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# THE AMERICAN UNIVERSITY OF PARIS

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| COURSE TITLE: |  | **COURSE NO:** |  |
| PREREQUISITES: |  | **SEMESTER:** | **Spring 2020** |
| **PROFESSOR:** |  | **CREDITS:** | **4** |
| **CLASS SCHEDULE:** |  | **ROOM NO:** |  |
| **OFFICE HOURS:**  **OFFICE NUMBER:**  **OFFICE TEL EXT:** |  | **PERIOD (S):** |  |
| **CONTACT:** |  | | |

**COURSE DESCRIPTION:**

**STUDENT LEARNING GOALS:**

**GLACC**  [please remove this section if the course does not fulfill any **Core Curriculum** requirement or remove any objectives not related to the course].

**This course can be used to fulfill the following requirement and as such has the following learning objectives:**

* **CCI LO1:**  Local and Global Perspectives: Students will enhance their intercultural understanding of languages, cultures, and histories of local societies and the global issues to which these relate.
* **CCI LO2:**  Aesthetic Inquiry and Creative Expression: Students will engage with artistic or creative objects (e.g., visual art, theatrical works, film) in different media and from a range of cultural traditions.
* **CCI LO3:**  Exploring and Engaging Difference: Students will think critically about cultural and social difference; they will identify and understand power structures that determine hierarchies and inequalities that can relate to race, ethnicity, gender, nationhood, religion, or class.
* **CCI LO4:** Civic and Ethical Engagement: Students will demonstrate awareness of ethical considerations relating to specific societal problems, values, or practices (historical or contemporary; global or local) and learn to articulate possible solutions to prominent challenges facing societies and institutions today so as to become engaged actors at various levels in our interconnected world.

**FIRSTBRIDGE LEARNING GOALS:** [please remove if the course is not a FirstBridge]

**All FirstBridge courses have the following learning outcomes:**

• Students will enhance their information literacy, acquiring an understanding of how information is

produced, and discovering how to evaluate, create and use it effectively and ethically. Students will

develop an awareness of the conversational nature of scholarship and be able to identify appropriate

secondary sources to conduct effective research.

• Students will develop public speaking and presentation skills in order to participate effectively and

appropriately in academic discussion and as community leaders, in a professional and engaging manner

that can convey complex information.

• Students will be able to appreciate place as a site of knowledge, to interrogate the multiple meanings of

place and develop a more informed and sensitive understanding of interactions between people and their

physical environment.

• Students will learn to formulate questions that can lead to greater learning and productive individual and

group research projects.

• Students will strengthen the concrete skills and aptitudes to be successful at AUP and beyond, such as

study skills and time management, the mindsets that lead to lifelong learning, and desired classroom

behaviors and interpersonal skills.

This course can be used to fulfill the **Integrative Inquiry** category of the new Global Liberal Arts Core

Curriculum, with the following learning outcomes:

• *Exploring and Engaging Difference*: Students will think critically about cultural and social difference;

they will identify and understand power structures that determine hierarchies and inequalities that can

relate to race, ethnicity, gender, nationhood, religion, or class.

• *Civic and Ethical Engagement*: Students will demonstrate awareness of ethical considerations relating

to specific societal problems, values, or practices (historical or contemporary; global or local) and learn

to articulate possible solutions to prominent challenges facing societies and institutions today so as to

become engaged actors at various levels in our interconnected world.

**TEXTBOOKS:**

**REQUIRED:**

**RECOMMENDED:**

**ATTENDANCE:**

**GRADING:**

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| **ATTENDANCE POLICY:**  Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation.  It is the student’s responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus.  The French Department, for example, has its own attendance policy, and students are responsible for compliance.  Academic Affairs will excuse an absence for students’ participation in study trips related to their courses.  **Attendance at all exams is mandatory.**  IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.  Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an “F” for the course.  An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.  Students must be mindful of this policy when making their travel arrangements, and *especially during the Drop/Add and Exam Periods.* |
| **ENGLISH LANGUAGE PROFICIENCY STATEMENT:** As an Anglophone university, The American University of Paris is strongly committed to effective English language mastery at the undergraduate level. Most courses require scholarly research and formal written and oral presentations in English, and AUP students are expected to strive to achieve excellence in these domains as part of their course work. To that end, professors include English proficiency among the criteria in student evaluation, often referring students to the university Writing Lab where they may obtain help on specific academic assignments. Proficiency in English is monitored at various points throughout the student's academic career, most notably during the admissions and advising processes, while the student is completing general education requirements, and during the accomplishment of degree program courses and senior theses. |

**OUTLINE:**

**BIBLIOGRAPHY:**

**CLASS SCHEDULE:**

Please enter your course schedule with a guide to “Topics” or “Readings” of each session and/or week.

***January***

***Week I – 13th – 17th***

**January 19th – last day to drop/add courses online**

***Week II – 20th – 24th***

***Week III –27th– 31st***

***February***

***Week IV –3rd – 7th***

***Week V –10th – 14th***

***Week VI –17th – 21st***

***February 17th – 28th, spring break (no classes)***

***Week VII –24th – 28th***

**March 11th, Mid-semester**

***March***

**March 13th, Mid-semester grades due**

***Week VIII – 2nd – 6th***

***Week IX - 9th – 13th***

***March 17th, Faculty retreat (no classes)***

***Week X - 16th – 20th***

***Week XI – 23rd – 27th***

***March 27th, last* day to withdraw from a course,**

**last day to choose the CR/NC grading option**

***Week XIII – 30th – 3rd (April)***

***April***

***Week XIV – 6th – 10th***

***Week XV – 13th – 17th***

***April 13th, Easter Monday (no classes)***

***Week XVI – 20th – 24th***

***Week XVII – 27th – 1st (May)***

**April 28th, last day of classes,**

**April 29th – 3rd May, reading days *(May 1st, Holiday*)**

**May 4th – 8th, final exams**

**May 12th, Degree candidates grades due**

**May 19th, all grades due**