**1) New Course: EDUC 340 Methods of Inclusion (D)**

(Bracke)

*Short Title: Methods of Inclusion*

4 credits

Examination of evidence-based strategies that are designed to facilitate the successful inclusion of students with various needs across academic, social/emotional and physical/sensory areas. Theory is connected to practice through a 20-hour clinical experience.

 Prerequisites: EDUC 301, PSYCH 100, and eligibility for admission into the Teacher Education Program at Augustana College.

**2) New Course: COMM 330 Public Rhetoric: Messages, Power, and Influence (PL)**

(Kunde)

 *Short Title: Public Rhetoric: Messages, Power, and Influence*

4 credits

Critical and historically addresses public message s revolving around a particular issue or genre with regard to how rhetoric is used to initiate change or maintain power. Through methods of rhetorical criticism, considers how context shapes messages and messages shape context in a way that constructs U.S. identities and ideologies.

**3) New Course: FYI: 102 From Disconnection to Healing**

(Roby)

 *Short Title: Disconnection to Healing*

 The theme of this course is that oppression hurts everyone, though in very different ways. Relational Cultural Theory (RCT) is a multicultural, feminist perspective, which argues that humans grow and flourish through connection in healthy relationships with others. From this perspective, both experiencing and afflicting oppression on others can lead to suffering, struggle, and isolation, ultimately limiting one’s capacity for growth. This course will apply RCT to gain in-depth, interconnected, and personal understanding of the how ant-Black racism can have important, yet significantly different effects on the lived experience of African Americans and White Americans for the 19th and 20th century.

**4) New Course: FYI: 102 The Geology of Myths and Legends**

(Wolf)

 *Short title: GeoMyths*

Why did humans start to create myths, and why do we continue to do so? “To think historically means to ascribe real power to the contents of imaginary stories”- Harari (151). You will learn to interpret geological data and then integrate this knowledge with other non-science disciplines to assess whether certain ancient myths can be explained scientifically. Is there geologic evidence that these geomyths were based upon real events, or were they created for other metaphorical purposes? Analysis of the myths will take place within broader context of what actually constitutes valid scientific inquiries and evidence , and what are ancient and modern myths. Students will examine and compare their own ethnocentric beliefs with those of other cultures by interpreting certain well-known myths and legends such as Noah’s flood, Oracle of Delphi, destruction of Atlantis, Exodus and plagues of Moses, existence of Cyclops, giants, griffins, dragons, and monsters, fall of the walls of Jericho, and destruction of Sodom and Gomorrah. Students will recognize that we still live in a world governed by myths...” In the twenty-first century fiction might thereby become the most potent force on earth, surpassing even wayward asteroids and natural selection. Hence if we want to understand our future, cracking genomes and crunching numbers is hardly enough. We must also decipher the fictions that give meaning to the world.” - (Harari)

**END**