Please attach/submit additional documents as needed to fully complete each section of the form.

**COURSE INFORMATION**

Department: **Mansfield Library**  
Course Number: **LSCI 291**

Course Title: **Who Owns Culture? An Introduction to Copyright**

Type of Request:  
- **New**  
- One-time Only  
- Renew  
- **Change**  
- Remove

Rationale:

One criticism that I have heard of the offerings to satisfy the Ethics and Human Values requirement is that there are no courses that focus on creative arts or disciplines such as music, theatre, dance, creative writing, journalism, or similar areas of study. I propose, “Who Owns Culture? An Introduction to Copyright,” as a means to fill this gap in the Ethics class offerings. For the fall 2015 semester, I successfully submitted this new course to fulfill a writing intensive requirement. Upon reflection after the end of the fall semester, it became clear that the course would be better suited for General Education under the Ethics and Human Values category. While the course will still have writing projects, they will not be the focus of its assignments and assessment. I plan to use group work, multimedia projects, and class presentations as assignments. Tests, quizzes, and rubrics will be used to assess progress in the class.

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

**JUSTIFICATION FOR COURSE LEVEL**

Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered at the 300 level or above), provide rationale for exception(s).

Not applicable

**II. ENDORSEMENT / APPROVALS**

* Instructor:  
  Tammy Ravas  
  Signature __________________________ Date__________

Phone / Email: x-4402 / tammy.ravas@umontana.edu

Program Chair: Sue Samson  
  Signature __________________________ Date__________

Dean: Shali Zhang  
  Signature __________________________ Date__________

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

**III. DESCRIPTION AND PURPOSE**

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble

This class will explore potential answers to the question of “Who owns culture?” through the lens of creativity, scholarship, preservation, and their resultant legal and ethical conflicts. Students will study contemporary and historical accounts of how Western society has perceived and practiced “ownership” of culture and information. Examples of such accounts can be found in
a wide array of areas such as, but not limited to: media, business, the arts, music, literature, academic research, and journalism. The current system for such “ownership” is called copyright law. This class will introduce students to the basics of copyright law in the United States with an emphasis on the fact that copyright issues are often much more complex and nuanced than initially perceived.

IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

1. Courses focus on one or more of the specific traditions of ethical thought (either Western or non-Western), on basic ethical topics such as justice or the good life as seen through the lens of one or more traditions of ethical thought, or on a professional practice within a particular tradition of ethical thought.

The focus of this course is an introduction to copyright law as it applies to undergraduate students’ professional practices, creative efforts, and scholarly pursuits. In today’s world, use of information, multimedia, and audiovisual materials are ubiquitous and integral to professional and scholarly communication in any field. Because of this, students need to be aware of their rights and responsibilities with respect to using or creating copyrighted materials.

2. Courses provide a rigorous analysis of the basic concepts and forms of reasoning which define the traditions, the ethical topics, or the professional practices that are being studied.

Students will rigorously analyze concepts in copyright and ownership of culture through assignments on historical court cases, deconstruction of copyright myths, as well as hypothetical situations that may arise within specific professional practices.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Correctly apply the basic concepts and forms of reasoning from the tradition or professional practice they studied to ethical issues that arise within those traditions or practices.

   Students will demonstrate how to correctly apply the basic concepts of copyright in a general context as well as within their chosen fields of study.

2. Analyze and critically evaluate the basic concepts and forms of reasoning from the tradition or professional practice they studied.

   Students will analyze and critically evaluate basic concepts of copyright in a general context as well as within their chosen fields of study.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.

   Learning goal 1. Students will demonstrate how to correctly apply the basic concepts of copyright in a general context as well as within their chosen field of study.

   Students will achieve this learning goal by: completing brief writing assignments; participating in discussion of readings and lecture; giving class presentations, as well as taking quizzes and exams.

   A. Brief writing assignments will be assessed by rubric. The rubric that I will use is borrowed from Longwood University: http://www.longwood.edu/staff/webbrrp/Rubric for essays.htm.
B. Class participation of readings and lecture will be assessed by rubric. The rubric that I will use is borrowed from Carnegie Mellon University: https://www.cmu.edu/teaching/resources/Teaching/CourseDesign/Assessment-Grading/Rubrics/ClassParticipationRubric.doc.

C. Class presentations will be assessed by rubric. The rubric that I will use is borrowed from Carnegie Mellon University: https://www.cmu.edu/teaching/resources/Teaching/CourseDesign/Assessment-Grading/Rubrics/OralCommunicationRubric.doc.

D. Quizzes and exams will be assessed by student selection of correct answer in multiple-choice style questions, by filling in blanks with the correct answer, or by giving a correct response to a short-answer question. Here are a few sample questions:

I. Your non-profit environmentalist group would like to show the film, Koyaanisquatsi (Godfrey Reggio, director; 1982) at the University Center free of charge. Will your group need permission from the rights holder to show this film?
   A. Yes
   B. No

II. Please list the six exclusive rights of copyright holders.

III. If you decide to use a copyrighted work covered by a Creative Commons Attribution Only license (CC-BY) please state what you need to do in order to use this work without permission.

Learning goal 2. Students will analyze and critically evaluate basic concepts of copyright in a general context as well as within their chosen fields of study.

Students will achieve this learning goal by: completing brief writing assignments; participating in discussion of readings and lecture; giving class presentations, as well as taking quizzes and exams.

A. Brief writing assignments will be assessed by rubric. The rubric that I will use is borrowed from Longwood University: http://www.longwood.edu/staff/webberrp/Rubric for essays.htm.

B. Class participation of readings and lecture will be assessed by rubric. The rubric that I will use is borrowed from Carnegie Mellon University: https://www.cmu.edu/teaching/resources/Teaching/CourseDesign/Assessment-Grading/Rubrics/ClassParticipationRubric.doc.

C. Class presentations will be assessed by rubric. The rubric that I will use is borrowed from Carnegie Mellon University: https://www.cmu.edu/teaching/resources/Teaching/CourseDesign/Assessment-Grading/Rubrics/OralCommunicationRubric.doc.

D. Quizzes and exams will be assessed by student selection of correct answer in multiple-choice style questions, by filling in blanks with the correct answer, or by giving a correct response to a short-answer question. Here are a few sample questions:

I. In the early 1990s, the hip-hop group, 2 Live Crew created a controversial version of Roy Orbison's 1964 hit song, "Oh, Pretty Woman." Roy Orbison's record label, Acuff-Rose, sued 2 Live Crew for copyright infringement. 2 Live Crew stated that their version of the song was a parody and claimed fair use as their defense. What was the outcome?
   a. Acuff-Rose won the case and 2 Live Crew had to pay them $100,000 in statutory damages.
b. The two parties settled out of court with undisclosed terms.

c. 2 Live Crew won the case based on their fair use defense by unanimous decision of the United States Supreme Court.

II. You attempt to get permission to show an out-of-print film at the community movie theatre. You have tried contacting the potential rights holder only to receive no reply. Please state your next action and justify it using what you’ve learned about orphan works in this week’s course materials.

III. An English Literature student copies and pastes a very long quote from Tolkien’s *Silmarillion* in their paper and forgot to properly cite the source. What have they done wrong?

a. They may have a case for fair use for using the long quote without permission of the copyright holder, but they are likely guilty of plagiarism because they did not cite the source.

b. They may have infringed the copyright of the Tolkien estate by copying and using the long quote. However, the paper was about *Silmarillion*; therefore it is not plagiarism.

c. They plagiarized the Tolkien quote and committed copyright infringement.

A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B- D will be helpful in compiling the report.

B. ACHIEVEMENT TARGETS

[This section is optional. Achievement targets can be reported if they have been established.]

Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

1. Not applicable

2. Not applicable

3. Not applicable

C. ASSESSMENT FINDINGS

[This section is optional. Assessment findings can be reported if they are available.]

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

Not applicable

D. ASSESSMENT FEEDBACK

Given your students’ performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

There are two main modifications to this course from fall 2015. The first is that I plan on teaching this course face-to-face rather than online. The second is that it will not be a writing intensive course. I will implement these next Fall.
A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies.

VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Ethics Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.

Attached