

2-16-2016

# Minutes, Arts & Sciences Academic Affairs Committee Meeting, Tuesday, February 16, 2016

Arts & Sciences Academic Affairs Committee

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## Recommended Citation

Arts & Sciences Academic Affairs Committee, "Minutes, Arts & Sciences Academic Affairs Committee Meeting, Tuesday, February 16, 2016" (2016). *Academic Affairs Committee Minutes*. Paper 199.  
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Agenda AAC  
February 16, 2016

- I        Approve the Minutes from February 2, 2016 meeting
- II       Sub-Committee announcements and/or reports
- III      New Business
  - Proposed Change to Science Foundations courses (Rick Vitray)
  - Proposal for semester exchange (Giselda Beaudin)
  - Proposal for POL course re-numbering (Julia Maskivker)
- IV      Old Business
- V.      Announcements
- VI.     Adjourn

## Academic Affairs Committee Meeting Minutes 16 February 2016

Attending: Kasandra Riley, Amy Armenia, Emmanuel Kodzi, Jay Pieczynski, Robin Mateo, Katie Sutherland, Rick Vitray, Casey Taranella, Laura Pfister, Paul Stephenson, Claire Strom, Caleb Archuleta, MacKenzie Moon Ryan, Anca Voicu, Mario D'Amato, Bennie Balak

**I. Approval of the minutes from 2 Feb 2016** – Motion to approve by A. Armenia, 2<sup>nd</sup> Riley- voted on approved – minutes approved

### II. Subcommittee Reports

**A. New Course (K. Riley):** New Course Sub will be meeting later today to discuss Maymester course proposals.

**B. Academic Appeals (E. Kodzi for G. Barreneche):** A lot of activity recently as we move closer towards graduation. Nothing of note to report to AAC at this time.

### III. New Business

**A. Proposed Change to Science Foundations courses (R. Vitray):** With the transition to the new General Education curriculum 2 issues have arisen in the Math and Science Division (M&S), one philosophical and one practical. Philosophically, the M&S Division is concerned with the idea of what science is and the scientific way of knowing in broadly defined laboratory setting. M&S believes this was reflected in the old Gen Ed curriculum when students were required to take laboratory courses. In the new Gen Ed curriculum M&S courses don't always have a lab or have an infused lab depriving students of this important educational experience. From a practical standpoint – given the need for Foundations courses, staffing these courses will become an issue, not next academic year but the year after and for the future. M&S are proposing (see attached document) a change to Science (S) courses in the Foundations Curriculum to address the need for all students to take a laboratory course at Rollins, to alleviate staffing problems, and to open S courses for other faculty as well.

M. D'Amato: In the old system, did science major fulfill both the science and the gen requirement in the same course?

P. Stephenson: Yes, science majors were allowed to fulfill the O, P, and N through major course work.

M. D'Amato: For the new system am I correct in saying that you will require more seats because the students now are not covered by Gen Eds?

P. Stephenson: For every incoming class we have about 100 students who self identify as interested in a science major. Since previously students could fulfill their science general education courses we could double dip. In its current form the Foundations Curriculum requires more classes as students have to take their intro classes and an S-neighborhood course. This proposal would alleviate the pressure on S courses.

K. Riley: There are no rFLA courses in the Sciences that overlap with major courses.

M. D'Amato: So this is roughly an extra 500 seats give or take that M&S must offer?

C. Strom: A number of old O-Ns were not taught in the Sciences; this proposal is trying to overcome this problem of not enough S-courses across the curriculum.

M. D'Amato: Will this proposal require more science faculty?

K. Sutherland: We don't have space to add faculty and this proposal is to circumvent the problem of not enough faculty to cover the required number of courses.

A. Voicu: If this proposal passes, when will you implement this plan?

R. Vitray: Spring 2017

A. Voicu: Could you begin using this plan with the proposed format in this coming academic year?

P. Stephenson: For next academic year we are fine, however after that we are losing faculty who are, visitors, bridge positions, or current faculty going on sabbatical.

R. Vitray: Think of this proposal as the old Gen Ed. system. M&S used to teach many non-majors Gen Eds courses. Some of these old courses will become new Gen Eds courses in the different Neighborhoods. The problem arose that we must teach all students in the same courses and not just major and non-major courses. This proposal will make this feasible.

C. Taranella: So would this proposal effectively create prerequisites for 200-level S-Gen Eds?

C. Strom: Seeing this proposal as creating a prerequisite for is predicated on advising. Faculty will have to correctly advise their students. Basically, non-science majors will have to get the S in the 100 or 150 level

M. D'Amato: Does this proposal effectively make two different science tracks depending on what students take?

C. Strom: A larger issue is that we will also have to encourage our science students to not take their S in the 100 or 150 level courses.

M. D'Amato: What about students who don't declare as science majors?

K. Sutherland: We have a number of students that declare a major in science and then switch majors after taking a 100 level science major course. These students would be eligible to take a 200-level S course if they passed their 100-level major course.

M. D'Amato: Wont this proposal it tricky for advising; making sure students take the courses in order? I see this as especially difficult in advising new students.

A. Armenia: But there is still flexibility in the system; a student can take their 2<sup>nd</sup> 150-level course after their 200-level once they have taken their first 150-level.

C. Strom: Based on this proposal and the numbers, the anticipation is that we will need more 100 and 150 level S- courses to accommodate the need.

K. Riley: But conversely we won't need as many 200s.

K. Sutherland: M&S faculty are dedicated to teaching 100 and 150s as a division.

C. Strom: But this means that we will definitely need more 100 and 150s. The spread of students will change.

K. Sutherland: Based on our calculations – the division can accommodate 20-22 courses at the 100 and 150 level

C. Strom: My concern is still that science student will still opt into 100 and 150 S courses

K. Riley: I would recommend instructor consent for 100 and 150 S courses to ensure students are properly enrolled.

M. Ryan: I'm concerned about students who need to take their S and don't, creating a backlog.

C. Strom: Under this premise we will have 8 200-level S courses taught by faculty, perhaps outside the M&S Division. My concern is that these courses will be floating out there with no one to teach these S-courses because science faculty does not teach them. I would like to see the science division take ownership over these courses.

R. Vitray: We still see these 200-level S courses as our courses subject to vetting by the Division Chair with consultation from the Department Chairs.

M. Ryan: So you want something like a bioethics courses?

P. Stephenson: Yes, this is perfect and they type of class we are hoping for at the 200-level.

M. Ryan: When will the labs for 100 and 150-levels be taught? And will this interfere with students other courses?

C. Strom: The lab will be in the rFLA matrix, Tuesdays and Thursdays from 8:00am-10:45am. Space will be shared among faculty members.

R. Mateo: Just for clarification, the M&S Division will allow approved S-courses.

K. Riley: Yes

R. Mateo: Will you accept courses with labs from outside the M&S Division as well?

K. Sutherland: Yes, by approval by the Division – Anthropology, Psychology, and ES are Departments that come to mind that might have appropriate lab courses.

A. Armenia: How do we get non-science students to take these courses on time? I see a backlog at the 150-level.

C. Strom: I'll work really closely with the science division for the first few years to see where problems might arise. There is also the question of overloads. If a student can't take a course outside their neighborhoods because they already have, we might need to consider overloads. We'll have to discuss space requirements and I'm trying to be respectful of space requirements as we move forward.

M. D'Amato: This will require a revision of the rFLA map to make it clear for our non-science students.

C. Strom: We will need to do revise the map and hit RCC faculty hard on this point. The biggest challenge will be with advising

M. D'Amato: With the old system, smaller majors used Gen Eds. to recruit students. One of my current problems with the rFLA curriculum does not allow for this to the same degree. This proposed change might also weaken smaller majors. Non-science majors will take some of their earlier career courses in the sciences and won't get the chance to engage with other faculty earlier in their careers.

M. Ryan: And now science students won't necessarily care about their lower Gen Eds.

K. Riley: We advise students to consider alternatives if they can't make it through the science majors. There is plenty of opportunity for these students to forge relationships.

M. Ryan: Regardless, we also need to be more pro-elective in our advising and recommending students investigate all their interests.

M. D'Amato: Unfortunately, these days' students aren't as interested in electives. There is a lot of specialization and box checking.

J. Pieczynski: But then again this is an advising issue.

R. Vitray: Isn't the intent of the Gen Ed system to encourage more electives?

M. D'Amato: Yes in theory, but effectively we've put triple limits (neighborhood, level, division) on what students can take. This is exacerbated by the specialization we are seeing in higher education.

A. Voicu: Again, this comes down to advising.

M. D'Amato: I'm still concerned regardless

K. Riley: But the converse also holds true. You will see more students who drop science and are highly interesting investigating their other Gen Ed courses.. This issue might be a wash if then.

M. Ryan: This proposal might also encourage students to seek out faculty and check out programs.

K. Riley: Is there an existing advising map that we can amend so students who see this as a box checking exercise feel they are progressing?

P. Stephenson: Mario, I think what you are saying is all-true. I want to again reiterate that our attrition rates are high meaning students will still have ample opportunity to explore and be exposed to other major possibilities.

M. Ryan: In the proposal it mentions students must pass their major lab course. Is passing a D-?

K. Riley: Yes, the students must pass these classes with at least a D-.

A. Armenia: Can you change the language in the proposal to also say, “another approved science course”?

C. Strom: What about courses like PSY255, will you allow that course?

K. Sutherland: Yes, that is likely and we can change the language as requested. We can also add ES courses such as Biosphere to the list.

A. Voicu: Any other questions? If no, I would entertain a motion to approve this proposal.

So moved by E. Kodzi, 2<sup>nd</sup> by A. Armenia. Voted on and approved. Proposal passes.

A. Voicu: Could you please make that minor change to the language and return the proposal to me so I can recirculate?

K. Sutherland: Of course.

**B. Proposal for Semester Exchange (G. Beaudin):** G. Beaudin presented a proposal for a new study abroad program between Al Akhawayn University, Morocco and Rollins (see attached documents for full proposal and sample syllabi). International Programs (IPs) has been targeting new exchange programs. IPs is looking for exchange partners in that fit in it’s strategic plan. IPs has identified Al Akhawayn University as a potential target and reached out to them. Al Akhawayn University is seeking to expand their program as well. President Cornwell knows their president very well. Al Akhawayn University is English language based institute except for language courses. It is built on the American Liberal Arts model. Their mission is aligned with that of Rollins and fits a number of majors at Rollins. Rollins College currently does have many programs in the Middle east/Africa and would like to expand there. It is an exchange program so Rollins will get Moroccan students. The proposed program is budget neutral since only the students are switching places and tuition dollars will cover cost involved. Al Akhawayn University is a safe small town campus. The Al Akhawayn University student body is Moroccan and so are the faculty – this is not a program exclusively for international or American students. IPs is currently working through the Dean’s and the Provost’s Office and no issues have arisen thus far and discussions are ongoing.

L. Pfister: Would Holt students be eligible for this proposed program?

G. Beaudin: They are eligible, but would have to pay day school tuition.

K. Riley: Has Rachel Newcomb vetted and approved?

G. Beaudin: Yes.

K. Riley: The minimum GPA for this program is 2.75. Is this low?

G. Beaudin: This is actually high, for other programs the minimum GPA is a 2.5. This experience at Al Akhawayn University will be very similar to Rollins as far as rigor and expectations of students.

K. Riley: If our students are competing with the other Al Akhawayn University exchange partner institutes, and without knowing the standards, I don't know how competitive our students will be.

G. Beaudin: We can discuss raising the bar for our students. We have done some analysis and it seems that in our students study abroad has had no effect – positive or negative - on GPA regardless of starting GPA.

R. Mateo: A GPA 3.2 is the Rollins average.

C. Archuleta: Since this is a Liberal Arts institute, much like Rollins, and appears that that the rigor will be the same. In other words, I don't think low GPA students would be interested. Looking at the syllabi it seems that the expectations for students are rather high.

A. Voicu: What is the interest in this proposed program and how many students do we see participating?

G. Beaudin: Interest is high despite us not advertising. We anticipate that 2-5 students a year would participate. Most of our programs are small because of logistical challenges.

E. Kodzi: This is a bigger question concerning students studying abroad. Are we doing anything different to make sure students abroad benefit from being abroad? How are we assessing that a student's learning has been enhanced?

G. Beaudin: We are continually assessing our programs on a 3-5 year cycle. Keep in mind there might be differences between official approved programs that we vet and programs that student's find that aren't affiliated with Rollins. This is a complicated discussion, but study abroad programs aren't always meant to have the same experiences as we do here. These experiences might be different so student perception might be different. I want to point out that we are on a 3-5 cycle of program assessment.

A. Voicu: And all credits and grades transfer?

G. Beaudin: Credits transfer, and grades transfer, even low grades.

M. D'Amato: Emmanuel's concern is warranted. There is pressure to send students abroad because this looks good on many levels. We must also acknowledge that the level of rigor might be different abroad as it is here. I've never had a student say a student's abroad experience was as difficult as Rollins. We want to have these programs, but should recognize that we carefully assess how these experiences balance with rigor.



B. Balak: We have a different experience in Econ. Since many of these abroad credits don't transfer our students say that their abroad semester is difficult.

A. Armenia: I move to approve this proposal, 2<sup>nd</sup> by K. Riley. Voted on and approved. Proposal approved.

**C. Proposal for POL course re-numbering (A. Voicu on behalf of Julia Maskivker):** Political Science is asking to remove the old POL220 course (Women and Politics) from the books. With removing this course from the books, Political Science would like to renumber POL120 (Problems in Political Thought) with the number POL220. The rationale for this change is that the old POL220 has not been taught in many years and with the revision of the Political Science major there is overlap in the numbering of courses.

A. Armenia: Are there limitations on when a course can change numbers?

R. Mateo: Yes, but the old POL220 course hasn't been taught in so long I had trouble finding information on it. It was on the books before we instituted Banner.

K. Riley: Move to approve, M. Ryan 2<sup>nd</sup> Voted on and approved. Proposal passes.

M. Ryan: We should look at the updated major map to make certain this change is indeed reflected.

A. Voicu: I will contact M. Gunter to verify that the major map is correct.

**IV. Old Business – None**

**V. Announcements – None**

**VI. Adjournment.**

## To: Academic Affairs Committee

### Proposal:

The Division of Science and Math proposes a change to Science Foundations Courses. The proposed change serves two purposes: (1) to ensure that all Rollins students complete at least one science course with a substantial lab experience and (2) to ensure that the demand for science foundations courses can be met with current staff rather than the addition of temporary or permanent new faculty positions.

### CURRENT PRACTICE

The current practice for Science foundations courses is to offer a lab experience under one of three options:

- (1) The class meets for three 50 minute lectures and a separate weekly 2 hour 45 minute lab period that meets outside of lecture time. Lab and lecture are taught within the rFLA matrix. Labs meet Tuesday or Thursday morning (8:00-10:45 am).
- (2) The class meets during the Tuesday/Thursday time block (8:00-10:45 am). For the majority of the meetings the class is 75 minutes in duration. It is at the instructors discretion to use the full time block for a laboratory experience 6-8 times during the semester.
- (3) The class meets for either three 50 minute or two 75 minute lectures and includes infrequent laboratory experiences infused into the lecture time.

### PROPOSED CHANGES

- (1) All 100-level and 150-level Science Foundations courses will include a lab which meets at least six times a semester for 2 hours and 45 minutes or the equivalent number of hours at the discretion of the instructor. Labs enable students to understand scientists' way of knowing and will be taught as such – there is no particular skill set attached to the lab.
  - a. All 100-level and 150-level Science Foundations courses will be taught by a scientist (i.e. someone with a Ph.D. in a scientific discipline)
- (2) 200-level Science Foundations courses will not include a lab but have a prerequisite of the student earning credit for BIO 120, CHM 120, PHY 120 or PHY 130 (or the equivalent course via transfer credit) – no exceptions. These prerequisite courses all include a weekly 3 hour lab period.
  - a. 200-level Science Foundations courses can be taught by any faculty member at the College.
  - b. While many of the students that earn credit for the above prerequisite course are science majors, many are not. Students often complete the first course in a science major and then decide to major in disciplines outside the sciences.
- (3) Overloads will not be allowed in S courses if seats are open in other S courses.
- (4) As is the current procedure, science foundations courses taught by faculty from outside the Division must be approved by the Division Chair in consultation with the Science Division departmental chairs.

### RATIONALE

Under the previous general education program every student was required to take two science courses, one of which included a laboratory experience. As a division we agreed that one science course with a laboratory experience was appropriate for the structure of the new foundations curriculum. The majority of the S courses offered to date follow current practice option 3 above (lab infused into lecture). Given the critical importance of science in today's world abandoning the full laboratory requirement has been a serious mistake. Labs are where students learn the unique and critical feature of the natural sciences, direct analytical and quantitative observation of physical reality. Teaching science without students having a significant experience in a lab is like teaching literature without having students write or teaching a language where students never speak. A critical part of experimental science is making a mistake, recognizing the mistake, and taking the time to account for the mistake. The truncated and infused labs do not allow students to appreciate this. Science courses without a sustained lab experience are highly prone to become courses about science rather than what science actually is. If continued, the infusion of labs in the science component of the general education curriculum will be detrimental to the education of our students, weaken the pedagogical reputation of Rollins College,<sup>1</sup> and hinder our ability to recruit and retain outstanding faculty in the division.

To maintain the high teaching quality in both our general education and majors curricula that Rollins is known for, our science courses must be taught by tenured/tenure-track faculty. Even if one ignores the ongoing administrative headache of hiring and mentoring a cycle of temporary faculty (visitors, post docs, and adjuncts), the quality of the instructor is never guaranteed. As a division we recognize the creation of new tenure-track lines is not feasible based on economic and physical (office/lab space) constraints.

The director of the general education program has determined that the division must offer 35 foundations course per year. Given the current planned staffing in the science division and the major course demands, we estimate a capacity for offering 20-22 foundations courses per year at the 100-150 level. The additional 13-15 courses may be taught by any faculty member, pending approval via our current policy. The majority of these 13-15 courses will be at the 200-level without a lab, but we anticipate that faculty from departments who taught "O, N" courses under the previous general education curriculum (e.g. psychology, anthropology) would teach courses at the 100-150 level with the required lab.

Concern has been voiced that the 200 level courses will only be populated by science majors and therefore not in the spirit of the foundations curriculum. The number of students who complete the introductory science courses and leave the sciences is conservatively estimated at 50%. In addition, we think it would be a valuable experience for our science majors to matriculate in more courses outside of the Bush building, seeing science taught from a more interdisciplinary perspective.

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<sup>1</sup> A recent survey of peer institutions found that six out of seven required all students to take a science course with a lab.

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## **Al Akhawayn University, Morocco Semester Exchange Proposal**

### Summary

- Rollins is currently seeking to expand exchange program partners and Morocco was identified by IP and the IP Faculty Advisory Committee as a target location for a new exchange program.
- Al Akhawayn is modeled in the style of an American Liberal Arts institution, is a good match for Rollins in terms of curriculum, and has a mission statement that is deeply in accord with the Rollins mission.
- Rollins currently has limited program options in the Middle East and North Africa (MENA) region and Morocco represents a safe and stable destination for students in the MENA region.
- Al Akhawayn is currently seeking to expand its North American exchange partners and, like Rollins, is interested in partners who wish to develop deep partnerships that may extend beyond student exchange to other forms of student, staff and faculty collaboration.
- President Cornwell is extremely familiar with Al Akhawayn and supportive of a partnership. Prof. Newcomb and other faculty with expertise in the region are also supportive.
- IP seeks to establish a partnership for a fall 2016 pilot semester followed by a full launch of the student exchange program in spring 2017.

### Program Rationale

Rollins currently has only a couple program options in the Middle East and North Africa: a partnership with Tel Aviv University in Israel and program options in Jordan, Morocco and Tunisia through SIT. Since the SIT programs are niche programs focused on global themes and research-based, a university-based program would be distinctly different from the SIT programs and would complement, rather than compete with, the program at Tel Aviv University. The program at Al Akhawayn would be appropriate to students from a range of majors and minors including Middle Eastern and North African studies, Business, Communication, Political Science, History, Philosophy and Religion, and International Relations. The program also offers language study in Arabic and French. Unlike the program at Tel Aviv University, the program at Al Akhawayn would streamline students into normal University courses with local students. In addition, as an exchange program, a partnership with Al Akhawayn is part of the larger International Programs strategic plan. Exchange programs are low cost and expand opportunities for students who wish to study abroad for two semesters. Al Akhawayn is also open to other forms of collaboration which could develop out of an initial student exchange. Finally, successful field studies to Morocco have demonstrated a student interest in Morocco as a study abroad destination and Morocco remains a safe and stable destination for students in the Middle East and North African region.

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### Program Review & Site Visits

IP staff identified Morocco as a potential destination for a new exchange program in 2014 as part of an internal strategic planning process. This strategic plan was shared and discussed with the IP Faculty Advisory Committee in 2014 and IP intended to explore program options in Morocco within the next three to six years. However, in the fall of 2015, Professor Rachel Newcomb was approached by a contact at University of New England who wished to include Rollins students on their program in Tangiers. In the ensuing discussion with the Director of IP, Giselda Beaudin, Rachel and Giselda identified Al Akhawayn as a potential partner that better suited the current IP and Rollins College goals for education abroad. Al Akhawayn is the only institution in Morocco that offers extensive coursework in English, has an emphasis on the liberal arts, and has many years of experience hosting US students. In addition, both Rachel and Giselda were familiar with Al Akhawayn: Rachel knew faculty at Al Akhawayn and had visited the institution, and Giselda's prior institution had successfully sent students to Al Akhawayn for both summer and semester programs. Based on this prior experience, it was clear Al Akhawayn would be a strong partner for Rollins College. Rachel subsequently reached out via her contacts to inquire about a partnership and received a positive reply from the International Director—Al Akhawayn is currently seeking to expand their North American partners. Giselda arranged a Skype meeting with the International Director, who was already familiar with Rollins College and excited about a partnership. Given the ideal timing and the good fit between the two institutions, they determined to move ahead with fall 2016 as a pilot semester. Rachel also confirmed at least two current students with interest in a semester in Morocco in the next couple of years. A site visit to Al Akhawayn will be conducted by an IP staff member and/or Rachel Newcomb in the spring or summer of 2016. In addition, Giselda will meet in person with the Al Akhawayn International Director at a conference in the spring of 2016. Pending these meetings and the success of the fall 2016 semester, IP will do a full launch of the program for spring 2017.

### Al Akhawayn University: Overview

1. Founded in 1993 as a public, not-for-profit, coeducational institution
2. Modelled after an American Liberal Arts institution
3. All degree-seeking students take courses in a Liberal Arts core as well as courses in the specific degree.
4. About 1850 full-time undergraduate students
5. Hosts as many as 100 study abroad and exchange students from around the globe each semester
6. Also has about 50 degree-seeking international students
7. 130+ faculty, of which 63% are international or binational
8. Average class size is 17 and faculty to student ratio is 17:1
9. Overall retention rate of 93%
10. Mission: "Al Akhawayn University in Ifrane is an independent, public, not-for-profit, coeducational, Moroccan university committed to educating future citizen-leaders of Morocco and the world through a globally oriented, English -language, liberal arts curriculum based on the

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American system. The university enhances Morocco and engages the world through leading-edge educational and research programs, including continuing and executive education, upholds the highest academic and ethical standards, and promotes equity and social responsibility.”

11. Located in Ifrane in the Middle Atlas Mountains, about one hour from Fez and Meknes
12. US exchange partners include Boston College, George Washington University, University of San Diego, Beloit College, and Haverford College.
13. <http://www.aui.ma/en/>

### Academics

1. Course Enrollment:
  - a. Only restrictions are the pre-requisites for specific AUI courses
  - b. Graduate level courses may be open with permission from the instructor of the course.
  - c. After receiving the acceptance letter, students are provided with the list of courses and the pre-registration form to select the courses they plan to take.
  - d. Registration is then finalized upon arrival during orientation and an initial add/drop period.
2. Academics fields offered and applicable to Rollins students:
  - a. Arabic
  - b. Business
  - c. Communications
  - d. Economics
  - e. French
  - f. History
  - g. International Relations
  - h. Literature
  - i. Mathematics
  - j. Philosophy and Religion
  - k. Political Science
  - l. Social Sciences
  - m. Women’s Studies
  - n. Limited courses are also available in Biology, Physics, Psychology, Anthropology, and Sociology
3. Admissions requirements:
  - a. Minimum 2.75 overall GPA (AUI requirement; Rollins would set the same requirement).
  - b. Sophomores, juniors and seniors
  - c. No language prerequisite
4. Academic Load/Structure:
  - a. Normal course load is five courses (15-17 credits)
  - b. Study abroad and exchange students can choose to take only four courses.

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- c. Rollins would determine, in consultation with Modern Languages faculty, if a language course in French or Arabic should be required on-site.
- 5. Transcripts/Grades/Transfer Credit:
  - a. Students on the program will receive a transcript from Al Akhawayn University
  - b. The grades and credits from the program will be processed as approved study abroad program credits with grades displayed on the Rollins transcript and factored into the GPA.
  - c. Grades are given on the US four-point grading scale with accompanying letter grades.
  - d. IP recommends that the grades be taken as is and displayed on the Rollins transcript as such (with no translation needed).
  - e. Most courses are 3 credits, with a few courses at 2 or 4 credits. 3-credit courses involve 3 contact hours per week for a 15+ week semester, a total of 45 contact hours per 3-credit course.
  - f. IP recommends that the credits be taken as is and displayed on the Rollins transcript as such (with no translation needed).
- 6. Academic Support Services:
  - a. The campus library has over 70,000 volumes, primarily in English, and subscriptions to extensive electronic collections. The library is open seven days a week and until midnight Mondays through Thursdays.
  - b. There are multiple computer labs, and a copy and printing center on campus.
  - c. A writing center provides support for French language courses, and there are tutoring services available for non-language courses.
  - d. The campus, dormitories and classrooms all have Wi-Fi and wired internet access.
  - e. The University bookstore is where students purchase all course textbooks.

### Program Details:

- 1. Sample program calendar:
  - FALL SEMESTER 2015
  - August 27-29: New, International & Continuing Students Registration & Orientation
  - August 31: Classes Begin.
  - September 3: Last Day to Revise Schedule
  - September 23-25: Holiday: Aid Al Adha
  - November 2: Last Day to Drop a Course with "W".
  - November 6: Holiday: Green March
  - November 18: Holiday: Independence Day
  - December 11: Last Regular Class Day
  - December 14-18: Final Exams
  - SPRING SEMESTER 2016
  - January 14-15 & 18: New and International Students Registration & Orientation

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January 19: Classes Begin.

January 22: Last Day to Revise Schedule

March 7-11: Spring Break

March 21: Last Day to Drop a Course with “W”.

May 3: Last Regular Class Day

May 4-10: Final Exams

### 2. Program Costs:

- a. No minimum number of students – target numbers would be 1-4 students per year
- b. Costs for exchange: This program would be established at a 1-to-1 student exchange ratio and include tuition, room and board. Rollins students participating on the program would pay standard Rollins tuition, room and board, thus covering those costs for an incoming student. The program is therefore budget neutral.
- c. Students participating on the program will pay the housing deposit (refundable at the end of the semester, \$100-\$200 depending on single or double room), airfare (\$1400), and textbook costs (\$300)
- d. IP would offer need-based scholarships to offset the additional costs of airfare and housing deposit.

### 3. Student Support Services:

- a. Pre-Orientation: AUI provides students with written materials pre-departure including the formal acceptance letter and the International Student Handbook (<http://aui.ma/images/international-student-hand-book-new.pdf>).
- b. US citizens do not need to pre-apply for a visa to Morocco but will register for residency once on-site (see below). The residency process involves a minimal cost (less than \$40).
- c. On-site Orientation:
  - i. Students can arrange for pick-up at the Fez airport or train station for a small fee
  - ii. Includes academic advising, introduction to campus and campus tour, introduction to Moroccan culture and cross-cultural competencies, social events, an organized shopping trip, introduction to student services on-campus, and athletic and campus organization fairs.
  - iii. Includes a session specifically on health and safety and a separate session introducing students to the campus “No Violence Alliance” and the counseling services on-campus.
  - iv. Includes sessions for logistics as well—obtaining the residency permit, setting up email, etc.
- d. International Office & Staff:
  - i. There are 4 staff in the Office of International Programs, a Director, two advisors and an administrative assistant.
- e. Student Services:
  - i. Health center on campus with doctors available Mondays-Fridays during business hours and nurses available 24/7.



## DRAFT

- ii. Staff at the health center do not necessarily speak English but dormitory Hall Directors are always available to assist and translate.
- iii. There is a counseling center on campus and students can see a counselor free of charge.
- iv. Dr. Jallal Toufiq, the Director of the Arrazi University Psychiatric Hospital in Rabat comes to the AUI campus Friday afternoons and Saturday mornings to provide psychological counseling as needed.
- v. There is a mosque on campus and Christian religious services are held in an off-campus apartment. Transportation is also provided to church services. Meetings can be arranged for Jewish students if there is interest.
- vi. Housing staff and resident assistants provide support for all students in regards to any housing issues and/or emergency situations.

### 4. Student Life:

#### a. Campus activities:

- i. There are over 40 student organizations on campus
- ii. There are regular movie screenings on campus every week, as well as campus parties and an end-of-semester talent show.
- iii. The Student Center has offices and rooms for student organizations and events

#### b. Gym and Athletics:

- i. There is a large complex on campus with a track, soccer field, multipurpose room, an indoor gym, weight room, swimming pool and outdoor tennis courts.
- ii. Any student can join one of the intramural teams.
- iii. Students can also consider joining one of the competitive athletic teams that include men's and women's basketball, soccer, and volleyball. There is a competitive selection process for these teams.

#### c. Local transportation:

- i. A University shuttle bus runs between the University to the downtown, the central Marché, the Annex Residences by the Ifrane School and back.
- ii. Ifrane is connected to Fez and Meknes by train, bus and taxi services. Train and bus services are also available to Rabat and Casablanca.

### 5. Housing & Meals:

- a. All students are housed in a single or double room in one of 17 student dormitories on campus.
- b. Each student has a wardrobe, a desk, a chair, and a twin size bed.
- c. All exchange students are issued a mattress pad and a set of sheets, a pillow and blanket
- d. Bathrooms are en-suite.
- e. Rooms are cleaned once every two weeks.
- f. Dormitories are all strictly segregated by sex and there are no visitors allowed of the opposite sex in the dormitories.
- g. There are token-operated laundry facilities in two of the dorm buildings.

## DRAFT

- h. Students have access to three different on-campus restaurants that are all open seven days a week. One is a Moroccan and International cuisine, one is a grill and one is a pizzeria/Italian restaurant. There is also a café with pastries and sandwiches.
  - i. The grill is open for late night snacks from 9:00pm to 11:00pm.
  - j. The Campus store has a small selection of groceries and office supplies.
  - k. Exchange students will receive 7000 Dirhams (about \$700) on a campus card for use in the campus restaurants.
6. Program Location:
- a. Ifrane is a resort town nestled in the Middle Atlas Mountains. The region is known for its beautiful forests, mountains, lakes and waterfalls and is just 60 kilometers from the historic cities of Fes and Meknes.
  - b. Ifrane has several restaurants, a central market, and a weekend market (souk).
  - c. There are lots of outdoor activities in the nearby area including a ski resort only 20 minutes away.

### Risk Management

- 1. There is no State Department alert or warning for travel to Morocco.
- 2. Center for Disease Control recommends Hepatitis A and Typhoid vaccinations but otherwise issues standard travel advice for good health.
- 3. US Embassy in Rabat: <http://morocco.usembassy.gov/index.html>
- 4. On-site Security:
  - a. The Campus Security Department oversees safety and security for the University community.
  - b. Only members of the campus community and registered guests are allowed on campus.
  - c. There are emergency phones located across campus that connect directly with Campus Security.
  - d. The No Violence Alliance provides education, training, support and advocacy around issues of sexual harassment and assault.
  - e. Students who leave campus are required to return for the night by midnight Sunday through Thursday.
  - f. There is a no-tolerance policy for drugs and alcohol on campus.
  - g. 24 hour emergency contact: (212) 535 86 2222.
  - h. Housing (24 hour/English Speaking) (212) 535 86 3333.
- 5. Students on this program will be covered by the Al Akhawayn University insurance policy and by the Rollins international programs insurance policy. There are hospitals in Fez and Meknes for emergency medical care and an American trained dentist in Fez.

## DRAFT

### Addendum:

- Sample syllabi
  - INS 3301: Theories and Models of International Relations
  - HUM 2306: Comparative Religion
  - HUM 2302: Islamic Civilization
  - COM 2320: Communication Theory
  - MGT 3301: Principles of Management

# ***INS 3301 Theories and Models of International Relations***

***Fall 2013, MWF 8:00-8:50, Building 10, Room 7***

**Instructor: Jack Kalpakian, Ph.D.**

**Office Hours:** Office Hours, MWF 9 AM - Noon

**Email:** [j.kalpakian@ui.ma](mailto:j.kalpakian@ui.ma), ext. 2461.

## **Course Description:**

The course is a survey of the main theories and models of international relations. After considering some concepts such as order, power, sovereignty and international justice, the course examines central themes in International Relations such as the balance of power, international law and organizations, diplomacy and globalization. The theoretical background is then applied to specific issues such as interventionism, human rights, terrorism, or peace and war.

## **Teaching Methodology:**

The class will use a lecture-guided discussion format. Students are expected to do their readings before class. The lectures are designed to supplement and not replace the reading. Towards the last 10 minutes of the class, students will have an opportunity to present questions. The instructor will also offer the students questions and commentary.

## **Texts:**

Karen A. Mingst, *Essentials of International Relations*, 5th Edition, London: W. W. Norton, 2010. Coded M on the reading table.

Karen Mingst and Jack Snyder, *Essential Readings in World Politics*, 4th Edition, London: W.W. Norton, 2010.

## **Attendance Policy and other expectations:**

According to the catalogue, **“a student exceeding three unexcused absences may be dropped from the course and assigned the grade of WF.”** The instructor will not hesitate to ask for “W,” “WP,” and “WF” grades even near the end of the semester Please note that the University has instituted a **new attendance policy**. The new policy will be enforced in this class. Please sign in the attendance book at the beginning of every class – making sure that you signed in is your responsibility. It is also your responsibility to maintain and use your **AUI student email account** which will be used as the medium of communication between the instructor and the class. You should check your AUI email account once a day.

## **Deadlines and Administrative Issues:**

The last day to add or drop this course without it reflecting on your transcript is: **2 September 2013**. The last day to drop this class with a “W” is: **28 October 2013**. The last day to earn a “WP” or “WF” is **14 November 2013**.

## **Grading Policy:**

Objective Midterm:	25 points
Final Examination:	25 points
Term Research Paper:	25 points
Model United Nations Exercise and short paper	15 points
Attendance and Classroom Participation:	10 points

<i>Letter Grades</i>	<i>Grade Points</i>	<i>Percentages</i>
A+	4.0	97 - 100
A	4.0	93 - 100
A-	3.67	90 - 92
B+	3.33	87 - 89
B	3.0	83 - 86
B-	2.67	80 - 82
C+	2.33	77 - 79
C	2.0	73 - 76
C-	1.67	70 - 72
D+	1.33	67 - 69
D	1.0	60 - 66
F	0.0	Below 60

A+ is awarded only in exceptional circumstances.

### **Term Papers for Graduates and Undergraduates**

Term papers must be at least 2000 words long and less than 4000 words. **Please observe the rules regarding plagiarism and do not turn in unquoted non-original work.** Topics will be assigned by the instructor on the second day of class. ***Bibliography and Documentation:*** Students are to submit a bibliography or a list of works cited along with their term papers. All sources must be documented using the citing procedures in your writing manual. Students are encouraged to go to the writing center for help on English language issues. We will use [www.turnitin.com](http://www.turnitin.com) to verify academic honesty. All papers and reports will have to be turned into the service. **You MUST ENROLL in Turnitin.com by the Friday of the first week of class; there is a 5 percent grade penalty if the instructor has to enter your name by mid-term.** The papers are grade marked with comments online. The class ID and password are given below:

Class ID: 6900068

Password: machiavelli

*Term Paper Structure:* acceptable papers are to be organized in the following manner:

#### **I. Introduction:**

The introduction should always begin with an overview of a country's foreign policy. The introduction should contain a clear, falsifiable thesis about that policy. "Falsifiable" means that the position taken can be disputed by reasonable people of goodwill. Examples of un-falsifiable theses include statements that are patently true like grass is green or topics related to faith.

#### **II-IV. Applying the approaches studied.**

This series of sections uses the Realist, Liberal, Marxist and social constructivist models in order to understand and explain the selected country's foreign policy.

#### **V. Analysis**

This is a crucial section of the paper. In this section, the student gathers arguments that not only support the thesis but that show that the alternatives to the thesis are weaker or are inferior. For GRADUATES, this section can be re-titled "Theoretical Implications." In essence, this section will evaluate the impact of the evidence on theories and approaches rejected in the formulation of the thesis.

#### **VI. Conclusion.**

In this section, the student summarizes their position, reaffirms the main thesis and returns to the introduction. Please observe the rules regarding plagiarism and do not turn in unquoted non-original work.

This is a writing intensive course, and it is structured along lines that implement the **Writing Across the Curriculum** AUI Policy. After the student completes the first draft, the instructor will return the papers within a week, and the student will have an opportunity to correct and improve the paper. Failing to turn in a draft paper on time will lead to a letter-grade mark down in the paper grade. The structure described above also reflects the grading rubric used for the paper. All papers must be **sub-chaptered**, and papers that are not will be returned un-graded to the students. **The students are required to consult with the Writing Center before turning in their first draft. Failure to use the writing center will result in a grade penalty.**

### **Model United Nations:**

Each student will represent a country in the current UN Security Council. Using the theories learned and after writing a brief paper outlining his or her country's foreign policy, the student will play the role of that country's ambassador in the UN Security Council. The issue for this class is the current crisis in Syria. The simulation will be carried out as if the date it is occurring is 1 September 2013.

### **Assignments, Deadlines, Midterms and Final Examinations:**

Testing will consist of short or multiple choice or short answer questions, relating to the factual information contained in the readings. The class will proceed at the rate of two chapters a week, students are urged to answer the study questions at the end each chapter in order to check their understanding of the topics. The Midterm exam will be in mid-October 2013. The final paper is due on 6 December 2013. The students will present readings from the Essential Readings on Fridays. These presentations along with attendance that determine the A and P grade.

**Course Outline:**

<b>Meeting</b>	<b>Readings</b>	<b>Theme</b>
1	M 1	Approaches to International Relations
2	M 2	Historical Context
3	S 1	Approaches
4	M 2	Historical Context
5	S 2	Historical Context
6	S 2	Historical Context
7	M 3	Contending Perspectives
8	M 3	Contending Perspectives
9	S 3	Contending Perspectives
10	M 4	The International System
11	M 4	The International System
12	S 3	Contending Perspectives
13	M 4	The International System
14	S 4	The International System
15	OFF	
16	M 5	The State
17	M 5	The State
18	S 4	The International System
19	M 5	The State
20	<b>Midterm</b>	
21	S 5	The State
22	M 5	The State
23	M 6	The individual
24	S 6	The individual
25	M 7	International Organizations
26	M 7	International Organizations
27	S 7	International Organizations
28	M 8	War and Strife
29	S 7	International Organizations
30	S 8	War and Strife
31	M 8	War and Strife
32	M 8	War and Strife
33	S 8	War and Strife
34	M 8	War and Strife
35	S 8	War and Strife
36	S 9	International Political Economy
37	M 9	International Political Economy
38	M 9	International Political Economy
39	S 9	International Political Economy
40	M 10	Globalizing Issues
41	M 10	Globalizing Issues
42	S 10	Globalizing Issues
43		Model UN exercise
		<b>Final Exam</b>

Note: This schedule is subject to changes by the instructor.

## **Class Rules:**

### *Internet Quotation Policy*

The instructor does not and will not post the student's work or statements on the internet. While students will, in general, be allowed to post their reports or quotations from the instructor on their blogs or social networking sites, they are urged to inform the instructor and secure permission first. Failure to secure the instructor's permission constitutes a violation of the instructor's rights to control how his classroom persona and performance are made public. Students seeking to quote the instructor on the internet are allowed to do so as long as they inform him first. Sites using standard evaluation tools are exempt from this notification requirement.

### *Classroom Discussion Policy*

Questions relating to current events are welcome AFTER the readings concerning the meeting are covered. Students are invited to separate the subject matter from their own personal political preferences; International Relations is a field which accepts differing points of view held by the various states, which remain the main actors in the system. States and societies differ on what constitutes an important or grave issue and what should be done about it. The world is pluralistic and so is this class. The inability to accept the legitimacy of alternative points of view (even if incomplete and inaccurate), particularly those held by other nations, communities or states, constitutes a serious obstacle in the study as well as practice of International Relations. Particularistic discourse that designates one set of perspectives as privileged and somehow "set aside" as better than others is a form of the very same obstacle.

Put directly, International Relations as a discipline **"refuses to identify the moral aspirations of a particular nation with the moral laws that govern the universe. As it distinguishes between truth and opinion, so it distinguishes between truth and idolatry. All nations are tempted -- and few have been able to resist the temptation for long -- to clothe their own particular aspirations in the moral purpose of the universe."** (Hans Morgenthau, 1948). If you believe that your particular point of view, or the view or set of views that you believe held by your community, is in line with the moral laws of the universe and that those who do not share it must be forced to accept it, please consider another major.



## HUM 2306: Comparative Religion

Spring 2015

Professor: Émilie Roy  
E-mail: [E.Roy@au.ma](mailto:E.Roy@au.ma)

Office: Building 6, room 101  
Office Hours: M-Tu-W from 2 to 3:30pm  
On appointment only

### Course description

This course is an introduction to the study of the world's major religions: Islam, Christianity, Judaism, Buddhism, Hinduism, and Chinese religious practices. Other less known religions and religious movements are also discussed. The course covers the ideas and concepts that have shaped religions as well as the questions that they have sought to address, and emphasizes themes shared by all of them. Students will gain a better understanding, through a study of comparative religion, of how human beings over the ages have perceived their place in the world.

### Intended Learning Objectives

At the end of this course, the student will:

- Demonstrate a basic understanding of the world's major religions;
- Understand the fundamental concepts which have shaped the religions;
- Demonstrate a knowledge of the similarities and differences between the religions;
- Understand and critically address the questions that the religions have endeavoured to answer throughout their history;
- Recognise and appreciate the world's religions as efforts to express and render meaningful the human experience of the sacred.

### Textbooks:

Mary Pat Fisher. *Living Religions*. New York: Prentice Hall, 2011.

### Course requirements:

Timelines:	60% (10% each)
Mid-term exam:	15%
Final exam:	15%
Class participation:	5%
Attendance:	5%



Class participation: You are expected to come ready to discuss, with the class or in smaller groups, the readings assigned for the week.

Mid-term and final examination: Each examination will cover one half of the course and will be made of both short-answer and essay-style questions.

Timelines: For each religion studied in class, the students will create a timeline, starting with the founding date of the religion and going up to present days. On each timeline, the student will insert the following items:

- Four (4) significant dates in the development of the religious tradition;
- Four (4) individuals who have marked the development of the tradition;
- Three (3) architectural landmarks linked to the religious tradition;
- Two (2) pieces of art (visual, audio, other) linked to the religious tradition.

For each of the items on the timeline, the student will include a representative picture or soundbite (properly referenced) and a 100 word summary of the importance of the item. The only sources accepted for these summaries are the following encyclopaedia, to be consulted at the Mohamed VI Library and properly cited:

- Encyclopedia of world history. Oxford [England] ; New York : Oxford University Press, 1998.
- The new encyclopaedia Britannica. Chicago IL : Encyclopaedia Britannica, 1995.
- Encyclopedia of women and world religion. Serinity Young (Ed.). New York : Macmillan Reference USA, c1999.
- Encyclopedia of religion. Lindsay Jones (Ed.). Detroit : Macmillan Reference USA, c2005.
- Encyclopedia of Buddhism. Robert E. Buswell, Jr. (Ed.). New York : Macmillan Reference, USA, c2004.
- Concise encyclopedia of Islam. H.A.R. Gibb and J.H. Kramers (Eds). Boston : Brill Academic Publishers, 2001.
- The encyclopaedia of Islam. P.J. Bearman (Ed.). Leiden : Brill, 1997.
- The Oxford encyclopedia of the Islamic world. John L. Esposito (Ed.). New York, N.Y. : Oxford University Press, 2009.
- The Oxford encyclopedia of the Reformation. Hans J. Hillerbrand (Ed.). New York : Oxford University Press, 1996.

**The timeline assignment should ALWAYS be handed in during the lecture immediately following the end of the material on that given religion.**

(For example, the timeline assignment on Hinduism should be handed in during the first lecture on Buddhism; the timeline on Buddhism should come in during the first class on Chinese Religions, etc.)

## **Course schedule and reading assignments**

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### **Part 1: Dharmic religions.**

Week 1 – Starting January 19<sup>th</sup>

Introduction to Religious Studies.

Week 2 - Starting January 26<sup>th</sup> and Week 3 - Starting February 2<sup>nd</sup>

#### **Hinduism.**

Reading: Living Religions, Chapter 3.

Week 4 - Starting February 9<sup>th</sup> and Week 5 - Starting February 16<sup>th</sup>

#### **Buddhism.**

Reading: Living Religions, Chapter 5.

Week 6 - Starting February 23<sup>rd</sup> and Week 7 - Starting March 2<sup>nd</sup>

#### **Chinese religions.**

Reading: Living Religions, Chapter 6.

oooooooooooooooo Mid-term examination on the last day of class of Week 7 oooooooooooooooooo

Week 8 - Starting March 9<sup>th</sup> is Spring break!

### **Part 2: The Abrahamic religions.**

Week 9 - Starting March 16<sup>th</sup> and Week 10 - Starting March 23<sup>rd</sup>

#### **Judaism.**

Reading: Living Religions, Chapter 8.

Week 11 - Starting March 30<sup>th</sup> and Week 12 - Starting April 6<sup>th</sup>

#### **Christianity.**

Reading: Living Religions, Chapter 9.

Week 13 - Starting April 13<sup>th</sup> and Week 14 - Starting April 20<sup>th</sup>

#### **Islam.**

Reading: Living Religions, Chapter 10.

Week 15 - Starting April 27<sup>th</sup>

### **Concepts of transcendence and review of the course.**

Readings: To be posted on Jenzabar.

## **Advices & Warnings**

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### **Absence and lateness policy:**

The attendance policy allows for a total of 5 absences per semester, beginning on the first day of classes. One point will automatically be deducted from the attendance grade for every absence. Upon the eighth absence, the student will be administratively dropped from the course and assigned the grade of “WF.” If a student is absent, he or she is solely responsible for all missed work. This includes getting class notes, handouts, and homework assignments, either from a fellow student or by contacting the teacher during office hours or by email.

Absences will be allowed if the reason is for:

- 1) University sponsored events,
- 2) Field trips,
- 3) Protracted illness or hospitalization, which will be dealt with on a case-by-case basis.

In cases where students are caught cheating on the attendance sheet, all students involved will be marked absent for these days. In addition, all students involved will be required to write a “motivation essay” of 7 pages, double-spaced, on a topic relevant to the course.

Late arrival in class will be registered on the Portal as “Tardy” and two late arrivals will equate 1 absence. In case late arrivals become too common in the class, the professor reserves the right to change the policy with 1 full week of notice to the students.

### On Deadlines

Dates for exams, assignments and the final research paper will be strictly observed. You must be in class to take the quizzes; no make-ups will be scheduled except in **serious cases of documented emergency or bereavement**. No late submission of any of the parts of the essay will be accepted except in **serious cases of documented emergency or bereavement**.

### On Hard Times:

If you are having difficulties with the course material or any other aspect of the course or your university studies, please contact me **before** the problems become serious and threaten your standing in the course. Alternatively, you might seek advice from Al Akhawayn Counselling Services, which can help you manage stress, improve study skills, time management, et cetera.

### Academic Integrity:

There is a zero-tolerance policy for plagiarism and cheating. Any students caught will earn a ‘fail’ in the course. Plagiarism is the use of someone else’s words, thoughts, or ideas and representing them as your own without attribution. Examples include copying sections of another’s work, paraphrasing someone’s work, or passing off another’s ideas as your own without proper citation or reference. The University’s Skills for Learning and Research course has a good webpage with examples and further explanation, which may be accessed at <<http://www.aui.ma/personal/~A.Cads/1201/1201x/plagiarism.htm>>.

A good rule of thumb to use is: when in doubt CITE! The Writing Centre may also be consulted for further information and citation style manuals, many of which are downloadable

<<http://www.aui.ma/personal/~A.Cads/services/wc/wc.html>>. Proper, consistent referencing is expected in all assignments and papers.

**AL-AKHAWAYN UNIVERSITY IN  
IFRANE  
School of Humanities and Social  
Sciences  
HUM 2302  
*Islamic Civilization***

**Dr. SAID ENNAHID  
Office: Building 08, Room 107  
Ext.: 24-77  
[S.Ennahid@au.ma](mailto:S.Ennahid@au.ma)  
Office Hours: Office Hours:  
TTH 8:00-9:30; 13:00-16:00**

### **COURSE DESCRIPTION**

This course is an introduction to Islamic civilization from its inception in the seventh century to the late medieval period. The course is organized along three main sections. In the first section, students will be introduced to the major political events that shaped Islam and its civilization. The second section will deal with the foundations of Islam and their legal, political, economic, and socio-cultural manifestations in Islamic society. The last section will provide an insight into Islamic civilization through its intellectual, scientific, technological, and artistic expressions. Common faith and cultural diversity of Islamic societies will be a recurrent theme of class discussion.

### **COURSE STRUCTURE**

This course consists of a series of lectures and video projections. Students are expected to complete assigned readings before each class period, including knowledge of relevant new terms and concepts in Arabic (see end of textbooks for a Glossary). Class discussion is an important component of the course. In-Class Presentations are an integral component of this course. Each student (or group of students) will choose a topic of his/her/their interest—of relevance to the course—and prepare 1) a class presentation and 2) a written paper using the AUI Library Resources (on-line journals, databases, etc.). Students are encouraged to consult with the instructor for further readings and resources on particular subjects of their interest. The instructor reserves the right to make changes to the syllabus. The students will be notified about these changes prior to their implementation.

### **COURSE REQUIREMENTS**

Class attendance & participation	10% (Punctuality REQUIRED)
Class presentations	10%
Mid term exam	35%
Final exam	45% (COMPREHENSIVE)

**PLEASE NOTE THAT THERE WILL BE NO MAKE-UP EXAMINATIONS  
WITHOUT A DOCUMENTED MEDICAL EXCUSE**

### **REQUIRED TEXTS**

Esposito, J.

2011 *Islam: The Straight Path*. 4<sup>th</sup> ed. Oxford University Press, Oxford  
Hill, D.

1993 *Islamic Science and Engineering*, Edinburgh University Press, Edinburgh  
(digital print 2007)

### **RECOMMENDED TEXTS**

- al-Hassan, Ahmad Y. and Donald R. Hill,  
 1986 *Islamic Technology: An Illustrated History*, Cambridge University Press, Cambridge.
- Lapidus, Ira,  
 2002 *A History of Islamic Societies*. Second Edition. Cambridge University Press. Cambridge
- Lewis, Bernard,  
 1995 *The Middle East: 2000 Years of History from the Rise of Christianity to the Present*. History of Civilization. Phoenix Press, London.
- Stewart, P. J.  
 1994 *Unfolding Islam*. Garnet Publishing, Reading. (New edition 2008)
- Turner, Howard,  
 1997 *Science in Medieval Islam: an Illustrated Introduction*, University of Texas Press, Austin

*Encyclopedia of Islam*, New Edition, E. J. Brill, Leiden (Also available online at the AUI Library). EI. Tutorial: <http://www.youtube.com/watch?v=uObY-BFvghM>

## **SCHEDULE AND READINGS**

### Weeks 1-2:

#### **Pre-Islamic Arabia**

Stewart, pp. 1-26

#### **The Prophet Muhammad and the Advent of Islam**

Esposito, pp. 1-19; Stewart, pp. 27-52, 109-116

#### **Islam, Empire of Faith I: The Messenger (Video)**

### Week 3:

#### **The Early Islamic Community**

Esposito, pp. 36-40, 88-93; Stewart, pp. 53-87

### Week 4:

#### **The Rightly Guided Caliphs (al-Khulafâ' al-Rashidûn)**

Esposito, pp. 40-44; Stewart, pp. 117-128

#### **Civil War (al-fitna)**

Stewart, pp. 129-139

#### **Islam, Empire of Faith II: The Awakening (Video)**

### Week 5:

#### **The Institution of the Caliphate (Khilafa)**

E. Islam (art. *Khalifa*)

#### **The Umayyad and Abbasid Caliphates**

Esposito, pp. 44-61

### Week 6:

#### **The Quran**

Esposito, pp. 19-35; Stewart, pp. 45-52, 54-60, 89-107, 122-123, 130-133

*Approaching Quran*, Michael Sells

#### **« Le Coran, Aux Origines du Livre » (History of the Qur'an) Video in Eng.**

**Week 7:**

**MID TERM EXAM (Tues., March 4<sup>th</sup>)**

**Weeks 8-9:**

**Islamic Law**

Esposito, pp. 92-124; Stewart, pp. 141-155

**Week 10:**

**Islamic Theology**

Esposito, pp. 85-92; Stewart, pp. 157-163

**Week 11:**

**Orthodoxy and Schism in Islam**

Stewart, pp. 165-174, 181-192

**Week 12:**

**Mysticism and Maraboutism**

Esposito, pp. 124-140; Stewart, pp. 175-180

**Muslims I (Video)**

**Weeks 13-15:**

**SCIENCE AND TECHNOLOGY IN ISLAM**

**LECTURES/CLASS PRESENTATIONS**

**Pre-Islamic Heritage: Egypt, Persia and Byzantium**

al-Hassan and Hill 1986, pp. 1-7; Hill 1993, pp. 1-6; Turner 1997, pp. 26-35

**“Faith, Language, and Thought”**

Turner 1997, pp.10-25

***Bayt al-Hikma* (The House of Wisdom)**

al-Hassan and Hill 1986, pp. 7-19; Hill 1993, pp. 9-14

**Science and Scientists**

al-Hassan and Hill 1986, pp. 19-28; Hill 1993, pp. 6-9

**Scientific Exchange**

Hassan and Hill 1986, pp. 28-35; Hill 1993, pp. 220-235

**Building Technology**

Hassan and Hill 1986, pp. 73-77

**Water Extraction, Storage, and Distribution**

Hassan and Hill 1986, pp. 37-55, also pp. 69-71, pp. 80-87; Hill 1993, pp. 92-113, pp. 170-186

**Pottery Making**

Hassan and Hill 1986, pp. 160-176

**Muslims II (Video)**

**Arab Science: A Journey of Innovation**

[http://www.groupporigin.com/clients/qatarfoundation/index\\_static.htm](http://www.groupporigin.com/clients/qatarfoundation/index_static.htm)

(by Qatar Foundation)

**Week 16:**

**LEARNING AND BOOK MAKING (*WIRAQA*)**

**The Madrasa**

Ency. Islam: art. *madrasa*

**Paper Making**

Hassan and Hill 1986, pp. 190-197

**Books, Inks, & Binding**

Hassan and Hill 1986, pp. 200

**E-Books: Information and Communication Technologies for Manuscript Preservation and Valorization**

(Lecture with slide projection)

Exam Week:

**FINAL REVIEWS**

**FINAL EXAM**

**USEFUL LINKS**

- **www.GoogleEarth.com** (provide virtual tours of major cities of the world using satellite imagery and GPS technology)
- **www.al-Islam.com** (authoritative source on Quran and Prophetic Traditions on-line)
- **www.Qurancomplex.com** (authoritative source on Quran and Prophetic Traditions on-line); see also: <http://quran.ksu.edu.sa>
- **www.altafsir.com** (authoritative source on Quranic interpretations)
- **www.museumwnf.org** (authoritative source on Islamic Art and Architecture by *Museum with No Frontiers*)
- **www.archnet.org** (a large database of digital images on Islamic Art and Architecture)
- **www.artstor.org** (25,000 images from the personal image archives of Islamicists Sheila Blair, Jonathan Bloom and Walter Denny.
- **Aramco Magazine on-line; Saudi Aramco World 1950-2007 PDF Archive (CD-Rom)**
- **www.usc.edu/dept/MSA/reference/searchhadith.html** ("Compendium of Muslim Texts; The University of Southern California")
- **Middle East Medievalists Resources:**  
[www.middleeastmedievalists.org/bibteachres.html](http://www.middleeastmedievalists.org/bibteachres.html)  
[www.middleeastmedievalists.org/elecbookproj.html](http://www.middleeastmedievalists.org/elecbookproj.html)
- **Wilson Web Art Database:**  
<http://vnweb.hwwilsonweb.com/hww/jumpstart.jhtml>
- **www.muslimheritage.com**
- **www.1001inventions.com**
- **Documentary Feature: Journey to Mecca: In the Footsteps of Ibn Battuta** (Producer & Distributor Jonathan Barker; Director and Writer Bruce Neibaur)  
<http://www.journeytomeccagiantscreen.com/movie.php>
- **www.medmem.eu** ("Trilingual website to share audiovisual Mediterranean heritage").

AL AKHAWAYN UNIVERSITY IN IFRANE  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
**Communication Theory**

**COM 2320, Spring 2015**  
**MW 16:30 – 17:50; bldg 8, room 013**

**Instructor:** Dr. Bouziane Zaid

**Office:** Building 08, Room 108

**Office hours:** MW 14-00-16:00; TR 14:30-17:00, and by appointment

**Telephone:** 2435

**Email:** b.zaid@aui.ma

**Course Description:**

This course is designed to give you a comprehensive understanding of the leading general theories in communication studies. This body of knowledge tries to understand and explain many human phenomena from a communication perspective. This course will allow you to observe how communication scholars interpret diverse human phenomena, and gives you a chance to critique their interpretation. The course will focus on the major approaches to theory development, and will extensively discuss some of the major theories in communication. The aim here is to connect these theories to your experiences, so please remember that as you prepare for seminar discussions. The course will take a close look at a number of theories, drawing upon various perspectives: philosophical, psychological (cognitive and behaviorist), linguistic, and sociological. The course will also focus on developing a sense of what theories are and how they constitute the background and foundation of the many ways we look at the world.

**Course Objectives:**

1. To understand what a theory is and how it gets developed.
2. To learn about how a theory is applied to generate knowledge.
3. To learn some specific theories of communication, i.e. to learn a set of useful conceptual tools that can be applied in research projects.
4. To learn how to organize theories of communication in terms of paradigms, so as to have a conceptual map of the field.
5. To develop a feel for critiquing a theory--what is a good theory?
6. To experience contributing to a seminar by learning material well enough to lead others through it.

**Course activities:**

This course is based on readings, discussions of the readings, essay writing, and seminar presentations. Please come prepared to describe the main points in the reading and to raise questions. Seminar participation (LISTENING AND SPEAKING AND BEING INVOLVED) is critical and essential, not optional. **This is not a lecture course.** Our main way of functioning in this course is to come together for the purpose of discussing the assigned reading and the materials you present.

**Required Textbook:**

Baran, S.J. and Davis, D.K., *Mass Communication Theories: Foundations, Ferment and Future*, (6th Edition). Belmont, CA: Wadsworth, 2012.

Please note that other readings and/or media viewing outside the classroom could be assigned throughout the semester.

**Supplemental Readings (available at the AUI library):**

- Griffin, Emory A. *A first look at communication theory*. New York: McGraw-Hill Higher Education, 2009.



- Theorizing Communication: Readings across the Traditions. Edited by R. T. Craig & H. L. Muller. L.A.: Sage. 2007.
- Holmes, D. *Communication theory: media, technology and society*. London: Thousand Oaks, Calif. : SAGE. 2005.
- *McQuail's reader in mass communication theory*. Edited by Denis McQuail. London ; Thousand Oaks, Calif.: Sage Publications, 2002.
- Available online: <http://www.loc.gov/catdir/enhancements/fy0658/2004300530-d.html>
- *An Integrated approach to communication theory and research*. Edited by M. B. Salwen and D. W. Stacks. Mahwah, N.J. : Erlbaum, 1996.
- *Communication theory today*. Edited by David Crowley and David Mitchell. Stanford, Calif. : Stanford University Press. 1994.
- Anderson, J. A. *Communication theory: epistemological foundations*. New York : Guilford Press, 1996.
- Heath, R. L., & Bryant, J.. 1941- *Human communication theory and research : concepts, contexts, and challenges*. Robert L. Heath, Hillsdale, N.J. : L. Erlbaum Associates. 1992.
- Goldie, C. M., & R. G.E. Pinch. *Communication theory*. Cambridge ; New York : Cambridge University Press. 1991, available at <http://www.loc.gov/catdir/description/cam025/92163857.html>
- *Applied communication theory and research*. Edited by D. O'Hair, G. L. Kreps. Hillsdale, N.J. : Lawrence Erlbaum Associates. 1990.
- *Mass communication research and theory*. Edited by Guido H. Stempel III, D. H. Weaver, G. C. Wilhoit. Boston : Allyn and Bacon. 2003.

## Turnitin.com:

You need to sign up for Turnitin.com which is an online plagiarism prevention service. You will need the following information to sign up: Class ID: 9364983; Enrollment password: COM2320. Besides submitting hard copies to me, you are required to turn in all your papers electronically to this service. Submitting either a hard or a soft copy only of your work is considered an incomplete submission and will, therefore, result in the student receiving no credit for their work.

## Grading:

Class participation and attendance	15%
Seminar presentation	10%
Midterm exam	15%
Final exam	20%
Literature review paper	15%
Theory application paper	25%

A+= 97-100; A= 93-96; A-= 90-92; B+= 87-89; B= 84-86; B-= 80-83; C+= 77-79; C= 74-76; C-= 70-73; D+= 67-69; D= 63-66; D-= 60-62; F= 0-59

## Description of assignments:

### Midterm and final exams:

They will be a combination of multiple-choice questions and short-paragraph questions. Some of these could be application questions. For example, using theory "X," explain the following communication event.

### Theory Literature Review:

A literature review is an evaluative account of what has been published on a topic by accredited scholars and researchers. The purpose of a literature review is not to create an original argument and support your position with scholarly research (this is the typical college research paper assignment), but instead to summarize and synthesize the available research in the field to assess the value of the research already done by others, identify prevalent trends and discover what research remains to be done in a particular

subject area. Literature reviews direct the formation of new research questions and are routinely included in the opening sections of scholarly research reports. Your task is to write a brief paper in which you review the literature related to a theory of your choice (more details on this assignment will be provided in class).

### **Theory Application Paper:**

Select one theory discussed in class and become familiar with it. You will need to use the library and Internet to find primary and secondary sources, books and/or journal articles describing and commenting on the theory. Explain the theory, and apply it to a communication event. A communication event can be any social, cultural, psychological, mass mediated phenomenon where communication is viewed as **central**. This is an academic research paper; please make sure you use academic language and use the theoretical and analytical tools and terminologies that the selected theory provides.

The paper does not exceed 8 pages (double-spaced), excluding notes and references. It must consistently adhere to the American Psychological Association (APA) formatting style.

### **Seminar presentation:**

A team of three students will serve as discussion leaders for one of the class meetings. You will need to find an application of the theory or theories discussed during that week and use it to initiate a debate in class about that theory or theories. You may choose to present the findings of an academic journal article, a book, or any piece of research that has applied the theory. Please remember to set up your presentation to initiate discussions on the theory(ies) and not to use the whole class time for the presentation.

### **Late Work Policy:**

No late work is accepted!

**Policy on Electronic Devices:** Mobile phones, pagers, or similar devices are to be out of sight and turned off during class hours. Cell phones on silent or vibrate are not in compliance with this prohibition. iPads, laptops and similar computing devices can only be used in class to take notes. The use of any electronic device to record classes is not permitted.

### **Attendance Policy:**

Attendance and participation are essential in a course of this nature since the major part of this course consists of seminar discussions. Your success in this course depends, to a large extent, on your being in class. Each unexcused absence will result in an automatic deduction of half a letter grade (5%) from the student's attendance and participation grade (in addition to the missed participation activities and/or assignments due on missed class days). Likewise, do not come to class late, if you do that twice it is considered an unexcused absence. If you are going to be absent from the university because of illness, death in the family or another personal emergency please notify me AS SOON AS POSSIBLE. For any absence that a student desires to have excused, sufficient documentation must be provided and processed through the VPSA office.

### **Other Course Policies:**

- Attendance and participation will determine your success in this course.
- Don't come to class late, if you do that twice, that's considered an unexcused absence.
- Read the textbook before you come to class.
- Think ahead. Start your projects early. Plan time for the unexpected. Excuses such as broken printers, lost disks, forgotten books are not considered valid.
- Always make a copy of all course work, whether on computer or hard copy. Keep copies of all work on file until you receive your final grade. Never give anything to the instructor without having a backup.
- If you don't have a classroom buddy, get one. Do not contact the instructor to find out what you missed after an absence.

- Communication and mass media industries are deadline-intensive. You miss a deadline on the job, and you won't have a job. Think about it. Sometimes studying, managing your time, taking tests, using the phone, using a computer, etc. can cause stress, anxiety, or failure. If you're having trouble, talk to your instructor.
- **DO NOT PLAGIARIZE. DO NOT FABRICATE. DO NOT CHEAT. Please see the Student Handbook for specific details concerning the policy of the university.**
- I have over 9 hours of posted office hours each week, please use them to meet with me to discuss your concerns, questions, or potential problems with deadlines.

### Written Assignment Requirements:

- All assignments, unless otherwise noted, are to be typed, double-spaced and stapled
- Name and Course information in upper right hand corner of the paper
- Correct spelling is required. Grade reduction for mechanical errors
- Do not put your papers in report cover

### Tentative Reading Schedule

Week	Date	Topic	Readings	Assignments
Week 1	19-Jan	General Course Overview		
	21-Jan	Overview of Mass Communication Theory: What is Mass Communication? What is Theory?	Textbook Ch. 1	
Week 2	26-Jan	Evolution of Mass Communication Theory Through Four Eras (The Emergence of Limited-Effects Theory. Paradigm shift away from mass society theory.)	Textbook Ch. 2 Textbook Ch. 3	
	28-Jan			
Week 3	2-Feb	Propaganda and the Development of Media Theory. Early and contemporary propaganda theories. Reactions against propaganda theories.	Textbook Ch. 4 Textbook Ch. 6	Sign up as discussion leader
	4-Feb			.....
Week 4	9-Feb	Normative Theories	Textbook Ch. 5	Sign up as discussion leader
	11-Feb			.....
Week 5	16-Feb	System theory Social cognitive theory	Textbook Ch. 7	Sign up as discussion leader
	18-Feb			.....
Week 6	23-Feb	Critical and Cultural Theories of Mass Communication Emerge: Marxism and neo-Marxism. The Frankfurt School. Political economy theory:	Textbook Ch. 8	Sign up as discussion leader
	25-Feb			.....
Week 7	2-Mar	Political economy approach Marshall McLuhan		
	4-Mar			
Midterm Exam - Wednesday March 4.				

9 - 13 March - Spring Break				
Week 8	16-Mar 18-Mar	Uses, Reception, and Effects Audience Theories and Reception Analysis.: Uses and gratifications, encoding/decoding  <b>March 20: Last day to drop course with W</b>	Textbook Ch. 8	Sign up as discussion leader .....
Week 9	23-Mar 25-Mar	The role of media in the social world: Diffusion of innovation theory. Noelle-Neumann's Spiral of silence	Textbook Ch. 10	Sign up as discussion leader .....  
Week 10	30-Mar 1-Apr	The role of media in the social world: Agenda Setting.	Textbook Ch. 10	Sign up as discussion leader .....  <b>Literature review is due on March 30</b>
Week 11	6-Apr 11-Apr	Meaning-Making in the Social World: Symbolic Interactionism and Social Constructionism.	Textbook Ch. 11	Sign up as discussion leader .....
Week 12	13-Apr 18-Apr	The Role of Media in the Social World: Framing theory. Cultivation analysis.	Textbook Ch. 11	Sign up as discussion leader .....
Week 13	20-Apr 22-Apr	Meaning-Making in the Social World: Semiotics	Hand out from Littlejohn textbook	Sign up as discussion leader .....
Week 14	27-Apr 29-Apr	Research Paper Presentations		
Week 15	4-May	Research Paper Presentations		<b>May 5: Final Research Paper Due</b>
Week 16	<b>Final Exam: Day and time to be announced</b>			



School of Business Administration

**Principles of Management**  
MGT 3301 04

## Course Syllabus

<b>Session:</b>	Fall 2014
<b>Class Schedule:</b>	M•W•F 3:40 pm - 4:30 pm
<b>Professor:</b>	Mr. Abderrahman Hassi
<b>E-mail:</b>	A.Hassi@au.ma
<b>Office:</b>	Building 10, Room 005, Ext. 2334
<b>Office Hours:</b>	M/W/F 2-3:30pm & 4:30-6pm. T/Th 8:30 -9:30am & T11-12am. <i>Office hours are scheduled by appointment.</i> All course announcements will be made in class.

### 1. Course Description

This course offers an overview of the art and science of Management. It starts with the foundation of Management and the various models that emerged in the post-depression time of the 1930s. The broad categories covered are: the evolution of management, organizational design, decision making procedures, and foundations of planning and strategic management. The course provides an overview of management of organizations and offers a portrait of modern management practices.

### 2. Learning Goals/Objectives

The objective of this course is to help students understand how organizations function and how to effectively and efficiently manage them. Upon completion of the course, students should meet the following objectives:

BBA Program Learning Goals/Objectives	Course ILO Metric (What)	Course Assessment Metric (How)
<b>1. Ethical: Make decisions ethically</b>		
a. Understand ethical concepts including sustainability and concepts of corporate social responsibility [Understanding]	Students will be able to identify ethical and unethical practices used by managers and discuss the implications for the firm and other stakeholders of the organization.	assessed through a combination of 1) case studies and/or 2) exams and/or 3) experiential learning assignments.

<b>2. Successful: Display skills and competencies of successful business decision makers</b>		
a. Comprehend and apply general BA concepts, methods and techniques [Understanding, Applying]	Able to identify the managerial issues related to planning, organizing, leading, and controlling, and discuss how these are related to the firm's goals and objectives.	This ILO will be assessed through a combination of 1) case studies and/or 2) exams and/or 3) experiential learning assignments.
b. Communicate effectively orally and in writing [Creating]	Students will be able to demonstrate effective writing and oral presentation skills.	This ILO will be assessed through completion of course assignments, presentations and class discussion.
<b>3. Manager: Demonstrate managerial qualities</b>		
a. Understand the functions of a manager including planning, organizing, motivating, controlling, and evaluating [Understanding]	Students will be able to demonstrate an introductory understanding of the functions of a manager and be able to identify and apply the steps associated with the decision making process	This ILO will be assessed through a combination of 1) case studies and/or 2) exams and/or 3) experiential learning assignments.
<b>4. Leader: Understand and demonstrate leadership qualities</b>		
a. Recognize and comprehend common leadership theories and models [Remembering, Understanding]	Students will be able to demonstrate an introductory understanding of leadership theory categories including trait, behavioral, situational, and transformational leadership theories.	This ILO will be assessed through a combination of 1) assignments and 2) exams.
<b>5. Local: Understand the Moroccan business environment</b>		
a. Understand the local business environment and its challenges [Understanding]	Students will be able to identify and understand the management practices and challenges of Moroccan firms.	This ILO will be assessed through a combination of 1) case studies and/or 2) class discussion and/or 3) experiential learning assignments.
<b>6. Global: Comprehend the global business environment</b>		
a. Understand the global business environment and challenges [ Understanding]	Students will be able to identify and understand the external environment managers must face and challenges incurred when conducting business globally.	This ILO will be assessed through a combination of 1) case studies; and/or 2) exams and/or 3) assignments.

### 3. Course Resources

- Textbook: Management, Arab World Edition Robbins, Coulter, Sidani and Jamali Pearson-Prentice Hall.
- Supplementary material/handouts.
- Additional Readings: See course guide available at <http://libguides.aui.ma/content.php?pid=346983>

#### 4. Course Outline

Week	Start Date	Course Content	Assignments
1	Sept 1 <sup>st</sup>	Course Introduction – Syllabus Introduction to Management and Organizations	Chapter 1 of required text
2	Sept 8 <sup>th</sup>	Introduction to Management and Organizations (cont'd) Management History	Chapter 1 of required text Chapter 2 of required text
3	Sept 15 <sup>th</sup>	Management History (cont'd) Social Responsibility and Managerial Ethics	Chapter 2 of required text Chapter 5 of required text
4	Sept 22 <sup>nd</sup>	Social Responsibility and Managerial Ethics (cont'd) Foundations of Planning	Chapter 5 of required text Chapter 7 of required text
5	Sept 29 <sup>th</sup>	Foundations of Planning (cont'd)	Chapter 7 of required text
6	Oct 6 <sup>th</sup>	Managers as Decision Makers Mid-Term Exam	Chapter 6 of required text
7	Oct 13	Managers as Decision Makers (cont'd) Managing Human Resources	Chapter 6 of required text Chapter 10 of required text
8	Oct 20	Managing Human Resources (cont'd)	Chapter 10 of required text
9	Oct 27	Strategic Management	Chapter 8 of required text
10	Nov 3	Strategic Management (cont'd) Managing in a Global Environment	Chapter 8 of required text Chapter 4 of required text
11	Nov 10	Managing in a Global Environment (cont'd) Managing Change and Innovation	Chapter 4 of required text Chapter 12 of required text
12	Nov 17	Managing Change and Innovation (cont'd) Managers as Leaders	Chapter 12 of required text Chapter 16 of required text
13	Nov 24	Managers as Leaders (cont'd)	Chapter 16 of required text
14	Dec 1 <sup>st</sup>	Project Presentations	-
15	Dec 8 <sup>th</sup>	Project Presentations	-
16	Dec 15 <sup>th</sup>	Final Exam	As scheduled by Enrollment Services

## 5. Course Grading and Evaluation

Grades will be assigned to five types of activities as follows:

Activity	Course Weight	Description
Mid-Term Exam	20 points	Closed-book exam in class.
Team Project	30 points	Analysis of a management concept: Report (20%) + Presentation (10%).
Individual Participation	20 points	Participation in in-class discussions, assignments, etc.
Final Exam	30 points	Closed-book exam in class.

### Mid-Term Exam

Mid-way through the course, a written exam (80 minutes) will be administered to students. It consists of three parts: 1) a set of multiple-choice-questions, 2) two development questions, and 3) a short case study.

### Team Project

During the semester, teams of students will perform field research on one of the course-related topics that is pre-approved by the instructor. The number of students per team will depend on class enrollment. Teams will identify a Moroccan company that is willing to share its policies, procedures and practices on a management concept covered in this course.

Each team will present a 20 minute interactive oral presentation analyzing the selected business issue of their project. The **PowerPoint presentation** of the case study analysis has to be electronically sent to the instructor **at least two days** before the scheduled date of the presentation. Attendance during the presentations is mandatory for **all** students registered in the course. At this time, students are required to provide constructive critical and relevant questions prepared in advance to challenge the analyses of the presenters.

The presenting team will need to respond to questions from the class during their presentation. The evaluation of the presentation will be based on the following criteria: 1) Content (thoroughness and depth analysis of a business issue); and 2) Delivery (organization and structure of presentation, use of visuals and handling of questions).

Teams will submit a written report (of at least 10 pages) of the findings and conclusions. The written report (hard and soft copies) is due before the oral presentations, on November 27<sup>th</sup>, 2014 (by 5pm). Due dates for assignments are non-negotiable. Assignments submitted late will be penalized -20% per day up to 2 days maximum.

All written assignments must comply with the following format to receive full credit: 1.5 line spacing; 2.5cm right and left margins; justified right and left text (full justification); page numbers; title page; table of contents; and standard bibliography. In addition, ideas must be expressed clearly in grammatically correct English.

The project will be graded on how well you applied the concepts of the course, how thorough the research was, how well you presented your findings and the conclusions, and on the overall structure of the paper. More details about the assignment will be discussed in class.



## Individual Participation

Assiduity and punctuality are required from each student, but are not enough. All students are expected to actively participate in class work to receive points for their participation grade (20%). Active participation is neither about monopolizing communication nor being right all the time. It is rather about showing interest in issues being discussed as well as in other students' ideas by giving value-adding comments and insights. This component is entirely the responsibility of the professor who is the only judge of the relevance of a student's participation and who decides of the grade it deserves. Class attendance and punctuality are expected. Absences and lack of punctuality will affect your final grade. In-class participation includes active engagement in discussion, in-class exercises, and homework assignments. Regular, on-time attendance will enhance your learning and affect your final participation grade for the course. Participation is vital to your success. Students need to read all assigned chapters (see below) before each class and must be prepared to discuss all the management concepts presented in the chapters.

## Final Exam

A final exam will test your grasp of the materials discussed in class and in the assigned readings. It will consist of three parts: 1) a set of multiple-choice-questions, 2) a case study, and 3) three course-related questions. No make-up exams will be administered. All exams must be taken at the scheduled time on the scheduled date.

Students must earn 70% to successfully pass the course. The official grades breakdown is:

Grading Scale	
A+	97-100 %
A	93 -96 %
A-	90-92 %
B+	87-89 %
B	83-86 %
B-	80-82 %
C+	77-79 %
C	73-76 %
C-	70-72 %
D (FAIL)	< 69 %

## 6. Cheating Policy

The words and ideas of authors and others must be properly referenced. Cheating of any kind, including plagiarism is **NOT** tolerated and will result in a **Fail (WF)** for the entire course.

## 7. Attendance Policy

Attendance has been shown to be a key factor in academic success. Any absence, regardless of the reason, will prevent the student from getting the full benefit of the course. Therefore, students should recognize the advantages of regular and punctual class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance.

**Policy:** Absences are controlled by faculty members. The number of absences for whatever reason (except as indicated in points 1.1, 1.2, and 1.3) is taken into account in the final grade.

### 1. Excused Absences

Students may be authorized by instructors to be absent from class for institutional reasons as specified in 1.1, and 1.2 below. However, the instructor may deny the student permission to be absent if the student's academic performance is not judged to be adequate. Once approved, these absences should not count in the student's absence record. Instructors should be informed before the absence to agree with the student on a suitable time and manner for a make-up should it be necessary. A maximum of three of these absences per semester could be authorized.

**1.1 External Events:** student must submit a completed and signed form from the Office of Student Activities to the instructor. Examples of these absences include participation in university-sponsored sports, cultural or other events as a University representative.

**1.2 Field Trips** as part of a class requirement or as authorized by a Dean: the Dean's assistant of the school offering or authorizing the trip should sign the absence request form.

**1.3** In case of **protracted illness or emergency condition necessitating hospitalization**, students may exceptionally appeal to the Dean of Student Affairs so as not to be dropped from a course. However, extended illness may lead to the semester not being validated.

**No other justification will be accepted.** Students should be prepared in case they have to be absent for personal or family reasons.

### 2. Impact of absences on grades

Each unauthorized absence shall result in **one grade being deducted from the class participation grade up to the limit set in section 3 below when a WF is assigned.**

### 3. Ceilings before a WF is assigned

When a student exceeds the **ceiling of absences**, the instructor may sign an administrative withdrawal form. The ceiling of absences is fixed to **5 absences** if the class meets twice a week (Tuesday and Thursday OR Monday and Wednesday); it is fixed to **7 absences** if the class meets three times a week (Monday, Wednesday, and Friday).

### 4. Pre-authorized absences

Notification of planned absences using the **Absence Requests Form** available at the Student Activities Office must be delivered to the instructor, with **permission signed and dated by the instructor.**

Once notified of planned absence, the instructor should inform the student of the deadline for completion of any missed assignment or examination where applicable. **Make-up examinations, if necessary and acceptable to the instructor, shall be at a time and place mutually agreed upon by the instructor and students.**

**4.1** Each week an email will be generated from the system to all students informing them about their absence record. The Dean of Student Affairs or his representative will monitor the system and call in students with an attendance problem and direct them to the proper assistance service.

**4.2** During the **Add and drop period, no absence is accepted in a course;** add and drop should be done outside class time.

**4.3** In case of a late registration, students assume full responsibility for their absences as recorded from the first day of classes.

### 5. Administrative Withdrawal

When a student has exceeded the maximum number of absences according to the mentioned ceiling (except as stated in points 1.1 and 1.2); the instructor has the right to **drop a student from a course with a "WF" grade.** Special hardship cases as stated in 1.3 above may be referred by the Vice President for Student Affairs to the Dean/Director's appreciation.

The "Administrative withdrawal form" must reach the Registrar's Office at least 5 days prior to the first day of final exams.

Proposal submitted to AAC  
Change of Course Number  
February 8, 2016

Julia Maskivker  
Political Science Department

Dear Committee,

Through this proposal I kindly request that the old course "Women and Politics" (POL 220) be removed from the books. In its place, I request that the course "Problems in Political Thought" (POL 120) be given the new number POL 220

Detailed explanation:

The department revised its major from May to September 2015. An old course no longer taught but still on the books has the same numerical designation as mine. Please consider this petition to delete the old course and add mine, which is the same course as POL 120 (just with a different number now of 220).

Many thanks for your consideration,  
Julia Maskivker on behalf of the Political Science Department