

**Instructors:**

Terry Beck, 431C Wimberly, 785-8660 (h: 625-4520), beck.terr@uwlax.edu

Office hours: 9 – 10 M & W, and by appointment

April Handtke, 213 Wilder, 785-8076 (h: 783-2466) handt.apri@uwlax.edu

Office hours: by appointment (785-8075)

**Course Description:**

This course will challenge your thinking about three primary questions:

- 1) What does it mean to be an “educated person”?
- 2) What are “Human Rights”—and particularly the right to an education?
- 3) What opportunities are there at UW-L (and the La Crosse area generally) to help you become “well educated”—both *inside* and *outside* the classroom?

We will pursue these questions through five primary activities:

- participating in university events, programs, and services
- analyzing and reflecting on experiences
- discussing in both full class and small groups
- reading
- writing

These activities are designed to help you explore the opportunities for learning at UW L, to enhance your skills of critical thinking and thoughtful dialogue, and to give you a sense of a collaborative academic community and active learning.

**Course Objectives:** This course should help you

1. understand the nature of a liberal arts education
2. explore the complexities of Human Rights issues
3. understand opportunities at UW-L and in the La Crosse community
4. learn to use important UW-L resources
5. think critically about your education
6. increase your skills of collaboration
7. enhance your study skills

**Course Requirements/Information:**

1. Actively engage the **central questions** of the course (in class and on the electronic discussion).
2. Read all **assigned readings**.
3. Attend and engage in all **class meetings**.  
The evaluation criteria are that you are **present** and **engaged** and **prepared**. (If you miss more than one class and/or are clearly not prepared for class, your grade will slide below “A” level.)  
You must participate in all the required activities.
4. Meet one-on-one with one of your two instructors and in a focus group with Maria by mid-course to talk about your transition to the university.
5. Attend and engage with **assigned activities**:
  - A. an Information Technology Workshop
  - B. Jane Elliot lecture
  - C. Robert Kennedy, Jr. lecture

- D. a campus activity of your choice (for ideas/options, see <http://www.uwlax.edu/students/free-time.htm>)
  - E. the Murphy Library activities
  - F. the University Theatre play, *Dancing at Lughnasa*
  - G. interview a UW-L faculty member and post your results on D2L
  - H. participate in community service activity with members of your group (see <http://www.uwlax.edu/provost/pvchome/civic.htm> for ideas/options)
  - I. subscribe to the *New York Times* e-mail headlines (<http://www.nytimes.org> (go to "Register Now" & sign up for "Today's Headlines") and read the headlines (checking out some stories) at least twice a week
  - J. read the Universal Declaration of Human Rights  
[www.bbc.co.uk/worldservice/people/features/ihavearightto/four\\_b/all\\_rights.shtml](http://www.bbc.co.uk/worldservice/people/features/ihavearightto/four_b/all_rights.shtml)
6. Participate in a class-based **electronic discussion** (on D2L, a course website) by reading all entries & submitting at least five entries during the course—at least 2 of them on Human Rights issues.  
To get an “A”(for this requirement) you must write at least 5 developed entries on the course D2L site. These entries must be distributed across the 10 weeks of the course (not more than one entry/week will count towards the 5 required entries—but you may write as many other entries as you like). Each developed entry should have the following qualities:
- A. an engaging and unified subject and purpose (not just a bunch of comments),
  - B. a clear organization and train of thought,
  - C. development adequate to the subject and purpose (**at least 250 words**),
  - D. vigorous, clear sentences.

**Grading:**

Class Participation = **30%** (Requirements #1 through #4)  
 Participation in required activities (Requirement #5) = **40%**  
 D2L Discussion = **30%**

Grading is based on criteria and standards. Grades will not be “curved.” Instead, everyone can get an “A”—provided that you meet the standards. We will help you all we can, and we hope you will help each other. We want everyone to be successful and get the highest grade possible.

This course is grounded in—pervaded by—the theory that learning occurs through social construction: that is, you learn by individually constructing your understandings within social contexts that give you perspective about your constructions, enabling you to modify and develop them. Thus, the activities are designed to have both individual and social dimensions.