. \_\_\_\_ train to Edinburgh (arrive \_\_\_\_). St. Giles Cathedral (self-guided tour). Dinner on your own. **Edinburgh.**

**Blog: Nick**

**Journal: 1)** How were today's cathedrals similar and different from those we have already visited? Was there anything that made them particularly Scottish? **AND 2)** Reflect on what you learned about the diversity of religious life from St. Mungo's Museum.

**Sa 9** Breakfast 7:30. 9:00 Edinburgh Castle (\$). 12:00 Lunch as group at Amber Restaurant. 1:30 Tour at the Scotch Whisky Experience (\$). 2:30 Tutored tasting. Free time and dinner on your own. **Edinburgh.**

**Blog: Alison/Tyler**

**Journal:** As we leave Scotland and head back into England (and towards Wales), reflect on your impressions of Scotland, especially in comparison to your earlier reflections on England, thinking particularly in terms of being an outsider (you can reflect on American culture here too).

**Su 10** Breakfast 8:00. Check out of hostel. 10:51 train to Crewe (arrive 14:02). 14:27 train to Chester (arrive 14:51). Eat lunch on the train journey. Walk to Chester Bunkroom and check in. Scavenger hunt in Chester. Dinner on your own. **Chester. [P]**

**Blog: Molly**

**Journal:** Free Write

**M 11** Breakfast in 2 shifts. 8:30 Minibus pick up. 9:30-10:30 Beaumaris Castle (C) (Tour by Emily C). 11:00-11:20 Segontium Roman Site (C). 11:45-12:45 Caernarvon Castle (C) (Tour by Emily S). 12:45-13:30 Lunch on our own. Back at bus by 13:45. 14:15-15:00 Dolwyddelan Castle (C) 1530-16:15 Rhuddlan

Castle (C) (Tour by Grant). 4:45-18:00 Chirk Castle (NT). Return Chester about 18:20. Dinner on your own. **Chester.**

**Blog: Ashley H**

**Journal:** What are your initial impressions of Wales? Think particularly in regards to the England and Scotland?

**T 12** Breakfast on 2 shifts. 8:22/8:55 train to Llandudno Junction. 9:47 bus 25 to Bodnant Gardens (arrive 10:01). Bodnant Gardens (NT). 25 bus at 12:20 to Llandudno Junction (arrive 12:37). 19 bus at 12:45 to Conwy (arrive 12:49). Aberconwy House (NT). Plas Mawr (C) Telford Suspension Bridge (NT). Conwy Castle (C) (Tour by Nick). Train back to Chester. Dinner on your own. **Chester.**

**Blog: Grant/ Emily S**

**Journal:** What observations can you make about Welsh castles? What do you think about Edward I's efforts?

**W 13** Breakfast in 2 shifts. Checkout but leave luggage. 9:00 Chester Cathedral (\$) (Tour by Molly). 9:45 Saftey talk. 10:00 Cathedral at Height Tour. 11-11:30 free. 11:30 Lunch at Cathedral Refectory. Retrieve luggage. 13:35 train to Crewe (arrive 13:54). 14:08 train to Cardiff Central (arrive 16:57). 17:06 train Cardiff Central to Cardiff Queen Street (arrive 17:09). Walk to hostel and check in. Explore Cardiff. Dinner on your own. **Cardiff. [P]**

**Blog: Joe**

**Journal:** How was Chester Cathedral similar to those we have already visited? How was it different?

**R 14** Breakfast 7:30 8:40, 26? or B? Bus from Cardiff bus station to Caerphilly Castle (arrive 9:20). Caerphilly Castle (C). 11:25 bus 26? From stand B to Castle Street Cardiff (stop KB, arrive 11:55). Walk to Castle Bridge Street Stop KQ). 12:09, bus 32A to St Fagan's National History Museum (arrive 12:31). St. Fagan's National History Museum. Lunch on your own. Bus back to Cardiff late afternoon. Dinner on your own. **Cardiff.**

**Blog: Heather**

**Journal:** Think about the more domestic structures we have visited so far-not just today. What are your impressions of what it was like to live in these dwellings or to use them? What were the different ways that domestic life could be structured based on the physical evidence. Focus particularly on the medieval structures.

**F 15** Breakfast 7:30. 9:00 Cardiff Castle and House Tour. Lunch together. Afternoon of options: A. Doctor Who Experience (\$). B. National Museum Wales (free) C. Millennium Stadium Tour (\$). Free time. Dinner on your own. **Cardiff.**

**Blog: Sam**

**Journal:** Now that we have spent more time in Wales, reflect on the culture, history and structures that you have encountered. How are the different parts of Wales unique; how are they similar; how about Wales as compared to England and Scotland?

**Sa 16** Breakfast to go. 17:13 train from Cardiff Queen Street to Cardiff Central (arrive 7:16). 7:30 train from Cardiff Central to Bath Spa (arrive 8:34). Walk to YMCA. Leave luggage. Walk to Roman Baths. Shortly after 9:00 Roman Baths. Grab something for lunch on the train. Walk to train station. 11:35 train to Salisbury (arrive 12:32). 13:00 Salisbury Cathedral (\$) (Tour by Caleb). 14:00 Magna Carta exhibit. 14:45 Cathedral Tower tour or Salisbury House tour. 16:40/17:40/18:40 train back to Bath (takes just under an hour). Dinner on your own in Salisbury or Bath. **Bath. [P]**

**Blog: Greg**

**Journal:** How is the Roman occupation/conquest of Britain presented to the public- here in Bath, but also other places we have visited?

**Su 17.** Breakfast 7:15. Bring packed lunch for day or buy something along the way. 8:15 Mad Max tour at Bath Abbey. Stonehenge (NT). Avebury Stone Circle. Lacock Village and Abbey (NT). Castle Combe. Return to Bath about 17:15. Dinner together at Wagamama 18:00. **Bath.**

**Blog: Emily C/Molly**

**Journal:** What was your favorite part of this tour and why?

**M 18** Breakfast 7:15. 8:38 train to Portsmouth Harbour. Portsmouth Historic Dockyards (\$). Tour of May Rose Museum with talk 11:30. Other activities at Dockyards with lunch on your own. 16:23/17:23 train back to Bath (arrive 18:35/19:34). Dinner on your own. **Bath [P]**

**Blog: Ashley S**

**Journal:** Now that you have a number of cathedrals under your belt, discuss what you have learned about them and tell me how you would describe them to someone who could not see them

**T 19** Breakfast 7:00. 173 bus from Bath bus station at 8:00 to Wells (arrive 9:21). 9:30 Wells Cathedral (\$) (Tour by Joe). Lunch at the Bishop's Table. Tour of Wells Bishop Palace and grounds (\$). Vicar's Close. 173 bus back to Bath at 13:40/14:40/15:49/16:45 (arrive 15:00/16:00/17:00/18:00). Dinner together at Jamie's Italian. **Bath.**

**Blog:** Final Blog posts due by midnight.

**Journals:** What are your last impressions? What have you learned and what will you take away with you? The response does not need to be purely academic. **Journals need to be turned in by 22:00.**

**W 20** Free day (don't forget to check in with professor upon return). **Bath [P]**

**R 21** Check out of YMCA. 6:13 train to London Paddington. Breakfast on train. Heathrow Express train to Heathrow arrive about 8:30). Depart Heathrow Airport Delta 011 at 10:35 (arrive Minneapolis 13:40). Depart Minneapolis on Delta 4086 at 17:20 (arrive 18:22). [Alison returns May 28, Grant returns July 20] **[P]**

# THE BLOG

Castles and Cathedrals: HI 212 (May 2015)

The class will maintain a blog as part of the course requirements, to educate the public and to allow your family and friends to follow your adventures.

Everyone is required to post four (4) times to the blog. The first is a free write to be posted at will sometime during the course, then two (2) additional posts are assigned to you as we travel. The final post is a reflective one to be posted before we return to the US. Other posting are greatly encouraged but will not be graded.

## RULES:

1. All posts that are to be graded by the professor must include the phrase "official post" in the title, but they should have a snappy title.
2. Refer to the professor as Dr. L and to all students by their first name.
3. All content must be PG-13 or milder.
4. All posts must clearly identify who the poster is.
5. Remember that blogs are public spaces and might be viewed by future employers, grandparents, college officials, etc.
6. The blog may also be used to communicate with family/friends in a public way, to send Mother's Day greetings, birthday wishes, to share stories of our adventures, funny tales of misadventure, and to comment on other entries.

**Official Post 1:** Diversity Reflection. Every student will post once during the last week of the course on the subject of diversity in Britain. This post should draw on both you observations of this diversity (both historic and contemporary), but also refer to issues of diversity as referred to in class lectures and site information. Remember that diversity can encompass a wide range of themes (race, class, ethnicity, gender, religion, language, age, ability, education, and so on). Write about 500 words.

**Official Posts 2 and 3:** Each student will be assigned two (2) days for which they must write an official post. Some days may have two posters, in which case the two students must write individual posts, but coordinate with the other poster as to not duplicate material. The content of Posts 2 and 3 are meant to convey to our readers the historical, art historical, and cultural elements learned/experienced that day. You will not be allowed to post on your tour guide site, but you are free to corner the day's tour guide(s) and get information from them. Due to technical limitations you may not be able to post photographs. Posts are due as soon as you can get them up (we will not always have internet capabilities). Students are strongly encouraged to write the post out first (long-hand or on a computer) and then copy it to the blog. This will allow you to proofread/spell-check as well as cut down on the consumption of what can be very expensive internet time. And yes, spelling and grammar counts. Due: see itinerary for schedule.

**Official Post 4:** The final post is meant to be a reflective piece about what you have learned and experienced over May Term. While the content will vary from student to student, you might discuss what your favorite sites/activities were and why; what you will miss and why; how this course has changed some attitude, perspective, or belief you had; how your experiences have made you think about your own culture and history; what you "got" or are taking away from the course; or any combination of the above. Due by midnight Tuesday May 19.