

Now that we have completed our exploration of my choice of a study abroad seminar topic (Renaissance Florence), it's time for you to put your skills to work on a new topic of your choice.

Here is the scenario: you have been hired to teach a BLS seminar of your own. You must come up with a study abroad topic to examine from a social sciences and humanities perspective, research and decide on readings for the class, create a series of assignments, and create a flyer to "sell" your course to students. You will document all of this information (except the flyer) in a mini-syllabus. See below for details and requirements.

There are several steps you should take to complete this assignment successfully!

1. Start brainstorming topics. Please choose a study abroad topic that interests you! You will be spending some time on this project, so try to make the most of the experience. Maybe you would like to explore Elizabethan England, Revolutionary France, or other historical periods in the Middle East, Africa, China, or anywhere. Keep in mind that for BLS you must focus on social sciences and humanities perspectives.
2. Once you have a topic, start reading. You must choose 3-4 social sciences readings (politics, psychology, sociology, etc) and 3-4 humanities readings (or other "texts") for the class. In terms of humanities, you might include poems, fiction, music, art, photography.
3. Once you have your readings, you should work on developing a series of 3 assignments for the class. The assignments may be any combination of papers or projects and should challenge your students to think critically (no tests). At least one of the assignments should require students to synthesize (or integrate) the humanities and social sciences.
4. Work on your flyer.

Minimum Requirements for your "Syllabus":

- Your name, the topic and title of the class (for example, my BLS class is titled: "Touring Renaissance Florence")
- 2-3 paragraphs discussing your topic and summarizing the class (see our course syllabus for an example)
- Required Readings: In this section you should list at least 3 readings/texts from the social sciences and 3 readings/texts from the humanities. Along with the bibliographic information, include 3-5 sentences for each reading explaining why the text is important for the class. For the humanities, one of your readings may be a collection of poems or a series of artworks. That's fine, just include as much bibliographic info as possible and your 3-5 sentences stating why these "texts" are important for the class.
- A series of 3 assignments (minimum). These may include any combination of papers or projects. All the assignments should promote critical thinking (no tests) and at least one should require students to integrate the humanities and social sciences. You should also include the point value of each assignment. Your three assignments should total 100 points.

- A flyer “selling” your class to students. Very often instructors come up with flyers to advertise their classes (you’ve probably seen them on campus). Try to be creative here and come up with an ad that would get attention. For example, I once taught a class on Classical Epic literature (Homer, Virgil, Ovid, etc). I was told by an advisor that students were afraid to sign up. So, I created a flyer that had a picture of an ancient Greek statue of Homer next to a picture of Homer Simpson and the line: “When you think of Homer, who comes to mind?” This helped the students relax a bit about me and the course and the class filled. This part of the assignment is useful as it forces you to think about your topic in a creative/fun way.

Grading Rubric: Review the rubric below carefully before you start working for a better understanding of what I am looking for....

Aspect of Project	Unacceptable	Acceptable	Exemplary
Topic and 2-3 paragraph summary (5 points total)	Topic is not well considered and summary is superficial and/or too short. (0 points)	Topic is appropriate and summary makes some points about class structure but is not fully developed. (2-3 points)	Topic and title of class are well-thought out. Summary provides insight into the background of the topic and why it is relevant. Summary also provides a clear overview of the course structure (including some questions that will be addressed over the term). It is clear the student has spent time on the assignment. (4-5 points)
Readings – choices and justification (5 points total)	Fewer than 6 total readings are presented. Titles of readings are listed but justification for why each was chosen is missing or severely lacking. (0 points)	A minimum of 6 readings are listed but justifications for choices are superficial or somewhat unclear. (2-3 points)	Appropriate number of readings are presented and justifications for choices are clear, well-stated, and substantial. (4-5 points)

Assignments (3 points)	Less than 3 assignments are presented. Or, assignments do not show integration or promote critical thinking. (0 points)	Three assignments are presented that promote some critical thinking skills, but are not well developed or lack integration. (1-2 points)	Each of the three assignments presented are well-developed and detailed. All promote critical thinking skills, relate well to the topic of the seminar, and at least one integrates humanities and social sciences. (3 points)
Flyer (2 points total)	Flyer is not creative or shows very little consideration or thought. (0 points)	Flyer advertises the class content, but could be more creative in its design. (1 point)	Flyer is creative and/or eye-catching. There is clear appeal for students to take the course. (2 points)