From: Terence Bowers, Faculty Secretary  
To: Faculty  

The Faculty Senate meets Tuesday, 8 April 2008 at 5 PM in room 115 of the Beatty Center (Wachovia Auditorium).

**Agenda**

1. Call to Order

2. Reports
   - The Provost
   - The Speaker
   - Brian McGee, chair of the Committee on By-Laws and the Fac./Admin. Manual
   - Larry Krasnoff, chair of the *ad hoc* Steering Committee to Assess Faculty Governance

2. New Business
   - Election of Senate Committees (Budget, Academic Planning, By-Laws)
   - Curriculum Committee Proposals
   - Committee on Graduate Education, Continuing Education, and Special Programs
   - Faculty Welfare Committee
     --Resolution regarding the Modification of Duties Policy
   - Faculty Educational Technology Committee
     --Motion to implement online course evaluations on an optional basis
   - Academic Standards Committee
     --Resolution on the proposed Second Baccalaureate Degree Policy
   - Marie D. Barnett (Health and Human Performance)
     --Motion on faculty participation in the commencement ceremony

3. Constituents’ Concerns

5. Adjournment
Dear Colleagues,

The Faculty Senate met Tuesday evening (April 8). Here are the highlights of the meeting. Full minutes will follow later.

Terence Bowers
Faculty Secretary

**Senate Highlights, April 8**

--The Nominations and Elections Committee presented their Senate Committee slates for election by the Senate. No additional candidates were nominated from the Senate floor. All the slates were approved by the Senate.

--All Curriculum Committee proposals were approved.

--All graduate curriculum proposals were approved.

--The Faculty Welfare Committee’s resolution regarding the Modification of Duties Policy passed.

--The Faculty Educational Technology Committee’s motion to implement online course evaluations on an optional basis passed. Before passing the motion, the Senate approved an amendment that would require the online evaluations to be conducted within a one-week time frame.

--The Academic Standards Committee’s resolution to endorse the Registrar’s new Second Baccalaureate Degree Policy passed.

--Marie Scooter Barnette’s motion passed. This motion states that in the commencement ceremony faculty be allowed to hand diplomas to family members graduating from the College or to students with whom faculty have had long-standing relationships that began before the students entered the College.
A. **Archaeology**
Proposal to Change Degree Requirements for a Minor/Concentration – Archaeology *(Proposal attached)*

B. **Psychology/Biology**
Proposal to Change Degree Requirements for a Minor - Neuroscience *(Proposal attached)*
Delete course PSYC 384 as elective
Proposal to Change a Course – BIOL/ PSYC 448 – Change Title *(Proposal attached)*
Proposal to Change Degree Requirements for a Minor - Neuroscience *(Proposal attached)*
Change title of PSYC 448 to “Bachelor's Essay in Neuroscience,” in the course listing

C. **Jewish Studies**
New Course Proposal – JWST 210 Jewish History I *(Proposal & Syllabus attached)*
New Course Proposal – JWST 215 Jewish History II *(Proposal & Syllabus attached)*
New Course Proposal – JWST 230 The Holocaust *(Proposal & Syllabus attached)*

D. **Agenda Item – Proposal not approved**

E. **Education**
Proposal to Delete a Course – EDEE 401 Literacy Assessment *(Proposal attached)*
New Course Proposal – EDEE 363 Introduction to Early Childhood Education *(Proposal, Syllabus & NAEYC Standards Chart attached)*
New Course Proposal – EDEE 374 Elem Education – Balancing ...... *(Proposal & Syllabus attached)*
Proposal to Change Degree Requirements for a Major – BS Early Childhood *(Proposal attached)*
Proposal to Change Degree Requirements for a Major – BS Elem Education *(Proposal attached)*
Proposal to Change Degree Requirements for a Major – BS Middle Grades Educ. *(Proposal attached)*
*Note: Budget Committee Report attached – for all three Change in Degree Requirements for Major Proposals*

F. **International and Intercultural Studies**
New Course Proposal – HNDI 101 Elementary Hindi I *(Proposal & Syllabus attached)*
New Course Proposal – HNDI 102 Elementary Hindi II *(Proposal & Syllabus attached)*
*Note: Support Attachments for both courses also includes the LCWA Mission Statement, NSLI Information, Folds-Bennett Memo, and Catalog Change in Languages Departments Policies.*
G. Economics and Finance

A Summarized List of all Proposals is included in this package

New Course Proposals

REAL 360 – Special Topics in Real Estate (Proposal & sample Special Topics attachment)
REAL 420 – Real Estate Independent Study (Proposal & sample Independent Study attachment)
REAL 444 – Real Estate Internship (Proposal & sample Internship attachment)
REAL 499 – Real Estate Bachelor’s Essay (Proposal & sample Bachelor’s Essay attachment)

Proposals to Change a Course

FINC 375 – Principles of Real Estate – (Proposal attached)
FINC 376 – Real Estate Market Analysis - Course Number Change to REAL 376 (Proposal attached)
FINC 380 – Real Estate Investment Analysis - Course Number Change to REAL 380 (Proposal attached)
FINC 381 – Real Estate Finance - Course Number Change to REAL 410 (Proposal attached)

Change of Degree Requirements for Minor/Concentration - Finance (Proposal & List of Changes)

Proposal for a New Concentration - Real Estate (Proposal, List of Requirements, Four Support Letters, and Budget Committee Report attached)

H. Mathematics

Proposal to Change a Course – MATH 103 (Proposal attached)

I. African American Studies

New Course Proposal – AAST 300 Special Topics (Proposal, Syllabus & Schedule attached)
New Course Proposal – AAST 381 African American Studies Internship (Proposal & Syllabus attached)
New Course Proposal – AAST 400 Independent Study (Proposal & Syllabus attached)

Note: Support Letter from HSS Dean for all three courses.

J. Communication

Proposal to Change a Course – COMM 335 (Proposal attached)
Proposal to Delete a Course – COMM 325 (Proposal attached)
Proposal to Change Degree Requirements for a Major – Media Studies (Proposal attached)

K. Geology

Proposal to Change a Course – GEOL 441 (Proposal attached)
New Course Proposal – GEOL 250 Introduction to Geochemistry (Proposal & Syllabus attached)
New Course Proposal – GEOL 250L Introduction to Geochemistry Lab (Proposal & Syllabus attached)
Proposal to Change Degree Requirements for a Major – B.A. Geology (Proposal attached)
Proposal to Change Degree Requirements for a Major – B.S. Geology (Proposal attached)
L. History

New Course Proposal – HIST 250 Special Topics in Comparative/Transnational History (Proposal & Syllabus attached)

New Course Proposal – HIST 299 The Historian’s Craft (Proposal & Syllabus attached)

New Course Proposal – HIST 350 Special Topics in Comparative/Transnational History (Proposal & Syllabus attached)

New Course Proposal – HIST 450 Research Seminar in Comparative/Transnational History (Proposal & Syllabus attached)

Proposal to Change Degree Requirements for a Major – B.A. History (Proposal attached)

Note: Budget Committee Report attached – Change in Degree Requirements for Major

M. Philosophy

A Summarized List of all Proposals is included in this package. Also same Support Letter for courses PHIL 209 & PHIL 315 below.

New Course Proposals

PHIL 207 – Ethics (Proposal & Syllabus attached)

PHIL 208 – Knowledge and Reality (Proposal & Syllabus attached)

PHIL 209 – Political Philosophy (Proposal & Syllabus attached)

PHIL 234 – Eastern Philosophy (Proposal & Syllabus attached)

PHIL 290 – Philosophy and the Cognitive Sciences (Proposal, Syllabus and Course Listing attached)

Proposals to Change a Course

PHIL 101 – Change Title and Catalog Description (Proposal attached)

PHIL 220 – Course Number Change to PHIL 201 (Proposal attached)

PHIL 230 – Course Number Change to PHIL 202 (Proposal attached)

PHIL 301 – Change Title and Catalog Description (Proposal attached)

PHIL 315 – Change Title and Catalog Description (Proposal attached)

Proposal to Delete a Course

PHIL 102 – Knowledge and Reality (Proposal attached)

Change of Degree Requirements for Major - Philosophy (Proposal and Budget Committee Report attached)
N. French and Francophone Studies

An Index of all Proposals is included in this package

Proposals to Change a Course

FREN 220: Special Assignment Abroad (Proposal attached)
FREN 370: Studies in French Film and Literature (Proposal attached)

New Course Proposals

FREN 320: A survey of Francophone Literature (Proposal, Syllabus & Support Letters attached)
FREN 326: A survey of Francophone Civilization (Proposal, Syllabus & Support Letters attached)

Proposals to Delete a Course

FREN 322: Delete course “Survey of French Literature I” (Proposal attached)
FREN 323: Delete course “Survey of French Literature II” (Proposal attached)
FREN 324: Delete course “French Civilization and Literature” (Proposal attached)
FREN 325: Delete course “French Civilization and Literature II” (Proposal attached)
FREN 343: Delete course “La France Contemporaine (Contemporary France)” (Proposal attached)
FREN 480: Delete course “History of the French Language” (Proposal attached)
FREN 483: Delete course “French Fairy Tales: Word and Image” (Proposal attached)
LTFR 350: Delete course “French Literature in English Translation” (Proposal attached)
LTFR 450: Delete course “French Literature in English Translation” (Proposal attached)
FREN 313C: Delete course “Advanced French Conversation” (Proposal attached)
FREN 314C: Delete course “Advanced French Conversation” (Proposal attached)
FREN 113: Delete course “Language Practicum I” (Proposal attached)
FREN 213: Delete course “Language Practicum II” (Proposal attached)

Change of Degree Requirements for Minor – French (Proposal attached)

O. Honors College

New Course Proposal – HONS 165 American Government (Proposal & Syllabus attached)
New Course Proposal – HONS 166 Honors World Politics (Proposal & Syllabus attached)
New Course Proposal – HONS 180 Honors Business and Consumer Ethics (Proposal & Syllabus attached)
New Course Proposal – HONS 210 Honors Business Law (Proposal & Syllabus attached)
New Course Proposal – HONS 214 Honors Business Statistics (Proposal & Syllabus attached)
New Course Proposal – HONS 394 Honors Research Methods (Proposal & Syllabus attached)
P. **Physics and Astronomy**

Proposal to Change a Course – PHYS 201, 201L, 202 and 202L (Proposal attached)

Proposal to Change a Course – PHYS 330 (Proposal attached)

Proposal to Change Degree Requirements for a Concentration - Meteorology (Proposal attached)

Proposal to Change Degree Requirements for a Minor - Meteorology (Proposal attached)

Proposal to Change Degree Requirements for a Minor - Astronomy (Proposal attached)

Proposal to Change Degree Requirements for a Minor/Concentration - Physics (Proposal attached)

Proposal to Change Degree Requirements for a Major – B.A. Astronomy (Proposal attached)

Proposal to Change Degree Requirements for a Major – B.A. Physics (Proposal attached)

Proposal to Change Degree Requirements for a Major – B.S. Astrophysics (Proposal attached)

Proposal to Change Degree Requirements for a Major – B.S. Physics (Proposal attached)

Q. **Health and Human Performance**

New Course Proposal – PEHD 352-L Physical Education Field Experience in Elementary Schools (Proposal & Syllabus attached)

New Course Proposal – PEHD 452-L Physical Education Field Experience in Middle/Secondary Schools (Proposal & Syllabus attached)

New Course Proposal – PEHD 457-L Field Experience in Adapted Physical Education (Proposal & Syllabus attached)

Proposal to Change Degree Requirements for a Concentration - Physical Education Teacher Education (Proposal and Memo attached)

R. **Computer Science, Mathematics**

Proposal to Delete a Course – CSCI 130 (Proposal attached)

Proposal to Delete a Course – DISC 201 (Proposal attached)

Proposal to Change Degree Requirements for a Minor/Concentration – Discovery Informatics (Proposal attached)
Committee on Graduate Education, Continuing Education, and Special Programs

Proposals for Faculty Senate April 8th Meeting

Proposals for a New Graduate Course – MS Accountancy
BLAW 509 – International Business Law
ACCT 542 – Taxation of Pass-Through Entities
ACCT 543 – Taxation of Corporations with Interstate and International Transactions
ACCT 555 – Information Technology Governance and Infrastructure Life-Cycle Management
ACCT 556 – Protection of Information Assets

Proposals to Change a Graduate Program
MS Accountancy
MA History

Proposals for a New Graduate Course – M Public Administration
PUBA 613 – Planning Law
PUBA 615 – Urban and Regional Development & Cross-listed as EVSS 695 – Special Topics
PUBA 616 – Local and Regional Economic Development: Policy and Practice & Cross-listed as EVSS 695 – Special Topics

Proposals to Change a Graduate Course – M Public Administration
PUBA 653 – Urban Planning to PUBA 612 – History and Theory of Urban Planning & Cross-listed as EVSS 633
PUBA 611 – Urban Policy - Course description change

Proposal for a New Graduate Certificate Program in Urban and Regional Planning Within the Existing Masters in Public Administration
March 11, 2008

Prof. Consuela Francis  
African-American Studies  
College of Charleston

Dear Professor Francis,

I support the awarding of Humanities credit to the following courses: AAST 300, AAST 381, and AAST 400.

Sincerely,

Cynthia Lowenthal  
Dean, HSS
Curriculum Committee
Proposal for a New Course

1. Department: African American Studies

2. Course Number and Title: AAST 300: Special Topics
   Number of Credits: 3
   Total hrs/week: 3

   Lecture: X Lab: _____ Recitation: _____
   Seminar: _____

   For Independent study courses:
   Research: _____ Field experience: _____
   Clinical Practice: _____ Internship: _____
   Practicum: _____ Independent Course Work: _____

3. Semester and year when course will first be offered: Spring 2008

4. Catalog Description (please limit to 50 words):
   An examination of an area of African American Studies for which no regular course is offered. This course may be repeated for credit if the content is different. The specific content will be listed when the course is offered.

   Check if appropriate: Humanities: X Social Science: _____
   (meets minimum degree requirements) This course may count for humanities or social science credit, depending upon the nature of the course.

   Check if appropriate:
   This course will be cross listed with: ____________
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   none

6. Rationale/justification for course
   (consider the following issues): A special topics course will allow the African American Studies Program to offer course truly interdisciplinary nature, course that do not fit easily

   (Form was approved by FCC on 04/18/06 and replaces all others.)
into any one disciplinary department. Also, adding a special topics course will place the African American Studies program with other interdisciplinary programs on campus.

(a) What are the goals and objectives of the course? The goals of the course are to provide students an understanding of the history and culture of African Americans and to introduce students to the African American experience in an interdisciplinary setting.

(b) How does the course support the mission statement of the department and the organizing principles of the major? The goals of the African American Studies minor are to provide students an understanding of the history and culture of African Americans; to promote the study of African American history and culture; to introduce students to the African American experience in a variety of disciplines; and to make African American Studies an integral part of the learning experience for students at the College of Charleston. This course would provide more opportunity to do just that.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines: This course will be open to all students, regardless of whether or not they are African American Studies minors. Because African American Studies is an interdisciplinary program, this course may be taught by a variety of faculty from all of the schools on campus, allowing students and faculty to work within and across disciplines.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it. No

(b) Please explain overlap with any existing courses. none

9. Method of teaching: Lecture

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: This course is designed as an elective for the African American Studies minor; it is not required. We anticipate that this will be an appealing course that offers a multidisciplinary/interdisciplinary learning opportunity, and thus it may draw

(Form was approved by FCC on 04/18/06 and replaces all others.)
more students to the African American Studies Program.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: none

(c) Frequency of offering:
   each fall: ___ each spring: ___
   every two years: ___
   every three years: ___
   other (Explain): ___

11. Requirements for additional resources made necessary by this course:

   (a) Staff: none

   (b) Budget: none

   (c) Library: none

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director: [Signature]
   Date: [1/30/07]

14. Signature of Dean of School: [Signature]
   Date: [2/1/06]

15. Signature of Provost: [Signature]
   Date: [2-18-2006]

16. Signature of Business Affairs Official: [Signature]
   Date: [2-12-06]

17. Signature of Curriculum Committee Chair: [Signature]
   Date: [3/18/06]

18. Signature of Faculty Senate Secretary: [Signature]
   Date Approved by Senate: [ ]

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Course Materials

- *Narrative of the Life of Frederick Douglass* AND *Incidents in the Life of a Slave Girl* (Modern Library Classics edition)
- *Autobiography of Malcolm X*, Malcolm X and Alex Haley
- *Flight to Canada*, Ishmael Reed
- *The Oxherding Tale*, Charles Johnson
- *Kindred*, Octavia Butler
- *Beloved*, Toni Morrison
- Readings from e-reserves (password: francis)

Course Overview

The slave narrative, second only to the blues perhaps, stands as the most influential genre in African American literature. In this course we will study the slave narrative as autobiographical text, cultural artifact, public performance, historical legacy, creative metaphor, and foundation of the African American literary tradition. We will seek to answer the following questions:

- How do twentieth century artists rewrite/reimagine/preserve the slave narrative tradition?
- Why is the slave narrative an attractive artistic form for artists generations removed from the institution of slavery?
- Why are the themes of bondage vs. freedom and the genre of autobiography so persistent in the African American imagination?

Our study of the slave narrative in the African American imagination will be exploratory. We study a wide range of texts to get a sense of the breadth of the slave and neo-slave narrative genre while we give our discussion of those texts depth through presentations, essays, and group projects.

Course Requirements

Reading: We will be reading almost a novel a week. It is very important to plan ahead and keep up.

Writing: You will write three response papers, one short essay, and a final project paper.

Final Project: Students will work in groups to design a museum exhibit for the forthcoming African American History museum. The exhibit will be for a section of the museum dedicated to
the history of slave narrative and should reflect the students' understanding of the material covered in the course.

**Exams:** There will be a mid-term and final in this course.

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**Course Policies**

**Attendance and Participation**

Come to class and come to class on time. You are allowed **three absences** (excused or unexcused). Use them wisely. After the third absence, I will deduct five points from your final grade for each class missed.

**Late and Missing Work**

Turn in written work on time. I will deduct 10% of the maximum number of points for every day (including weekends and holidays) an assignment is late. If you are having problems any assignment, please come and see me before the problem gets out of hand.

I do not accept papers over e-mail and a paper slipped under my door doesn’t count. Make sure to get your work to me on time.

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**Grading**

Your grade will be calculated as follows:

- Class Participation: 10%
- Response Papers: 15%
- 2 Exams: 20%
- Short Essay: 15%
- Final Project: 25%
- Final Paper: 15%

The grading scale for this class is as follows:

- 100-90 (A);
- 89-86 (B+);
- 85-80 (B);
- 79-76 (C+);
- 75-70 (C);
- 69-60 (D);
- 59 and below (F).

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**Plagiarism**

In a word—don't. The work you turn in should be your own. While I encourage you to discuss ideas and look to your classmates to help you work through challenging material, the work you turn in for a grade should be work that you have done. You will receive an F for any work not your own.
### Schedule of Assignments

*Read the assignments on the schedule before class. These dates and assignments are subject to change. Readings marked with * can be found on e-reserve (password: francis).*

<table>
<thead>
<tr>
<th>TUESDAY</th>
<th>THURSDAY</th>
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<tbody>
<tr>
<td>Aug 26-28</td>
<td>Introductions</td>
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<td>Sept. 2-4</td>
<td>Narrative of the Life of Frederick Douglass</td>
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<td>Sept. 9-11</td>
<td>Narratives</td>
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<td>Sept. 23-25</td>
<td>Flight to Canada</td>
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<td>Response Paper #1</td>
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<td>Sept. 30-Oct. 2</td>
<td>Kara Walker (handouts)</td>
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<td>Oct. 7-9</td>
<td>Oxherding Tale</td>
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<td>Oct. 14-16</td>
<td>Oxherding Tale</td>
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<td>Response Paper #2</td>
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<td>Oct. 21-23</td>
<td>Fall Break</td>
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<td>Oct. 28-30</td>
<td>Kindred</td>
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<td>Nov. 4-6</td>
<td>Beloved</td>
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<td>Nov. 11-13</td>
<td>Music</td>
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<td>Short Essay</td>
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<td>Nov. 18-20</td>
<td>“Hollywood Shuffle”</td>
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<td>Nov. 25-27</td>
<td>Project Day</td>
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<td>Response Paper #3</td>
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<td>Dec. 2-4</td>
<td>Presentations</td>
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<td><strong>FINAL</strong></td>
<td>Saturday, Dec. 13, 8-11</td>
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Curriculum Committee
Proposal for a New Course

1. Department: **African American Studies**

2. Course Number and Title: **AAST 381: African American Studies Internship**
   - Number of Credits: **1-4 (repeatable up to 4)**
   - Total hrs/week: **3 hours/week per credit**

   - Lecture: ________ Lab: ________ Recitation: ________
   - Seminar: ________

   For Independent study courses:
   - Research: ________ Field experience: ________
   - Clinical Practice: ________ Internship: ________
   - Practicum: ________ Independent Course Work: ________

3. Semester and year when course will first be offered: **Fall 2008**

4. Catalog Description (please limit to 50 words):

   An opportunity for students to integrate research with professional experience through supervised field placement in areas related to the study of African American history and culture. Students will produce specific assignments that reflect agreed upon learning goals under the direction of the director of African American Studies or a program faculty member.

   Check if appropriate: Humanities: **X** Social Science: ________

   (meets minimum degree requirements) **This course may count for humanities or social science credit, depending upon the nature of the internship.**

   Check if appropriate:
   - This course will be cross listed with: ________________
   - Rationale for cross listing:
   - Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   - The student must have completed AAST 200, have sophomore standing, be an African American Studies minor, and have the permission of the African American Studies director. The student must also be in academic and personal good standing with the College of Charleston.

6. Rationale/justification for course

   (Form was approved by FCC on 04/18/06 and replaces all others.)
The African American Studies faculty believes that a carefully monitored internship program will provide students with a unique learning experience and enhance their formal educational training in the study of African American history and culture. Internship work is common in interdisciplinary programs nationally, providing students with the opportunity to see the issues addressed in their coursework applied in a variety of community settings.

(a) What are the goals and objectives of the course? The advising faculty member will be responsible for 18-22 hours of supervision over the course of the semester, with several consultation periods early in the semester, followed by weekly meetings. All interns will be required to do regular reflective writing assignments over the course of the semester to identify challenges and insights from their internship work, and to connect this experiential work with current and previous African American Studies coursework. Students will also complete a final project—either individually or as a group—which will allow them to integrate their internship experience with more formal research methodologies. Final projects will be designed, developed, and completed by the students with the guidance of the faculty member.

(b) How does the course support the mission statement of the department and the organizing principles of the major? The goals of the African American Studies minor are to provide students an understanding of the history and culture of African Americans; to promote the study of African American history and culture; to introduce students to the African American experience in a variety of disciplines; and to make African American Studies an integral part of the learning experience for students at the College of Charleston. Our internship program will allow students to study African American history and culture in the Charleston community. Charleston is home to a wide variety of African American organizations and sites relevant to the study of African American history and culture. Participating in an internship will allow students to see how the concepts they have studied in classes apply "on the ground."

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major? 

N/A

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines: This course will be open to any student who is a African American Studies minor. Because African American Studies is an interdisciplinary program, we draw students from a wide variety of majors, and our faculty—who hold positions in departments across all the schools of the College—often

(Form was approved by FCC on 04/18/06 and replaces all others.)
work with students from other departments and other schools. The internship program will allow students to explore learning projects consistent with the African American Studies minor as well as their major and will encourage them to identify and articulate connections between their major and minor fields.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it. No

(b) Please explain overlap with any existing courses. none

9. Method of teaching: One-on-one tutorials, organized around the prescribed internship guidelines of each project

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: The internship program is designed as an elective for the African American Studies minor; it is not required. We anticipate that this will be an appealing course that offers an alternative experiential learning opportunity in the Charleston community, and thus it may draw more students to the African American Studies Program and to the College of Charleston.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: none

(c) Frequency of offering:
   each fall: each spring:
   every two years: every three years:
   X other (Explain): As needed, by student request

11. Requirements for additional resources made necessary by this course:

   (a) Staff: none

   (b) Budget: none

   (c) Library: none

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director: [Signature]
   Date: 11/30/07

14. Signature of Dean of School: [Signature]
   Date: 2/12/07

15. Signature of Provost: [Signature]
   Date: 2-18-2008

16. Signature of Business Affairs Official: [Signature]
   Date: 2-12-08

17. Signature of Curriculum Committee Chair: [Signature]
   Date: 3/2/08

18. Signature of Faculty Senate Secretary: [Signature]
   Date Approved by Senate: __________

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Guidelines African American Studies Program Internship, AAST 381

During the first three weeks of the semester, the faculty member and student (or students) will meet two hours per week with the goal of providing students the necessary information—including relevant reading assignments—to be successful in their internships. For the remaining weeks of the semester, the faculty member and student(s) will meet for one hour per week; hours at the internship site will be completed over the remaining weeks.

Based on a 15 week semester

<table>
<thead>
<tr>
<th>Class Time</th>
<th>Internship</th>
<th>Total</th>
<th>Credit</th>
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<tbody>
<tr>
<td>18 hrs</td>
<td>36 hrs (3 hrs/week)</td>
<td>54 hrs</td>
<td>1</td>
</tr>
<tr>
<td>18 hrs</td>
<td>72 hrs (6 hrs/week)</td>
<td>90 hrs</td>
<td>2</td>
</tr>
<tr>
<td>18 hrs</td>
<td>108 hrs (9 hrs/week)</td>
<td>126 hrs</td>
<td>3</td>
</tr>
<tr>
<td>18 hrs</td>
<td>144 hrs (12 hrs/week)</td>
<td>162 hrs</td>
<td>4</td>
</tr>
</tbody>
</table>

- Faculty member will be responsible for 18-22 hours of supervision over the course of the semester.
- Students will complete a specified number of reflective assignments throughout the semester, generally one per week. Reflective assignments will connect the internship project with the students' academic study of African American history and culture.
- Students will complete a final project, which can be individual or group-based and will be designed, developed, and completed by the students throughout the semester with the guidance of the faculty member. This project will allow them to integrate their internship experience with more formal research methodologies.
- All students enrolled in AAST 381 in a given semester will be required to meet at least twice per semester as a group to promote cross-disciplinary conversation.

(Form was approved by FCC on 9/15/04 and replaces all others.)
Curriculum Committee
Proposal for a New Course

1. Department: African American Studies

2. Course Number and Title: AAST 400: Independent Study
   Number of Credits: 3
   Total hrs/week: 3

   Lecture: _______ Lab: _______ Recitation: _______
   Seminar: _______

   For Independent study courses:
   Research: _______ Field experience: _______
   Clinical Practice: _______ Internship: _______
   Practicum: _______ Independent Course Work: __X__

3. Semester and year when course will first be offered: Fall 2008

4. Catalog Description (please limit to 50 words):

Individually supervised readings and study of some work, problem, or topic in African American studies of the student's interest. A project proposal must be submitted in writing and approved by the director prior to registration for the course.

Check if appropriate: Humanities: __X__ Social Science: __
(meets minimum degree requirements) This course may count for humanities or social science credit, depending upon the nature of the course.

Check if appropriate:
   This course will be cross listed with: ___________________
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   The student must have completed AAST 200, have sophomore standing, be an African American Studies minor, and have the permission of the African American Studies director. The student must also be in academic and personal good standing with the College of Charleston.

6. Rationale/justification for course
   (consider the following issues): An independent study course will allow students to study topics not covered in regularly offered course and to continue in-depth study of topics and issues covered in courses, and to design. Also, adding an

(Form was approved by FCC on 04/18/06 and replaces all others.)
independent study course will place the African American Studies program with other interdisciplinary programs on campus.

(a) What are the goals and objectives of the course? The goals of the course are to provide students an opportunity to study independently and an opportunity to study questions, topics, and issues not covered in regular courses.

(b) How does the course support the mission statement of the department and the organizing principles of the major? This course would allow students to pursue the goals of the African American Studies minor in an independent setting.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major? N/A

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines: This course will be open to all students, regardless of whether or not they are African American Studies minors. Because African American Studies is an interdisciplinary program, this course may be taught by a variety of faculty from all of the schools on campus, allowing students and faculty to work within and across disciplines.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it. No

(b) Please explain overlap with any existing courses. none

9. Method of teaching: One-on-one tutorials; independent research

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: As this course will be offered on an as-needed basis, and will only enroll few student during any given academic year, we expect no significant shifts in enrollment patterns.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: none

(c) Frequency of offering:
   each fall: ___________ each spring: ________

(Form was approved by FCC on 04/18/06 and replaces all others.)
every two years: ____  every three years: ____
other (Explain): as needed, by student request

11. Requirements for additional resources made necessary by this course:

(a) Staff: none
(b) Budget: none
(c) Library: none

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director: 
   Date: 1/24/07

14. Signature of Dean of School:  
    Date: 2/12/08

15. Signature of Provost: Susan J. Morrison  
    Date: 2/12/08

16. Signature of Business Affairs Official:  
    Date: 2/12/08

17. Signature of Curriculum Committee Chair: Gerald J. Lemieux  
    Date: 3/18/08

18. Signature of Faculty Senate Secretary:  
    Date Approved by Senate:

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Spring 2003
Professor Francis

**AAST 400—Philosophy of James Baldwin**

**Reading List**

From *Notes of a Native Son*
- *Autobiographical Notes*
- *Everybody’s Protest Novel*
- *Notes of a Native*
- *Stranger in the Village*

From *Nobody Knows My Name*
- *The Discovery of What It Means To Be An American*
- *Nobody Knows My Name: A Letter from the South*
- *Notes for a Hypothetical Novel*

**The Fire Next Time** (all)

**No Name in the Street** (all)

“Freaks and the American Ideal of Manhood” (essay)

“The Price of the Ticket” (essay)

**Go Tell It on the Mountain** (novel)

**Giovanni’s Room** (novel)

**Another Country** (novel)

“Baldwin and the Problem of Being” by George Kent (critical essay)

**James Baldwin Now** (critical collection)

**Writing Assignments**

Position Paper response to each reading

Annotated Bibliography of critical sources

Final Synthesis Paper
I. Policy

The University of South Carolina is committed to fostering an educational community with a flexible and supportive work environment where faculty can thrive in both their professional and personal lives. Periodically a faculty member may need relief from some level of academic duties in order to respond to an anticipated or unanticipated personal event or situation.

All full-time faculty members are eligible for modified duties, automatically in the case of childbirth or adoption, or by request in other circumstances. The University encourages faculty to utilize this policy as needed. Additionally, academic unit heads, deans and college/school leaders and administrators are expected to work with faculty to accommodate these situations, in accordance with this policy and other applicable Academic Affairs (ACAF) and Human Resources (HR) policies. This policy is not intended to diminish the rights and benefits of the Family Medical Leave Act or any other state or federal law.

A. Modified Duties Semester Related to the Birth or Adoption of a Child

In the case of the birth or adoption of a child, a full-time faculty member will be automatically granted the equivalent of one semester of modified duties.

1. Notification is required through the submission of the Modified Duties Semester form. If the academic unit head and those in the review/approval process have not been notified in this manner, the faculty member’s academic duties and responsibilities remain unchanged.
2. During an automatically granted “modified duties semester,” the modified duties will be defined as follows:

a. Modified Duties for Birth/Adoptive Mother or Primary Caregiver

If the faculty member is the birth or adoptive mother, or the primary caregiver of the child, the faculty member is released from onsite duties such as classroom teaching, clinical field placement, and teaching, research or clinical laboratory duties for one semester or the equivalent of one semester distributed over two semesters. Additionally, the faculty member’s departmental or administrative committee work and undergraduate advising duties should be modified to suit the needs of the individual and the academic unit. Faculty responsibilities for research, scholarship and professional service that do not require onsite activities remain unchanged.

Additional modified duties may be assigned in lieu of onsite duties where applicable. Examples of modified duties include research, scholarship, professional service, and the development of curriculum and/or course materials, accreditation and/or certification materials, departmental operation manuals, communication materials, undergraduate or graduate student recruitment materials, etc.

b. Modified Duties for Secondary Caregiver

If the faculty member is the birth or adoptive father, or the secondary caregiver, then the modified duties will be defined in consultation with the academic unit head. Modified duties may include partial or complete release from teaching or other onsite duties, or partial or complete release from other responsibilities for one semester or the equivalent of one semester distributed over two semesters.

Additional modified duties may be assigned in lieu of onsite duties where applicable. Examples of modified duties include research, scholarship, professional service, and the development of curriculum and/or course materials, accreditation and/or certification materials, departmental operation manuals, communication materials, undergraduate or graduate student recruitment materials, etc.

In all cases, the spirit of the modified duties must be to accommodate the needs of the faculty member within the institutional ability to grant relief.
3. The faculty member is not required to “bank” or teach additional courses, to serve on additional committees or advise additional undergraduate students in other semesters in order to receive this benefit.

4. The faculty member receives full pay and benefits during this semester.

5. The academic unit should make an effort to provide the necessary equipment to facilitate these modified duties as appropriate.

6. If the faculty member needs to be completely released from duties during this period, sick or some other type of leave must be taken. If the faculty member is disabled, long term disability or some other type of leave should be taken.

   In either situation, the faculty member should contact Human Resources for further guidance regarding which type of leave is appropriate for his/her individual situation.

7. The faculty member is not required to take a modified duties semester even if eligible. The faculty member, in consultation with his/her academic unit head, should determine the best definition of modified duties to suit his/her needs.

B. Modified Duties Semester In All Other Circumstances

A full-time faculty member may request one semester of modified duties in order to respond to special personal or family circumstances or other unexpected life challenges which require the faculty member to be off campus during his/her usual teaching or laboratory hours. Examples of such situations include the serious illness of the faculty member, or the serious illness or death of the faculty member’s spouse/partner, child or parent.

1. All requests must be submitted using the Modified Duties Semester Form.

2. During the “modified duties semester,” the details of the modified duties should be defined in consultation with the academic unit head. The modified duties should be designed so as to provide sufficient time and flexibility for the faculty member to respond to his/her personal or family circumstances as necessary.

   Additional modified duties may be assigned in lieu of onsite duties where applicable. Examples of modified duties include research, scholarship, professional service, and the development of curriculum and/or course materials, accreditation and/or certification materials, departmental operation manuals, communication materials, undergraduate or graduate student recruitment materials, etc.
3. The faculty member receives full pay and benefits during this semester.

4. The academic unit should make an effort provide the necessary equipment to facilitate these modified duties as appropriate.

5. If the faculty member needs to be completely released from duties during this period, sick or some other type of leave must be taken. If the faculty member is disabled, long term disability or some other type of leave must be taken.

   In either situation, the faculty member should contact Human Resources for further guidance regarding which type of leave is appropriate for his/her individual situation.

C. Timing

1. Academic unit heads should be alerted as soon as possible about a potential need for a “modified duties semester.” The Modified Duties Semester form should normally be submitted at least four months before the start of the proposed semester or as soon as possible when it is less than four months.

2. The modified duties semester may occur during the fall or spring semester of a given academic year. Alternatively, the equivalent of one semester of modified duties, including teaching relief when applicable, may be distributed over two semesters.

3. In the cases of birth or adoption, the “modified duties semester” must be concluded within the twelve-month period following the birth or adoption. A faculty member is eligible for a “modified duties semester” even if the birth or adoption occurs during the summer months (May to August).

   If both parents are full-time faculty members employed by the University, they are both eligible for an automatic modified duties semester following the birth or adoption of a child. The two modified duties semesters, with one person being the primary caregiver and the other the secondary caregiver, may be taken either simultaneously or consecutively, depending on the needs of the individuals and the academic unit(s).

   If both parents are full-time faculty members employed in the same academic unit at the University, however, in most cases the two faculty members would not take their modified duties semesters simultaneously.
D. Eligibility

All full-time tenured, tenure-track, clinical or research faculty members, librarians, instructors and lecturers of either gender are eligible for a “modified duties semester.” Eligibility begins on the date of hire.

In cases of childbirth or adoption, eligible faculty members are entitled to the equivalent of one “modified duties semester” per event, if they attest that they are primary or secondary caregivers of the child(ren). The University reserves the right to revoke modified duties status or make other adjustments to duties as appropriate if this statement is proven false.

E. Tenure-Track Faculty

Tenure-track faculty members should not be penalized for utilizing this policy.

1. Tenure Review

The receipt of one or more semesters of automatic or approved modified duties semesters should not reflect negatively on the faculty member's evaluation during his/her tenure review.

2. Tenure Progress Review and Tenure Clock Extension

Consistent with University policy ACAF 1.31, a tenure-track faculty member is eligible to receive a one-year extension of his/her probationary period for tenure automatically in the case of childbirth or adoption, or by request in other situations.

Additionally, consistent with University Policy ACAF 1.05, when a tenure clock extension is granted before the end of second semester of the third year, the timeline of the tenure progress review (third year review) is extended for the same period of time.

The full policies and procedures are available at www.sc.edu/policies.

F. Review and Approval Process

All notifications and requests for modified duties semesters must be submitted on the Modified Duties Semester form and forwarded through the appropriate chain of approval for each campus as outlined below.

1. Columbia Campus

On the Columbia campus, the forms must be reviewed and/or approved by the faculty member’s department or unit chair (in departmentalized
units), the college/school dean, the vice president for research and health sciences where appropriate, and the vice provost for faculty development.

2. Senior Campuses

On the senior campuses, the forms must be reviewed and/or approved by the faculty member’s academic unit head and the executive vice chancellor for academic affairs.

3. Regional Campuses

On the regional campuses, the forms must be reviewed and/or approved by the faculty member’s academic unit chair, the campus dean, and the vice provost for system affairs.

G. Notification and Records

As appropriate by campus, the offices of the vice provost for faculty development, the executive vice chancellor for academic affairs, or the vice provost for system affairs will be responsible for communicating the decision or result to the faculty member, the academic unit head and all others in the chain of approval. These offices will also keep a record of all modified duties semester approvals and denials, and forward copies of the signed forms to the USC Division of Human Resources in Columbia for the official personnel file.

On the Columbia and regional campuses, the office of the school/college dean or campus dean will be responsible for maintaining the official record of any changes to faculty member responsibilities during the academic year. On the senior campuses, these changes will be monitored by the office of the executive vice chancellor for academic affairs.

When applicable, the faculty member will be responsible for placing a copy of the completed form and any accompanying documentation in his/her tenure and promotion file.

H. Denials and Appeals

All Modified Duties Semester forms should be submitted and forwarded through each level of the appropriate campus-based chain of approval. If the faculty member’s request for modified duties is denied at any point in the process, the reasons for denial must be outlined in an attachment to the Modified Duties Semester form.

If the request is ultimately denied or an agreement cannot be reached regarding the definition of the modified duties, the faculty member may submit a written letter of appeal to the Provost for Columbia and regional campuses or to the
Chancellor for senior campuses for review and final decision. The written appeal must be submitted within 20 working days of the date of denial. After receipt of the appeal, the Provost or Chancellor must reply within 10 working days. The decision of the Provost or Chancellor shall be the final decision of the University.

I. Effective Date of Policy

This policy will be effective as of August 16, 2007. Life events, including births and adoptions, which occurred on or after May 16, 2007 will be considered eligible events under this policy.

II. Procedure

A. Procedure for Senior Campuses

Each senior campus should develop individual campus-based procedures to implement this policy.

B. Procedure for Columbia and Regional Campuses

The following procedure should be followed on the Columbia and Regional Campuses.

1. Funding

   In departmentalized academic areas, individual departments are normally expected to fund this benefit, although the deans may provide replacement funds for faculty members on modified duties upon request. In all non-departmentalized academic areas, the deans are expected to fund this benefit. Additionally, individual centers and institutes are normally expected to fund this benefit. In cases where undue financial hardships are placed upon the college or school, the dean may request assistance from the Provost’s Office.

   For the regional campuses, the individual campus is expected to fund this benefit. The vice provost for system affairs will serve as a liaison with other campuses to assist with the identification of faculty teaching replacements, usually graduate students or post-doctoral fellows, when possible.

2. Required Form and Documentation

   A faculty member who is eligible for an automatic modified duties semester or who needs to request a modified duties semester should notify the academic unit head by completing the Modified Duties Semester
form, attaching a letter of explanation and submitting the appropriate certification of the relevant event or circumstances.

In addition, in the case of birth or adoption, the faculty member must submit a letter attesting to his/her responsibilities as primary or secondary caregiver. In all other cases, the faculty member should submit a letter of request outlining the reasons for the request.

a. Modified Duties Semester Form

In all cases, a Modified Duties Semester form should be completed by the faculty member and signed by the faculty member’s academic unit head followed by the appropriate individuals delineated in the review and approval process for that campus (see Section F). The form should normally be submitted at least four months before the start of the proposed “modified duties semester” or as soon as possible when it is less than four months. The form is available on the Provost Office website at www.sc.edu/provost/forms.

b. Letter of Explanation or Request

In the case of a birth or adoption, the faculty member should also attach a statement attesting to his/her responsibilities as primary or secondary caregiver for his/her child(ren) during the modified duties semester. In all other situations, the faculty member should attach a letter addressed to the academic unit head explaining his/her eligibility and need for modified duties.

c. Documentation

In addition to the form and letter, the faculty member must submit documentation or certification of the relevant event or circumstances. Examples of documentation include:

i. a copy of the birth certificate, adoption papers, or letter from the attorney or agency handling an adoption or foster placement;

ii. a copy of the death certificate;

iii. certification from the health care provider in the case of a serious health condition of the faculty member or family member; or

iv. documentation of other situations as appropriate.
III. Related Policies

See also:
University Policy ACAF 1.31 Extension of Faculty Tenure-Track Probationary Period
University Policy ACAF 1.05 Tenure Progress Review of Faculty: Third Year Review
University Policy HR 1.06 Sick Leave
University Policy HR 1.07 Family and Medical Leave
University Policy HR 1.09 Other Leave with Pay
University Policy HR. 1.12 Leave Without Pay

USC Columbia Faculty Manual, Section 2: Regulations and Policies, Leave
USC Regional Campuses & Continuing Education Faculty Manual, Section E-1: Leave

Send comments to: Elise Ahyi
Proposal for a New Graduate Course

Department: Accounting and Legal Studies
Graduate Program: ME ACCT

Course Number & Title: ACCT 541: Taxation of Pass-Through Entities
Total Hours/week: Lecture: 3 Lab: 0
Number of Credits: 3

Will this course be cross-listed with an undergraduate or other graduate course? [ ] YES [ ] NO
If yes, please complete an attachment to this proposal a Permission to Cross-list a Graduate Course Form.
Course will first be offered: Fall 2018

Catalog description: (Please limit to 50 words)
Students will discuss and analyze income tax law and preparation requirements for various entities in which income tax elements and liabilities pass through to individuals’ tax returns. Relevant guidelines, including Circular 230 and Statements on Responsibilities in Tax Practice will be considered.

Prerequisites (or other restrictions): ACCT 322 (or its equivalent)

Rationale/justification for course (consider the following issues):

a. What are the goals and objectives of the course?
This course will follow two major entity types of profit and partnership from inception through liquidation. The purpose of the course will familiarize students with both the letter of the law as it pertains to pass-throughs and the critical considerations associated with tax preparation/assisting.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

Are other departments affected by this course? [ ] YES [ ] NO

(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal)

Is this course part of a joint program? [ ] YES [ ] NO
If yes, at what institution?

Method of teaching:
mixed: lectures, seminar-style and student presentations

If more space is needed for any section, please attach additional sheets to this form.

December 2007
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

No. Course has been offered as a "Special Topics" course several times by this instructor over the past decade.

b. Address potential shifts in staffing of the departments as it relates to the offering of this course.

None, see (a).

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff

None, see above.

b. Budget

None, see above.

c. Library

None, see above.

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: [Signature] Date: 1/22/06

Signature of Department Chair: [Signature] Date: 1/26/06

Additional Chair's Signature*: [Signature] Date: 1/26/06

Signature of School's Dean: [Signature] Date: 1/26/06

Additional School's Dean Signature*: [Signature] Date: 1/26/06

Signature of the Provost: [Signature] Date: 1/26/06

Signature of Budget Director**: [Signature] Date: 1/26/06

*For interdisciplinary courses.

**Business Affairs Office

Return form to the Graduate School Office for further processing.

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: [Signature] Date: 2/13/06

Signature of Chair of Grad Council: [Signature] Date: 3/15/06

Signature of the Faculty Secretary: [Signature] Date: [Signature]

If more space is needed for any section, please attach additional sheets to this form.

November 2007
How does course support the mission of department/program?

Our program has the mission to prepare students to be leaders in the accounting profession. The CPA designation is the accounting profession's most valuable professional designation and has become a virtual requirement for leaders in the profession. CPAs must start their careers by serving at least two years in entry-level positions related to auditing, information technology/systems and/or taxation with a public accounting firm. We currently only have two (2) graduate level tax classes in our curriculum, which is considerably fewer than our peer schools. The addition of this class will allow our students to be better prepared and more marketable for positions related to taxation with public accounting firms.
Accounting 560-090 (ACCT 542, proposed)
Taxation of Pass Through Entities
Spring 2008

Classroom: BCTR 214, Mondays, 5:30-8:15 pm
Instructor: Linda Jacobsen Bradley McKee, Ph.D., CPA
Office: 5 Liberty Street, Room 425 (Beauty Building)
Email: bradleyl@u-wisc.edu
Office telephone: 608-965-8039
Office assistant: 608-953-7835
Home telephone: 843-886-4977 (before 10:00 p.m. please)
Office hours: Monday, Tuesday, Wednesday, 9-12 noon. 1:30-3:00 pm.
Prerequisites: Graduate standing, undergraduate Tax I

Required Text:

Note: Additional Readings will come from Prentice Hall’s Federal Taxation, Corporations, Partnerships, Estates and Trusts. 2006. You will use the C of C’s Commerce Clearing House library web account for every class.

Course Description:
Discuss and analyze the income tax law and income tax preparation requirements for Partnerships, Subchapter S Corporations, Limited Liability Companies (LLCs) and other entities in which income tax elements and liability primarily pass through to the owner’s individual income tax return (pass-through entities). Ethical guidelines, including Circular 230 and Statements on Responsibilities in Tax Practice (SRTP) will be considered.

Course Objectives:
This course will follow the two major pass-through entities (S corporations and partnerships) from inception through liquidation. The purpose of this course is to familiarize the student with the Internal Revenue Code, Treasury Regulations, administrative pronouncements, and case law as those authorities relate to pass-through entities. Special attention will be given to ethical issues and preparer penalties.

Course Format:
The material in this course is presented in a discussion format. The basis of discussion will be the assigned reading materials. Handouts may be used to clarify or supplement text materials. Comments and questions are encouraged, both in class and outside of class. Student participation in every class is expected.

Course Requirements:
A final grade will be determined from your performance on four exams, two tax returns, a small tax research project, a major paper on a taxation issue, and your class participation. The points allocated to each of these evaluations are as follows:

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<th>Grading:</th>
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<td>100</td>
<td>Tax Returns (2)</td>
<td>39</td>
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<td>n 2</td>
<td>100</td>
<td>Small Research Project</td>
<td>15</td>
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<tr>
<td>n 3</td>
<td>100</td>
<td>Major Research Project</td>
<td>75</td>
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<td>n 4</td>
<td>100</td>
<td>Class participation/GHW</td>
<td>5</td>
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<td></td>
<td>Total Points</td>
<td>525</td>
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<td>F = &lt;367 points</td>
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Roll will be taken daily. Unexcused absences (in excess of 10%) will carry a pro-rata point penalty. Each exam is cumulative regarding all information covered to date at that point in the course. All papers will be scanned by Turnitin.com. I expect to find no plagiarism.
Research Paper: Topic should be approved in advance by instructor. The paper should be double spaced and between 10-12 pages (Times Roman, 12 pt, do not right-justify) in length. There should be a bibliography and subheadings in the body of the paper. Organization and independent thought should be evident throughout.

Exams will be given at the times indicated on the schedule of assignments. Absence from an exam must be approved by the instructor in advance. Make-up exams will not be given and an unapproved absence will result in a zero on the exam. For those with approved absences from an exam, the final exam grade will be recorded in place of the missed exam. The final exam will be ineligible for a pre-approved absence.

Small Tax Research Project: The small research project should follow the following format:
I. Facts
II. Issue
III. Authority
IV. Conclusion
V. Explanation
VI. Alternate authority (if any)
VII. Alternate conclusion (if any)
VIII. Alternate explanation (if any)

The paper should be a maximum of three pages typewritten. Single or double spaced is acceptable. Please do not right-justify your lines.

Final Thoughts:
The study of taxation can be very different from the study of accounting. While there are some important underlying principles in our tax system, there are also strong economic, social, and political forces that influence the structure of our system. Because taxation involves the collection and distribution of real money, these forces are all vying for their "piece of the pie." The net result is that our tax system reflects a great many compromises that are intended to accommodate all of these factors. It is not surprising, then, that many provisions in our tax laws defy logic, description, or even human comprehension. This can lead to exasperation, confusion, and general feelings of inadequacy. But, if you hang in there, I think you will find that the study of taxation, far from being dull and boring, can be both challenging and fascinating. When the concepts get fuzzy, feel free to stop by and talk about them.

A Word About Cheating: DON'T!

Students caught cheating in this class will receive a failing grade for the course and will have their behavior reported to the Dean of Students for appropriate disciplinary action. The Honor Code of the College of Charleston (www.cofc.edu) is expected to be followed. Plagiarism is also cheating. Plagiarism and cheating for the use of unauthorized books, notes, or otherwise securing help on a test; copying tests, assignments, exams or term papers; representing the work of another person as one's own; collaborating, without authority, with another student during an examination or in preparing academic work; signing another student's name on an exam answer sheet; or otherwise practicing dishonesty.

The core of the College of Charleston community are individuals from diverse backgrounds whose lives are renewed in support of the uplifting of the human condition through comprehensive studies. As with all universities, there is a moral code of ethical behavior that binds participants together and a body of official rules, regulations that define personal freedoms and responsibilities. The Fomer is codified in our Honor Code of Conduct. It applies to all members of the College community and is intended to promote an atmosphere of trust and fairness in the classroom and in the conduct of daily campus life. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing, and plagiarism. You are asked to read the Honor Code and will be held accountable for its contents.
Dr. Bradley-McKee reserves the right to alter the following assignment schedule:

ACCT 560 Assignments

1-14-2008
Review of the tax environment—Partnerships and S Corporations
§ 61; §162; § 212; § 1221; § 1231; § 1245; § 1250; § 465; § 469; § 351; § 721.
Logic of K.: Chapter 1 (Choice of Entity), Chapter 2 (Partnership Formation)
PH Chapter 9 pages 9-1 to 9-15, PH Chapter 2 pages 2-11 to 2-17
PH Chapter 11 pages 11-1 to 11-13

1-21-2008
MLK Holiday

1-28-2008
Logic of K.: Chapter 3 (Partip Operations), Chapter 4 (Capital Accounts)
PH Chapter 9 pages 9-15 to 9-34, Chapter 11 pages 11-13 to 11-15, 11-19 to 11-24

2-4-2008
Exam #1: Formation of Partnership and S Corporation, Tax Environment of Pass Thru Entities
Logic of K.: Chapter 5 (Partnership Allocations)

2-11-2008
Logic of K.: Chapter 6 (Allocation of Nontaxable Deductions)
PH Chapter 10 pages 10-1 to 10-7, PH Chapter 11 pages 11-13 to 11-15 and 11-19 to 11-24

2-18-2008
Logic of K.: Chapter 7 (Contributions of Property), Chapter 8 (Partnership Liabilities)
PH Chapter 11; pages 11-15 to 11-19

Forms 1065 and 1120S due

2-25-2008
Exam #2: Partnership and S Corporation Operations
Logic of K.: Chapter 9 (Partnership Transactions)

3-3-2008
Spring Break

3-10-2008
Logic of K.: Chapter 10 (Sale of Partnership Interest)
PH Chapter 10 pages 10-7 to 10-19, PH Chapter 11 pages 11-24 to 11-36

3-17-2008
Logic of K.: Chapter 11 (Distributions), Chapter 12 (Optional Basis Adjustments)
PH Chapter 10 pages 10-19 to 10-35

Tax Research Problem Due

3-24-2008
Logic of K.: Chapter 13 (Disproportionate Distributions), Chapter 14 (Retirement/Death of Partner) and Chapter 15 (Disguised Sales and Exchanges)

31-2008
Exam #3: Partnership and S Corporation Distributions and Terminations
PH Chapter 14 pages 14-1 to 14-25 (Trust Taxation)

7-2008
Final exam review and discussion of test issues.

14-2008
Paper Presentations (15 minutes each for nine presentations)

21-2008
Paper Presentations (15 minutes each for nine presentations)

2-2008
Paper Presentations (15 minutes each for eight presentations)

Note: 4-23-2008 is a meeting time for classes that meet on Monday, even though it is Wed.

8-2008
Exam #4: Final exam includes topics from student presentations as well as tax law from texts.

Note: Assigned time for Exam #4 is from 7:30-10:30
Faculty Committee on Graduate and Continuing Education

Proposal for a New Graduate Course

Department: Accounting and Legal Studies
Graduate Program: MS ACCT
Course Number & Title: ACCT 543: Taxation of Corporations with Interstate and International Transactions
Total hours/week: 3
Number of Credits: 3

Will this course be cross-listed with an undergraduate or other graduate course? ☐ YES ☐ NO  
If yes, please complete or attach to this proposal a Permission to Cross-List a Graduate Course Form.

Course will first be offered: Spring 2007

Catalog description (Please limit to 50 words):
Students will discuss and analyze income tax law and preparation requirements for corporations, including interstate and international transactions. Ethical guidelines, including Circular 230 and statements on responsibilities in tax practice will be considered.

Prerequisites (or other restrictions)
ACCT 341 (or its equivalent)

Rationale/justification for course (consider the following issues):

a. What are the goals and objectives of the course? The course will follow the corporation from inception through liquidation. The course will familiarize students with the letter of corporate tax law and ethical issues that arise when providing tax services to corporations.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

Are other departments affected by this course? ☐ YES ☐ NO  
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? ☐ YES ☐ NO If yes, at what institution?

Method of teaching:
Mixed - lectures, seminar-style and student presentations

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.
   None. This course has been offered as "Special Topics" course by this instructor several times over the past decade.

b. Address potential shifts in staffing of the departments as it relates to the offering of this course.
   None, see (a).

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff
   None, see above.

b. Budget
   None, see above.

c. Library
   None, see above.

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: ___________________________ Date: 1/23/04
Signature of Department Chair: ___________________________ Date: 1/29/04
Additional Chair's Signature*: ___________________________ Date: 2/2/04
Signature of Schools' Dean: ___________________________ Date: 3/15/008
Additional Schools' Dean Signature*: ___________________________ Date: 2/5/08
Signature of the Provost: ___________________________ Date: 2/5/08
Signature of Budget Director**: ___________________________ Date: 2/5/08
*For interdisciplinary courses
**Business Affairs Office

Return form to the Graduate School Office for Further Processing.

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: ___________________________ Date: 2/13/08
Signature of Chair of Grad Council: ___________________________ Date: 3/18/08
Signature of the Faculty Secretary: ___________________________ Date: ___________________________

If more space is needed for any section, please attach additional sheets to this form.

November 2007
How does course support the mission of department/program?

Our program has the mission to prepare students to be leaders in the accounting profession. The CPA designation is the accounting profession's most valuable professional designation and has become a virtual requirement for leaders in the profession. CPAs must start their careers by serving at least two years in entry-level positions related to auditing, information technology/systems and/or taxation with a public accounting firm. We currently only have two (2) graduate level tax classes in our curriculum, which is considerably fewer than our peer schools. The addition of this class will allow our students to be better prepared and more marketable for positions related to taxation with public accounting firms.
ACCT 543, proposed
Taxation of Corporations with Interstate and International Transactions

Instructor: Linda Jacobsen Bradley McKee, Ph.D., CPA
Office: 5 Liberty Street, Room 435 (Beatty Building)
Email: bradley@cofc.edu
Office telephone: 843-953-8039
Office assistant: 843-953-7835
Home telephone: 843-886-4977 (before 10:00 p.m. please)
Prerequisites: Graduate standing, undergraduate Tax I

Required Text:

Note: Additional Readings will come from Prentice Hall's Federal Taxation, Corporations, Partnerships, Estates and Trusts, 2008. You will use the C of C's Commerce Clearing House library web account for every class.

Course Description:
Discuss and analyze the income tax law and income tax preparation requirements for Corporations, including interstate and international transactions. Ethical guidelines, including Circular 230 and Statements on Responsibilities in Tax Practice (SRTP) will be considered.

Course Objectives:
This course will follow the corporation from inception through liquidation. The purpose of this course is to familiarize the student with the Internal Revenue Code, Treasury Regulations, administrative pronouncements, and case law as those authorities relate to corporations. Special attention will be given to ethical issues and preparer penalties.

Course Format:
The material in this course is presented in a discussion format. The basis of discussion will be the assigned reading materials. Handouts may be used to clarify or supplement text material. Comments and questions are welcomed, both in class and outside of class. Student participation in every class is expected.

Course Requirements:
Your final grade will be determined from your performance on four exams, two tax returns, a small tax research project, a major paper on a taxation issue, and your class participation. The points allocated to each of these requirements are as follows:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Points</th>
<th>Description</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>Tax Returns (2)</td>
<td>30</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>Small Research Project</td>
<td>15</td>
</tr>
<tr>
<td>Exam 3</td>
<td>150</td>
<td>Major Research Project</td>
<td>75</td>
</tr>
<tr>
<td>Exam 4</td>
<td>106</td>
<td>Class participation/BW</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Points: 525

Grading: A = 472-525 points
B+ = 456-471 points
B = 420-455 points
C+ = 404-419 points
C = 367-404 points
F = <367 points

Note: Roll will be taken daily. Unexcused absences (in excess of 10%) will carry a pro-rata point penalty. Each exam is cumulative regarding all information covered to date at that point in the course. All papers will be scanned by Turnitin.com. I expect to find no plagiarism.
Research Paper: Topic should be approved in advance by instructor. The paper should be double spaced and between 10-12 pages (Times Roman, 12 pt, do not right-justify) in length. There should be a bibliography and subheadings in the body of the paper. Organization and independent thought should be evident throughout.

Exams will be given at the times indicated on the schedule of assignments. Absence from an exam must be approved by the instructor in advance. Make-up exams will not be given and an unapproved absence will result in a zero on the exam. For those with approved absences from an exam, the final exam grade will be recorded in place of the missed exam. The final exam will be ineligible for a pre-approved absence.

Small Tax Research Project: The small research project should follow the following format:

I. Facts
II. Issue
III. Authority
IV. Conclusion
V. Explanation
VI. Alternate authority (if any)
VII. Alternate conclusion (if any)
VIII. Alternate explanation (if any)

The paper should be a maximum of three pages typewritten. Single or double spaced is acceptable. Please do not right-justify your lines.

Final Thoughts:
The study of taxation can be very different from the study of accounting. While there are some important underlying principles in our tax system, there are also strong economic, social, and political forces that influence the structure of our system. Because taxation involves the collection and distribution of real money, these forces are all vying for their "piece of the pie." The net result is that our tax system reflects a great many compromises that are intended to accommodate all of these factions. It is not surprising, then, that many provisions in our tax laws defy logic, description, or even human comprehension. This can lead to exasperation, confusion, and general feelings of inadequacy. But, if you hang in there, I think you will find that the study of taxation, far from being dull and boring, can be both challenging and fascinating. When the concepts get fuzzy, feel free to stop by and talk about them.

A Word About Cheating: DON'T!
Students caught cheating in this class will receive a failing grade for the course and will have their behavior reported to the Dean of Students for appropriate disciplinary action. The Honor Code of the College of Charleston (www.co.c.edu) is expected to be followed. Plagiarism is also cheating. Plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help on a test; copying tests, assignments, reports or term papers; representing the work of another person as one's own; collaborating, without authority, with another student during an examination or in preparing academic work; signing another student's name on an attendance sheet; or otherwise practicing dishonesty.

At the core of the College of Charleston community are individuals from diverse backgrounds whose lives are intertwined in support of the uplifting of the human condition through comprehensive studies. As with all communities, there is a moral code of ethical behavior that binds participants together and a body of official rules and regulations that define personal freedoms and responsibilities. The former is codified in our Honor Code and Code of Conduct. It applies to all members of the College community and is intended to promote an atmosphere of trust and fairness in the classroom and in the conduct of daily campus life. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing, and plagiarism. You are expected to read the Honor Code and will be held accountable for its contents.
Dr. Bradley-McKee reserves the right to alter the following assignment schedule:
ACCT 543 Assignments

Week 1  Review of the tax environment—Corporations
§ 61; §162; § 212; § 1221; § 1231; § 1245; § 1250; § 465; § 469, § 351; § 721.
Chapter 1 (Taxation of Corporate Income)
Chapter 2 (Identifying Taxable Corporate Entities)

Week 2  Chapter 3 (Formation of the Corporation)
Chapter 4 (The Capital Structure of the Corporation)

Week 3  Exam #1 Corporation Formation
Chapter 5 (Dividend Distributions)

Week 4  Chapter 6 (Stock Redemptions)
Chapter 7 (Stock Dividends)

Week 5  Chapter 8 (Corporate Liquidations)
Note Chapter 9, S Corporations, not covered
Chapter 10 (Affiliated Corporations)
Form 1120 due

Week 6  Exam #2 Corporation Operations
Chapter 11 (Taxable Acquisitions)

Week 7  Chapter 12 (Bootstrap Acquisitions)
Chapter 13 (Tax Free Acquisitive Reorganizations)

Week 8  Tax Research Problem Due
Chapter 14 (Single Corporation Reorganizations)
Chapter 15 (Corporate Divisions)

Week 9  Chapter 16 (Reorganizations)
Chapter 17 (Penalty Taxes)

Week 10 Exam #3 Corporation Distributions and Terminations

Week 11 Ethical issues and general guidance related to corporate tax preparation

***Final 3 weeks of course will consist of 15-30 minute paper presentations by each student

Final exam includes topics from student presentations as well as tax law from texts.
Proposal for a New Graduate Course

Department: Accounting and Legal Studies
Graduate Program: MS ACCY

Course Number & Title: ACCT 555: Information Technology Governance and Infrastructure Life-cycle Mgmt
Total hours/week: 3
Number of Credits: Lectures: 3, Lab: 

Will this course be cross-listed with an undergraduate or other graduate course? □ YES □ NO
If yes, please complete an attach by to this proposal a Permission to Cross-List a Graduate Course form.
Course will first be offered: Fall 2008

Catalog description (Please limit to 50 words):
See attached

Prerequisites (or other restrictions):
Admission to MS ACCY program

Rationale/Justification for course (consider the following issues):
a. What are the goals and objectives of the course?
See attached

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?
See attached

Are other departments affected by this course? □ YES □ NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? □ YES □ NO If yes, at what institution?

Method of teaching:
Mixed - lectures, seminar-style and student presentations.

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Page 1 of 2
Expected changes

a. Address potential enrollment patterns shifts in the Department or University-wide as it relates to the offering of this course. One of the primary reasons for adding this course is to help us achieve our desired enrollment (16-19) in each graduate class. Currently, we have courses with as many as 30 students! The demand for this course should shift enrollment in a manner that leads to a mean of 17 students per class, with minimal variance.

b. Address potential shifts in staffing of the departments as it relates to the offering of this course. One reason that we hired David Henderson (Jan 2008) was so that we could offer this course. Schedules for Fall 08 and Spring 09 were constructed to include this course. No shift in staffing required.

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff
   See (b) above.

b. Budget
   None, see above.

c. Library
   None, see above.

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: [Signature] Date: 11/2/08

Signature of Department Chair: [Signature] Date: 12/1/08

Additional Chair’s Signature*: [Signature] Date:

Signature of Schools’ Dean: [Signature] Date: 1/29/08

Additional Schools’ Dean Signature*: [Signature] Date:

Signature of the Provost: [Signature] Date: 1/5/08

Signature of Budget Director**: [Signature] Date: 2-5-08

*For interdisciplinary courses. **Business Affairs Office

Return form to the Graduate School Office for further processing.

Signature of Chair of the Faculty Committee on Graduate and Continuing Education

Signature of Chair of Grad Council: [Signature] Date: 2-13-08

Signature of the Faculty Secretary: [Signature] Date: 3/18/08

November 2007

If more space is needed for any section, please attach additional sheets to this form.
COURSE DESCRIPTION:

This course examines systems analysis and design as well as Information Technology governance concepts for computer-based accounting information systems. Topics are taught from an Information Technology auditing perspective and include the determination of information requirements, design of information systems, feasibility study issues, project management techniques, and Information Technology governance concepts.

GOALS AND OBJECTIVES:

Students will demonstrate an understanding of various concepts in three main categories: the IS Audit Process, IT governance and Systems Lifecycle Management:

- Understand the Information Technology Auditing process and associated audit standards, guidelines and best practices needed to ensure that information technology and business systems are protected and controlled.
- Understand the appropriate structure, policies, accountability mechanisms, and monitoring practices in place to achieve the requirements of corporate governance of Information Technology
- Understand the management practices needed for the development/acquisition, testing, implementation, and maintenance of information systems

JUSTIFICATION:

We have arrived at an age when it is impossible to distinguish between the things an accountant must do and accounting information systems; one cannot hope to be an accountant without having a significant appreciation for the systems used to do the work of accounting. Our program has the mission to prepare students to be leaders in the accounting profession. Our students will not be as likely to be leaders in their futures if they are not well acquainted with HOW the accounting information technology they'll be using is functioning. We currently only have one (1) graduate level class related to the design and maintenance of accounting information systems in our curriculum (ACCT 507), and it is designed to be more of a broad survey than an in-depth examination that our students and employers of them are demanding. The addition of an in-depth course related to the entirety of the governance mechanisms surrounding the information technology employed by accountants is a step in the direction of updating the curriculum to more consistent with the age in which we are living.
Information about the course including the syllabus, tentative schedule, class notes, and instructor’s office hours can be found on WebCT.

**TEXT:**

1. *Information Technology Control and Audit, 2nd edition.*
3. *IS Standards, and Summaries of Guidelines and Procedures for Auditing and Control Professionals*

**COURSE DESCRIPTION AND OBJECTIVES:**

This course examines systems analysis and design as well as Information Technology governance concepts for computer-based accounting information systems. Topics are taught from an Information Technology auditing perspective and include the determination of information requirements, design of information systems, feasibility study issues, project management techniques, and Information Technology governance concepts.

Students will demonstrate an understanding of various concepts in three main categories: the IS Audit Process, IT governance and Systems Lifecycle Management:

- Understand the Information Technology Auditing process and associated audit standards, guidelines and best practices needed to ensure that information technology and business systems are protected and controlled.

- Understand the appropriate structure, policies, accountability mechanisms, and monitoring practices in place to achieve the requirements of corporate governance of Information Technology.
• Understand the management practices needed for the development/acquisition, testing, implementation, and maintenance of information systems

PREREQUISITES:

• Graduate School, M.S. Accountancy program admission

GRADING:

Each week, students will complete a “brief” that both summarizes the readings for the week and to pose informed questions. Throughout the semester, students will be called upon to present their weekly briefs to the class as a stimulus for discussion. The creation of these briefs establishes the students as the drivers of the course, while the professor is merely a facilitator of class meetings. Timely preparation of thoughtful briefs and active participation are required of every student. Students will be able to earn up to 40 points for their briefs and participation in classes.

Each student will make a formal presentation during the semester either as an individual or as part of a group (depending on class size). The topics presented will be guided by course readings and practical internal audit exercises. This part of the class is best characterized as the “case component.” Students will be able to earn up to 30 points for the case component of this class.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly briefs and participation</td>
<td>40</td>
</tr>
<tr>
<td>Formal presentation</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

GRADING SCALE:

The following grading scale will be used as a guideline in assigning grades. No plus/minus grades will be given.

Final Grades will be assigned using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90.0%+</td>
</tr>
<tr>
<td>B+</td>
<td>86.0-89.9%</td>
</tr>
<tr>
<td>C</td>
<td>70.0-75.9%</td>
</tr>
</tbody>
</table>
HONOR SYSTEM:

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are clearly related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

DISABILITY STATEMENT:

The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations should notify their professors as quickly as possible.

OUTLINE OF TOPICS (AND RELATED READINGS):
I) The Information Systems Audit Process

IS Audit Function Knowledge

1) The IS Audit Process, by S. Anantha Sayana
2) Due Professional Care, by Frederick Gallegos
3) Chapter 1—“Information Technology and Environment: Why are controls and Audit Important?” of Information Technology and Control book
4) Chapter 2—“Audit and Review: Its Role in Information Technology” of Information Technology and Control book
5) Chapter 3—“The Audit Process in an Information Technology Environment”
6) Chapter 4—“Auditing Information Technology Using Computer-Assisted Audit Tools and Techniques”
7) ISACA Overview and History

Audit Evidence Process

1) The Necessity for Documentation, by S. Anantha Sayana
2) Using CAATs to Support IS Audit, by S. Anantha Sayana

Audit Reporting Follow-up

1) The Audit Report and Follow-up: Methods and Techniques for Communicating Audit Finding and Recommendations, by Frederick Gallegos

Internal Controls Concepts Knowledge

1) Auditing General and Application Controls, by S. Anantha Sayana

Fundamental Auditing Concepts

1) IT Audit Independence: What Does It Mean?, by Frederick Gallegos
2) Educating the Masses: Audit, Control and Security of Information Systems Today and Tomorrow By Frederick Gallegos, CISA, CDE, CGFM

Audit Management

1) Maintaining IT Audit Proficiency–The Role of Professional Development Planning, by Frederick Gallegos
2) IT Audit Career Development Plan, by Frederick Gallegos

ISACA IT Audit Standards

1) IS Standards, Guidelines and Procedures for Auditing and Control Professionals
2) Review of ISACA Code of Professional Ethics
II) IT governance issues

Overview of IT Governance
1) Chapter 5—"IT Strategy and Standards"

Control Objectives for Information and Related Technology (COBIT)
1) COBIT 4.1 Executive Summary Framework
2) Relationship of COBIT to other maturity frameworks

Information Technology Control Objectives for Sarbanes-Oxley
1) The Role of Information Technology in the Design and Implementation of Internal Control over Financial Reporting

Management, Planning and Organization of IS
1) IT Governance: IT Audit Role, by Frederick Gallegos, CISA, CGFM, CDE
2) Strategy Issues: Sarbanes-Oxley Is Only Part of the Solution by Frederick Gallegos, CISA, CGFM, CDE
3) IT Audit Basics: Auditing Governance in ERP Projects by S. Anantha Sayana, CISA, CIA
4) IT Audit Basics: Sarbanes-Oxley Status by Frederick Gallegos, CISA, CDE, CGFM
5) IT Audit Basics: Auditing Realization of Benefits from IT by S. Anantha Sayana, CISA, CIA

III) Systems and Infrastructure Lifecycle

Overview of Systems and Infrastructure Lifecycle Management
1) Chapter 6—"Planning and Controlling"
2) Chapter 8—"Quality Management"
3) Chapter 10—"System Implementation"

Business Application System Development, Acquisition, Implementation and Maintenance
1) IT Audit Basics: Audit Concerns: Looking at ERP Application Integration and Implementation Issues by S. Anantha Sayana, CISA, CIA
2) Systems Development Life Cycle and IT Audits by Tommie W. Singleton, Ph.D., CISA, CMA, CPA, CITP

Information Technology: Project Management
1) Chapter 7—"Project Management"
System Change Management
1) Chapter 12—“Change Management”
Department: Accounting and Legal Studies
Graduate Program: M.S.ACCY

Course Number & Title: ACCY 591: Protection of Information Assets
Total hours/week: 3
Number of Credits: Lectures: 3, Lab: 0

Will this course be cross-listed with an undergraduate or other graduate course? ☐ YES ☐ NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.
Course will first be offered: Spring 2019

Catalog Description (Please limit to 50 words):
See Attached

Prerequisites (or other restrictions):
Admission to M.S.ACCY program

Rationale/Justification for course (consider the following issues):

a. What are the goals and objectives of the course?
See Attached

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?
See Attached

Are other departments affected by this course? ☐ YES ☐ NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? ☐ YES ☐ NO If yes, at what institution?

Method of teaching:

Mixed - lectures, seminar-style and student presentations.

If more space is needed for any section, please attach additional sheets to this form.
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course. One of the primary reasons for adding this course is to help us achieve our desired enrollment (15-19) in each graduate class. Currently, we have courses with as many as 30 students! The demand for this course should shift enrollment to a mean of 17 students per class, with minimal variance.

b. Address potential shifts in staffing of the departments as it relates to the offering of this course. One reason that we hired David Hayworth (Jan 2008) was so that we could offer this course. Schedules for Fall 08 and Spring 09 were constructed to include this course. No shift in staffing required.

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff  
   See (b) above.

b. Budget  
   None. See above.

c. Library  
   None. See above.

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: [Signature]
Signature of Department Chair: [Signature]
Additional Chair’s Signature*: [Signature]
Signature of Schools’ Dean: [Signature]
Additional Schools’ Dean Signature*: [Signature]
Signature of the Provost: [Signature]
Signature of Budget Director**: [Signature]

Date: 1/22/08  Date: 1/21/07  Date: 1/24/07  Date: 2/15/08
Date: 3/25/08  Date: 2/5/08

*For interdisciplinary courses.
**Business Affairs Office

Future form to the Graduate School Office for further processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: [Signature]
Date: 2-13-08

Signature of Chair of Grad Council: [Signature]
Date: 3-18-08

Signature of the Faculty Secretary: [Signature]
Date: 

November 2007
COURSE DESCRIPTION:

This course addresses the technology used in the accumulation, reporting and analysis of accounting data. Topics are taught from an Information Technology auditing perspective and include telecommunications and networking concepts, an introduction to information security, and an overview of business continuity planning.

GOALS AND OBJECTIVES:

Students will demonstrate an understanding of various concepts in three main categories:

- Understand the IT service management practices that will help ensure the delivery of the level of services required to meet the organization's objectives
- Understand basic networking concepts as well as the principles behind the IT security architecture (policies, standards, procedures, and controls)
- Understand the policies and procedures for disaster recovery and the timely resumption of IT services.

JUSTIFICATION:

We have arrived at an age when it is impossible to distinguish between the things an accountant must do and accounting information systems; one cannot hope to be an accountant without having a significant appreciation for the systems used to do the work of accounting. Our program has the mission to prepare students to be leaders in the accounting profession. Our students will not be as likely to be leaders in their futures if they are not well acquainted with HOW the accounting information technology they'll be using is functioning. We currently only have one (1) graduate level class related to the design and maintenance of accounting information systems in our curriculum (ACCT 507), and it is designed to be more of a broad survey than an in-depth examination that our students and employers of them are demanding. The addition of an in-depth course related to the security and protection of information assets is a step in the direction of updating the curriculum to more consistent with the age in which we are living.
Information about the course including the syllabus, tentative schedule, class notes, and instructor's office hours can be found on WebCT.

TEXT:

1) *Computer Networking*
2) *Information Security Fundamentals*

COURSE DESCRIPTION AND OBJECTIVES:

This course addresses the technology used in the accumulation, reporting and analysis of accounting data. Topics are taught from an Information Technology auditing perspective and include telecommunications and networking concepts, an introduction to information security, and an overview of business continuity planning.

Students will demonstrate an understanding of various concepts in three main categories:

- Understand the IT service management practices that will help ensure the delivery of the level of services required to meet the organization's objectives
- Understand basic networking concepts as well as the principles behind the IT security architecture (policies, standards, procedures, and controls)
- Understand the policies and procedures for disaster recovery and the timely resumption of IT services.
PREREQUISITES:

- Graduate School, M.S. Accountancy program admission

GRADING:

Each week, students will complete a "brief" that both summarizes the readings for the week and poses informed questions. Throughout the semester, students will be called upon to present their weekly briefs to the class as a stimulus for discussion. The creation of these briefs establishes the students as the drivers of the course, while the professor is merely a facilitator of class meetings. Timely preparation of thoughtful briefs and active participation are required of every student. Students will be able to earn up to 40 points for their briefs and participation in classes.

Each student will make a formal presentation during the semester either as an individual or as part of a group (depending on class size). The topics presented will be guided by course readings and practical internal audit exercises. This part of the class is best characterized as the "case component." Students will be able to earn up to 30 points for the case component of this class.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly briefs and participation</td>
<td>40</td>
</tr>
<tr>
<td>Formal presentation</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

GRADING SCALE:

The following grading scale will be used as a guideline in assigning grades. No plus/minus grades will be given.

Final Grades will be assigned using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90.0%+</td>
</tr>
<tr>
<td>B+</td>
<td>86.0- 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>80.0- 85.9%</td>
</tr>
<tr>
<td>C+</td>
<td>76.0- 79.9%</td>
</tr>
<tr>
<td>C</td>
<td>70.0- 75.9%</td>
</tr>
<tr>
<td>F</td>
<td>Below 70.0%</td>
</tr>
</tbody>
</table>
HONOR SYSTEM:

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are clearly related note to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofo.edu/studentaffairs/general_info/studenthandbook.html.

DISABILITY STATEMENT:

The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations should notify their professors as quickly as possible.

OUTLINE OF TOPICS (AND RELATED READINGS):

1) Networking Concepts

*Principles of Computer Architecture*
1) Chapter 1 of Computer Networking book—"Introduction and Overview"

**Overview of Network Topologies**

1) Chapter 2 of Computer Networking book—"Network Classification"
2) Chapter 3 of Computer Networking book—"Network Architecture and Standards"

**Overview of the Open Systems interconnect (OSI) Model**

1) Chapter 4 of Computer Networking book—"Introduction to Protocols"

**III) Information Technology Security**

**Overview of Information Technology Security**

1) Chapter 1 of Information Security Fundamentals book

**Information Technology Security Governance and Management**

1) Chapter 3 of Information Security Fundamentals book—"The Structure of an Information Security Program"

**Monitoring System Access, Data File, and Application Processing Controls**

1) Chapter 6 of Information Security Fundamentals book—"Access Control"

**Implementing Physical Protection**


**IV) Business Continuity Planning**

**Overview of Business Continuity Planning and Disaster Recovery**

The Graduate School – College of Charleston
Faculty Committee on Graduate and Continuing Education
Proposal to Change a Graduate Program

1. Department: Accounting and Legal Studies

2. Graduate Program: MS ACCY

3. Program/Change(s) will go into effect: Fall 2008

4. Change(s) Desired:
   Present Requirement:
   1. Track called "Business Analytics"
   2. Track courses: ACCT 551+552+553+554
   Requirement Change:
   1. Track called "Accounting Information Systems"
   2. Track courses: 551+556+552+556

5. Justification for change:
   See attached.

6. Signature of Program Director:
   [Signature]
   Date: 1/22/08

7. Date approved by the Department: 1/22/08

8. Signature of Department Chair:
   [Signature]
   Date: 1/29/08

9. Signature of School Dean:
   [Signature]
   Date: 2/4/08

10. Signature of Provost:
    [Signature]
    Date: 2/5/2008

RETURN FORM TO THE GRADUATE SCHOOL OFFICE FOR FURTHER PROCESSING

11. Signature of Chair of the Faculty Committee on Graduate and Continuing Education:
    [Signature]
    Date: 2/13/08

12. Signature of Chair of Graduate Council:
    [Signature]
    Date: 2/18/08

13. Signature of the Faculty Secretary:
    [Signature]
    Date: 

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH

(Form approved by FCCGE on April, 2001 and replaces all others)
Justification for changing the name of track from "Business Analytics" to "Accounting Information Systems"

There are two reasons for this change: one is that "accounting information systems" better captures the entirety of the content being delivered in the four track courses (ACCT 551, 552, 553 and 556) and the other is that more accurate description of the track content should assist in the marketing of the track to both potential students and employers.

The term "business analytics" that we initially thought would help us properly position the content of the courses within the track to both potential students and employers has not become part of the vocabulary for accounting students and professionals. Based on various discussions both inside our department and with members of our department’s external advisory board, we have concluded that business analytics is merely being part of a larger area within the accounting discipline: accounting information systems. Given that the content of the four courses within this track includes business analytics and various other aspects of information systems as they pertain to accounting, it seems appropriate to assign a name to the track that is more inclusive. We feel that "accounting information systems" is both more accurate and more understandable to our primary constituents.

Justification for moving ACCT 553 and ACCT 554 out of AIS Track, replacing them with ACCT 555 and ACCT 556

As noted above, we would like to offer curriculum within this track that is broader than business analytics. ACCT 553 and ACCT 554 are courses in business analytics that we might offer as non-track courses in May Evening if there is sufficient demand for them, but we would like the AIS track to include courses in both the general accounting information technology (i.e., governance, networking, security, etc.) via the new ACCT 555 and ACCT 556 offerings and the business analytics content offered currently in ACCT 551 and ACCT 552.
Curriculum Committee
Proposal to Change Degree Requirements
for a Minor/Concentration

1. Department(s) or School(s): Languages, Cultures, and World Affairs
Humanities and Social Sciences
School of Science and Mathematics
School of the Arts

2. Name of the Minor/Concentration: Archaeology

3. Semester and year in which degree change(s) will go into effect: Summer 2008

4. Change(s) Desired:
Under the capstone requirements:
Delete the option: "Complete CLAS290, "Fieldwork in Classical Archaeology"
Add the option: "Complete CLAS 221 and CLAS 222, Fieldwork in Classical
Archaeology I and II"

5. Justification for Change(s):
Since 2004, the Classics Program has offered 'Fieldwork in Classical Archaeology' as a
special topics course. In fall 2007, the Department of Classics instituted 2 new courses –
CLAS 221 (Field Methods in Classical Archaeology I) and CLAS 222 (Field Methods in
Classical Archaeology II), which formally place training in classical archaeological fieldwork
as an option within the Classics curriculum. The proposed change brings the Archaeology
Program in line with current course offerings.

6. Signature of Department Chair:
Date: 3/1/08

Program Director:
Date: March 14, 2008

(Form was approved by FCC on 4/18/06 and replaces all others.)
7. Signature of Dean of School: [Signature]  
Date: 3/4/08

Dean of School: John E. Noonan  
Date: 3/4/08

Dean of School: [Signature]  
Date: 3/4/08

Dean of School: [Signature]  
Date: 3/4/08

8. Signature of Provost: [Signature]  
Date: 3/11/08

9. Signature of Business Affairs Official: [Signature]  
Date: 3/11/08

10. Signature of Curriculum Committee Chair: [Signature]  
Date: 3/27/08

11. Signature of Faculty Senate Secretary: [Signature]  
Date Approved by Senate: [Signature]

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information will be sent by the Registrar to:

1. Department Chair

2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)

3. College Relations (addition to Undergraduate Catalog)

4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)

5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Proposal for a New Graduate Course

Department: Accounting and Legal Studies
Graduate Program: MS ACCY
Course Number & Title: BLAW 509: International Business Law
Total hours/week: 3
Number of Credits: lectures 3, Lab: 0

Will this course be cross-listed with an undergraduate or other graduate course? ☐ YES ☐ NO
If yes, please complete an attached Permission to Cross-List a Graduate Course form.

Course will first be offered: Fall 2008

Catalog description (Please limit to 50 words):
This course will give the student a basic overview of the regulatory framework of international business. This will involve both examination of the law of the United States as it affects international business and regulations set by bodies outside of the United States.

Prerequisites (or other restrictions)
BLAW 205 (or its equivalent)

Rationale/Justification for course (consider the following issues):

a. What are the goals and objectives of the course?
See attached.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?
See attached.

Are other departments affected by this course? ☐ YES ☐ NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? ☐ YES ☐ NO If yes, at what institution?

Method of teaching:
mixed - lectures, seminar-style and student presentations.

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course
   None. Course has been offered as “Special Topics” course several times by this instructor over the past four years.

b. Address potential shifts in staffing of the departments as it relates to the offering of this course.
   None. see (a)

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff
   None, see above.

b. Budget
   None, see above.

c. Library
   None, see above.

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: ______________________ Date: 1/22/05
Signature of Department Chair: ______________________ Date: 1/29/05
Additional Chair’s Signature*: ______________________ Date: 1/29/05
Signature of Schools’ Dean: ______________________ Date: 1/29/05
Additional Schools’ Dean Signature*: ______________________ Date: 1/29/05
Signature of the Provost: ______________________ Date: 2/15/05
Signature of Budget Director*: ______________________ Date: 2/5/05

*For Interdisciplinary courses.  **Business Affairs Office

Renewal form to the Graduate School Office for further processing.

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: ______________________ Date: 2-13-05
Signature of Chair of Grad Council: ______________________ Date: 31/8/05
Signature of the Faculty Secretary: ______________________ Date: ______________________

If more space is needed for any section, please attach additional sheets to this form.

November 2007
What are the goals/objectives of the course?

- Students will identify and evaluate the impact of the Constitution and statutes set forth by federal agencies on international business.

- Students will identify and evaluate the impact of regulations set by bodies outside of the United States (i.e., International Accounting Standards Board) on international business.

- Students will understand the role of world trade structures, such as the WTO, the European Union, and NAFTA in regulating business.

- Students will acquire the ability to recognize international business issues in planning all phases of the business enterprise.

How does the course support the mission of the department and the organizing principles of the graduate program?

Included in the mission of our department is the following:

*Inspiring the development of ethical behavior, leadership skills, information technology (IT) proficiency and international awareness.*

Included in the mission of our graduate program is the following:

*Providing high-quality graduate education in accounting, business law and related subjects relevant to leaders in the accounting profession.*

As our students enter centers of global commerce like Charlotte, Atlanta, New York City, Washington D.C., etc., it has become increasingly important to expose them to accounting standards and legal statutes of jurisdictions outside of the United States. One of the competitive advantages of our program, relative to its peers, is the legal studies curriculum we have been able to offer over the past several years. The addition of this course in international business law to the permanent curriculum will better communicate what we have already been doing in the area of international law (i.e., as a Special Topics course) to both our accrediting agency (AACSB) and, more importantly, to students that we hope to recruit into our program.
International Business Law
Dr. Roxane DeLaurell

Contact information: Beatty Center 424, phone 953-5358, delaurell@cofc.edu

Office hours: M 3-4, F 3-5 or by appt. I am always reachable by e-mail and anytime I am in my office students are encouraged to stop by.


Recommended reading: Any good periodical with international coverage. E.g. The Economist, Newsweek, Financial Times, Wall Street Journal, Guardian, Washington Post, New York Times etc...

Course Objectives: This course will give the student a basic overview of the regulatory framework of international business. This will involve examining the law of the United States as it affects international business, from the Constitution to federal agencies. Review of world trade structures, such as the WTO, the European Union, and NAFTA will be covered as to their role in regulating business. Private and public international law issues will also be raised. The student should acquire the ability to recognize international business issues in planning all phases of the business enterprise.

Grading: The student will be expected to read assigned material and participate in class discussions. Each class period will begin with a daily briefing of current international business news; students will be given one point for every current event article they raise in class: 10 points will be possible. If a student gets all 10, they receive a 100 for 15% of their final grade. Although there is no formal attendance policy, students are encouraged to attend not only for articles credit but for the benefit of lectures: students who attend class regularly get much better final grades than students who do not.

The student will also be asked to prepare three issue papers, no longer than five pages each, to be turned in on the day we discuss that issue (see schedule below): one of these issue papers must be formally presented to the class. Sign up for these formal presentations will be made the second week of class. More than one student may present in one evening. The papers along with the formal presentation will count 25% of the final grade. There will be two exams, each comprised of an essay and short answer questions. Final grades will be computed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Issue papers and presentation</td>
<td>25%</td>
</tr>
<tr>
<td>In class</td>
<td>15%</td>
</tr>
</tbody>
</table>

Grading Scale: A+ 90+, B+ 87-89, B=80-86, C+=77-79, C= 70-76, F= Below 70
General guidelines and policies:

I expect you to read the assigned material, come to class regularly and participate in discussions. I will post on Webot powerpoint slides of my lectures as well as other materials such as links or articles that are of interest. I recommend you download the powerpoint slides in a format that is useful to you for taking notes during class. Bring the powerpoints to class and use them as your guide during the lecture. Exam material will come from the text, powerpoints and lectures.

When in class I expect you to be respectful of others and the forum and comport yourselves accordingly. Towards this end please turn off cell phones and all other electronics during class. Laptops, blackberries, cell phones and all other electronics are not permitted during class or during exams. If you must leave class during a lecture please do so quietly and without disturbing others.

During exams no one is allowed to leave the room, so please take breaks before. All cell phones and PDAs must be turned off and out of sight during exams. Anyone violating these rules will be penalized. No make up exams will be given without permission of the professor. Do not miss exams.

I do not give extra credit. The best way to avoid the need for extra credit is to complete the assignments on time (penalties will be assessed for late work), attend class, bring articles and study for exams. If that is not enough to keep you busy, come see me.

At all times students are expected to honor the College of Charleston Honor Code. This is a graduate class and you are professionals. I expect you to behave in that manner.

I expect you to read your college e-mail. The Provost has issued a campus wide email policy requiring students check their official Edisto accounts for regular communications from the College. If you do not have an Edisto account set one up through academic computing. Edisto accounts can be forwarded.

If a student anticipates needing special accommodation during the semester they must inform the professor during the first week of class. SNAP students must bring proper documentation to class during the first week.
Schedule of Events:

Aug. 23: Ch. 1 Introduction to International Business

Aug. 30: Ch. 8 US Law. Issue Paper One: The Constitution gives Congress authority to regulate international commerce so who is the US Trade Representative, what is his function, who does he report to and what has he done for us lately?

Sept. 6: Ch. 2 International Law Issue Paper Two: Is the United Nations meeting its mandate? Why or why not? Suggestions for the future?

Sept. 13: Ch. 9 WTO Issue Paper Three: The WTO is in crisis: haves versus have-nots. Will it survive? Why or why not?

Sept. 20: Ch. 14 EU and others Issue Paper Four: Is the EU the most successful regional trading bloc? Why or why not?

Sept. 27: Ch. 13 NAFTA Issue Paper Five: Was NAFTA worth it?

Oct. 4: Exam I

Oct. 11: Ch. 11 Import Competition Issue Paper Six: Should we protect our economy from China imports? Why or why not?

Oct. 25: Ch. 15 Regulation of Exports Issue Paper Seven: Should US business be constrained by export controls? Why or why not?

Nov. 1: Ch. 10 Laws governing Access to Foreign Markets Issue Paper Eight: Should a nation be allowed to stop products from coming in based on public health and safety? Why or why not?
Nov. 8: Ch. 7 Finance and Letters of Credit

Issue Paper Nine: Letter of Credit law is basically derived from bank practice. Is this a good basis for international law? Why or why not?

Nov. 15: Ch. 18 Host Country Regulation

Issue Paper Ten: Transfer pricing, how does it work and is it a good thing.

Nov. 22: Thanksgiving Break

Nov. 29:

Ch. 17 Licensing Agreements

Issue Paper Eleven: You represent a US franchisor who wants to sell internationally. How would you set it up? Describe your basic agreement in some detail and explain why you adopted it.

Dec. 5: Reading Day

Final Exam Date Wednesday the 13th at 7:30

The professor reserves the right to modify this syllabus.
### Curriculum Committee

**New Course Proposal**

1. **Department**: Communication

2. **Course Number and Title**: COMM 314 Media History  
   **Number of Credits**: 3  
   **Total hrs/week**: 3  
   **Lecture**: 3  
   **Lab**: 0

3. **Semester and year when course will first be offered**: Fall 2008

4. **Catalog Description (please limit to 50 words)**

   This course examines communication media in a variety of time periods; identifies historical trends; and considers many media forms, including print, telegraphy, telephony, film, radio, television, and computer communication as it relates to the media. We will be listening to and looking at examples of media programs on a regular basis.

   Check if appropriate:  
   - Humanities  
   - Social Science (meets minimum degree requirements)

   Check if appropriate: This course will be cross listed with: n/a

   **Rationale for cross listing**: 

5. **Prerequisites (or other restrictions)**: COMM 214 or permission of instructor

6. **Rationale/Justification for course (consider the following issues)**:

   (a) What are the goals and objectives of the course?

   The first objective is to survey the history of mass media from their beginnings to the present. The second is to familiarize students with the various perspectives that media history can take. The third is to become a critical reader of historical writing on mass media.

   (b) How does the course support the mission statement of the department and the organizing principles of the major?

   Future leaders must understand the context of mass media, by learning the history of how the media evolved. The course provides an appropriate counterbalance to other media studies courses, given the primary focus of those courses on contemporary theory and

   *(Form was approved by FCC on 9/15/94 and replaces all others.)*
practice.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

The course fits the logical sequence of media studies: COMM 214: Introduction to Mass Media provides an overview of industry structures and practices, with limited attention to history and social impact. COMM 314 will provide an appropriate historical perspective on communication media. COMM 414 emphasizes the contemporary social impact of the media. Both COMM 314 and COMM 414 significantly expand upon the foundations laid by 214. This course will fulfill an elective requirement in the Media Studies concentration of the Communication Major.

Courses in media history are taught in many mass communication and communication programs, including programs at the University of Alabama, Catholic University of America, the University of Wisconsin, Tulane University, the University of Nevada-Las Vegas, Iowa State University, Georgia State University, North Dakota State University, and Elon University.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

This course is intended primarily for COMM majors and minors. Appropriately prepared non-majors are welcome to take the course.

8. (a) Are other departments affected by this course? This applies if the course is to be cross listed (Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.)

No. The course will not fulfill a social science requirement in the general education curriculum. The course is taught from a disciplinary perspective and relies on the research of scholars working in the journalism and communication traditions.

(b) Please explain overlap with any existing courses.

The COMM 214 course emphasizes contemporary media industry practices and an introduction to selected mass communication theories; this course does not address media history in a lengthy or substantive way. No current College of Charleston course is primarily or substantively devoted to media history.

9. Method of teaching:

Lecture, class discussion, and field trips to the Communication Museum on campus.

(Form was approved by FCC on 9/15/04 and replaces all others.)
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

None. One section of this course will be offered each year. The course will not have a substantial impact on enrollment patterns in a large department, though it will add to the choices available to COMM majors and minors.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course:

None. This course already is being offered as a special-topics course and will not create any staffing challenges.

(c) Frequency of offering:

- X each fall
- every two years
- each spring
- every three years
- other (Explain):

11. Requirements for additional resources made necessary by this course:

(a) Staff:

None. Several communication faculty are qualified to teach this course, including Professors Benigni, Ferguson, L. Moscovitz, and Stone.

(b) Budget:

No new budgetary resources are required to support this course, which needs no special equipment.

(b) Library:

The holdings are sufficient to support this course.

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

A syllabus is attached.

(Form was approved by FCC on 9/15/04 and replaces all others.)
(b) Address potential shifts in staffing of the department as it relates to the offering of this course.

None. This course already is being offered as a special-topics course and will not create any staffing challenges.

(c) Frequency of offering:

- X each fall
- each spring
- every two years
- every three years
- other (Explain):

11. Requirements for additional resources made necessary by this course:

(a) Staff:

None. Several communication faculty are qualified to teach this course, including Professors Benigni, Ferguson, Schmierbach, and Stone.

(b) Budget:

No new budgetary resources are required to support this course, which needs no special equipment.

(b) Library:

The holdings are sufficient to support this course.

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

13. Signature of Department Chair or Program Director: [Signature] Date: 1/14/08

14. Signature of Dean of School: [Signature] Date: 3/16/08

15. Signature of Provost: [Signature] Date: 3/18/08

16. Signature of Business Affairs Official: [Signature] Date: 3/18/08

(Form was approved by FCC on 9/15/04 and replaces all others.)
17. Signature of Curriculum Committee Chair: [Signature] Date: 3/19/08

18. Signature of Faculty Senate Secretary: Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar, who will hold it until approved by the Provost. Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 9/15/04 and replaces all others.)
COMM 314 Media History
Dr. Douglas Ferguson
953-7854 or fergusond@cofc.edu
Office Hours 12:00-12:30 daily

Course Description
COMM 314: Media History examines communication media in a variety of time periods; identifies historical trends; and considers many media forms, including print, telegraphy, telephony, film, radio, television, and computer communication as it relates to the media. We will be listening to and looking at examples of media programs on a regular basis.

Course Goals
COMM 314 Media History has several objectives. The first objective is to survey the history of media from their beginnings to the present. The second is to familiarize students with the various perspectives that media history can take. The third is to become a critical reader of historical writings. At the end of this course, you should understand the major developments in media history and the factors that have influenced them. You should also have a sense for how the media have influenced and been shaped by American society and culture. You should be able to distinguish between media histories that take a technological, an institutional, a social/cultural, and a textual perspective and have an understanding about what each perspective can and cannot contribute to historical knowledge. And you should be able to analyze, interpret, and evaluate historical writings along criteria which are appropriate to the discipline.

WebCT
Much of the daily class information and many class assignments will be done in WebCT. Students must check WebCT at least 24 hours before each class session to determine changes in the course schedule, access documents to print out for the daily assignments, and to be up-to-date on class assignments. Students will also engage in electronic discussions, submit course assignments, and be able to check their grades in WebCT. A short tutorial will be given in class on the first day.

Required Texts (comprising approximately 1500 pages of reading)
- *American Media History*, 2005 (Selected chapters).

Grading
60% tests (four with equal weights)  
10% reaction papers/Reports of Discovery  
20% Term Paper  
10% attendance/participation

This course adheres to the Student Code regarding cheating, plagiarism, and behavior.
The calendar may be modified slightly according to the progress of the class. Significant date changes will be announced in class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>WebCT tutorial</th>
<th>Screening:</th>
<th>Assignment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-29-05</td>
<td>Introduction to the course</td>
<td>WebCT tutorial</td>
<td><em>Empire of the Air</em> [PBS] (first 50 min.)</td>
<td>Outside assignment: Tour the Communication (Broadcast) Museum at the corner of St. Phillips and George Streets. (collect information for Museum assignment)</td>
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<tr>
<td>8-29-05</td>
<td>Approaches to Media History and Historiography</td>
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<td>Reading: Folkerts, Chapter 1, 2</td>
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<td>8-30-05</td>
<td>History of Print through the Penny Press</td>
<td>Reading:</td>
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<td>9-1-05</td>
<td>Inventing the Telegraph: Scientific Competence and Commercial Considerations</td>
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<td>Web resources:</td>
<td>Early radio history</td>
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<td>9-1-05</td>
<td>Newspapers after the Penny Press</td>
<td>Reading:</td>
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<td>Sterling &amp; Kittross, Chapter 1, 2: The Prehistory of Broadcasting</td>
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<td>9-1-05</td>
<td>Forgotten Innovators</td>
<td>Web resources:</td>
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<td>Folkerts, Chapters 6, 7, 8</td>
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<td>9-6-05</td>
<td>The Men Behind the History and the Birth of Broadcasting</td>
<td>Reading:</td>
<td>Web resources:</td>
<td>The Radio Legacy of the <em>R.M.S. Titanic</em></td>
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<td>Web resources:</td>
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<td>Reading:</td>
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<td>9-13-05</td>
<td>The 1920s and the Definition of Broadcasting</td>
<td>Sterling &amp; Kittross, Chapter 4: The Coming of Commercialism</td>
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<td>9-15</td>
<td>First Test</td>
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<td>The Golden Age of Film Media</td>
<td>Web resources:</td>
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<td>Musical Commercial Saves Wheaties from Extinction</td>
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<td>A Success Story... From Near Extinction to Top Selling Brand</td>
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<td>9-28-05</td>
<td>Oral and Aural History: Radio's Golden Age</td>
<td>Web resources:</td>
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<td>Radio in 1931</td>
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<td>9-27-05</td>
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<td>Recording:</td>
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<td>The War of the Worlds</td>
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<td>9-29-05</td>
<td>Radio News and Radio's First Media Event: The War of the Worlds</td>
<td>Web resources:</td>
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<td>Hindenburg Disaster</td>
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<td>The Original War of the Worlds</td>
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<td>10-4-05</td>
<td>Radio Goes to War: American the 40s</td>
<td>Reading:</td>
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<td>Sterling &amp; Kittross, Chapter 6: Radio Goes to War</td>
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<td>10-6-05</td>
<td>Radio Primetime</td>
<td>Recording:</td>
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<td>Dragnet</td>
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<td>The Shadow</td>
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<td>10-11-05</td>
<td>Radio Primetime</td>
<td>Recording:</td>
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<td>Radio Comedy</td>
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<td>10-13-05</td>
<td>Second Test (Chapters 4, 5, 6)</td>
<td>Second Test (Chapters 4, 5, 6)</td>
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10-18-05
Fall Break

10-20-05
Fifties Radio: The Creation of a Youth Culture Through New Technology and Borrowed Music
Newspapers in the 1940s and 50s
Reading: Sterling & Kittross, Chapter 7: Era of Great Change
Folkerts, Chapters 14, 15
Web Resources:
Alan Freed
Crosswords
Cover:
The Teenagers

10-25-05
Early Television: Adapting Format and Formula from Radio and Vaudeville
Reading: Sterling & Kittross, Chapter 8: The Age of Television
Bernhard, Chapter 1, 2, 3
Web Resources:
The DuMont Television Network: Introduction
The DuMont Television Network: Rocky King, Detective
I Remember Mama
America's Mr. Television

10-27-05
Television's Golden Age: The Origins of Situation Comedy
Web Resources:
Burns & Allen
Jackie Gleason
I Love Lucy: Why America Loved Her and What She Meant to Us
Screening:
Early situation comedies

11-1-05
Television's Golden Age: The Origins of Television Drama, Television News
Reading: Bernhard, Chapters 4, 6, 7, Conclusion
Web Resources:
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<th>Date</th>
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<td>11-3-05</td>
<td>Television Goes to Hollywood: The Evolution of Television as a</td>
<td>Sterling &amp; Kittross, Chapter 9: Accommodation</td>
<td>American Cultural History: 1950-1959&lt;br&gt;The Family Melodrama From Radio to Television&lt;br&gt;The 60s</td>
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<td>Commercial and Family Medium</td>
<td>and Adjustment</td>
<td>Screening: Late 50s/Early 60s Family Situation Comedies</td>
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<td>The Film Industry Reacts to Television</td>
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<td>11-6-05</td>
<td>Radio Solidifies as an Institution and Diversifies its Programming:</td>
<td>Web resources: Phi</td>
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<td>Radio in the Age of Television</td>
<td>Spector&lt;br&gt;The Ronettes&lt;br&gt;The Righteous Brothers&lt;br&gt;History of Motown Records&lt;br&gt;The Larry Sanders Story&lt;br&gt;The Beach Boys</td>
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<td>11-13-05</td>
<td>Third Test</td>
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<td>11-15-05</td>
<td>Television's Second Golden Age: The Creation of 'Quality Television'</td>
<td>Reading: Sterling &amp; Kittross Chapter 10:</td>
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<td>Film in the 80s and 90s</td>
<td>Challenge and Competition</td>
<td>Web resources: The Mary Tyler Moore Show: All in the Family&lt;br&gt;SAF: The Lou Grant Show: Hill Street Blues&lt;br&gt;St. Elsewhere: Miami Vice</td>
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<td>11-17-05</td>
<td>The Trend Toward Quality Programming: Industry sets</td>
<td>Web resources: China Beach&lt;br&gt;Northern</td>
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<td>Aesthetics</td>
<td>Exposure</td>
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<td>11-19-05</td>
<td>Recent Broadcast History</td>
<td>Reading: Sterling &amp; Kittross, Chapter 11:</td>
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<td>Modern Newspaper History &amp; Issues</td>
<td>Change and Evolution</td>
<td>Web resources: Fiddlers, Chapter 17&lt;br&gt;The Truth According to Rush</td>
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<td>11-30</td>
<td>Special Topics in Media History: Radio Goes Interactive and</td>
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<td>Web Resources: Hobbes' Internet Timeline&lt;br&gt;From Aneuploidy to the World Wide Web&lt;br&gt;The Roads and Crossroads of Internet History&lt;br&gt;Internet and World Wide Web History</td>
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<td>Confrontational</td>
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<td>Organic and Institutional Origins of the Internet: The Network</td>
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<td>12-1-05</td>
<td>Review</td>
<td>Course Evaluation</td>
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<td>18-3-05</td>
<td>Final</td>
<td>Review</td>
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</table>
Hi Brian,

Yes, we did and you can go ahead and submit it. Bill

Bill Olejniczak
Chair, Department of History
College of Charleston
Charleston, SC 29424
olejnicza@cofc.edu

Dear Brian,

Monday, April 10, 2006 9:15 AM

Subject: Media History Course

Hi,

Good morning! I am writing to inquire about the proposal for a media history course (COMM 314), which I sent to you a few months ago. Did you and your faculty colleagues have a chance to review the proposal during the current semester? If so, we would like to go ahead and submit it to the Faculty Curriculum Committee for action early next fall.

Thank you.

Brian

Dr. Brian McGee
Associate Professor and Chair
Department of Communication
College of Charleston
66 George Street (Office at 6 College Way)
Charleston, SC 29424
(843) 953-8805

1/16/2008
Curriculum Committee
Proposal to Change a Course

1. Department: Communication

2. Course Number and Title: COMM 335: Public Relations Writing

3. Semester and year when the course change(s) will go into effect: Fall 2008

4. Change(s) Desired:

Language to be stricken is noted below. New language is in italics.

This course builds on concepts learned in COMM 235 or MKTG 331, with a primary emphasis on emphasizing managing relationships through the implementation of targeted writing skills. Traditional facets such as news releases, pitch letters and brochures will be emphasized along with research proposals, speechwriting, and corporate documents. Persuasion and presentation skills will be stressed in addition to writing competence. Layout and design skills will also be broached contextually.

Prerequisite: COMM 230 and COMM 235; or MKTG 331 or permission of the instructor.

5. Justification for Change(s):

Despite the minor alteration required in the catalog description, we propose relatively simple prerequisite changes. First, the addition of COMM 230 (Writing for the Mass Media) as a prerequisite for COMM 335 is consistent with other upper-division writing course prerequisites in communication at the College of Charleston. Other institutions offering the public relations writing course (e.g., Arizona State University, Texas Tech University, University of Alabama) also have such a prerequisite. The uniform expectation that all students taking COMM 335 will have completed COMM 230 will eliminate the often-duplicative media writing review currently needed in our COMM 335 course design and will improve our pedagogy.

Second, as is now our common practice for upper-division COMM courses, we propose a "permission of instructor" clause for students who can demonstrate extraordinary need and comparable preparation. As always is the case, permission in these cases

(Form was approved by FCC on 4/18/06 and replaces all others.)
rarely should be granted and always when substantial supporting evidence is provided.

Third, MKTG 331 would be eliminated as an alternative prerequisite for COMM 335. COMM 335 and MKTG 331 have different audiences and course designs, with COMM 235 expressly intended to prepare students for COMM 335 and other upper-division COMM courses in public relations. We have discussed this change with Dr. Kent Gourdin, chair of the Department of Marketing and Supply Chain Management, who supports this modification of the COMM 335 prerequisite.

(Form was approved by FCC on 4/18/96 and replaces all others.)
6. Signature of Department Chair
   or Program Director: _________________________
   Date: 3/10/08

7. Signature of Dean of School: _________________________
   Date: 3/10/08

8. Signature of Business Affairs Official: _________________________
   Date: 3/10/08

9. Signature of Curriculum Committee Chair: _________________________
   Date: _________________________

10. Signature of Faculty Senate Secretary: _________________________
    Date Approved by Senate: _________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAF, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
MEMORANDUM

To: Brian McGee, Chair
   Department of Communications

From: Kent Gourdin, Chair
   Department of Marketing & Supply Chain Management

Subject: Change of Prerequisites

Date: March 10, 2008

The Department of Marketing & Supply Chain Management fully supports your proposal to drop our MKTG 331 as an alternate prerequisite for your COMM 335.
Curriculum Committee
Proposal to Delete a Course

1. Department: Communication
2. Course Number and Title: COMM 325 Humor Writing
3. Course will be deleted effective: Fall 2008
4. Justification for Deleting the Course:

This course has not been offered for several years and will not be offered for the foreseeable future. The course is not a strong match for the revised undergraduate curriculum the department hopes to develop over the next few years.

(Form was approved by FCC on 04/18/06 and replaces all others.)
6. Signature of Department Chair  
or Program Director:  
   Date: 3/1/02

7. Signature of Dean of School:  
   Date: 3/10/03

8. Signature of Provost:  
   Date: 3/14/03

9. Signature of Curriculum  
   Committee Chair:  
   Date: 3/19/03

10. Signature of Faculty  
    Senate Secretary:  
    Date Approved by Senate:  

Completed form should be sent by the Faculty Senate  
Secretary to the Registrar. Information about the deletion  
will be sent by the Registrar to:  

1. Department Chair  
2. Business Affairs Office (establishes course fee structure  
in SIS, referral to Board for necessary approval)  
3. College Relations (addition to Undergraduate Catalog)  
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)  
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Curriculum Committee
New Course Proposal

1. Department: Communication

2. Course Number and Title: COMM 314 Media History
   Number of Credits: 3
   Total hrs/week: 3
   Lecture: 3
   Lab: 0

3. Semester and year when course will first be offered: Fall 2008

4. Catalog Description (please limit to 50 words).
   This course examines communication media in a variety of time periods; identifies historical trends; and considers many media forms, including print, telegraphy, telephony, film, radio, television, and computer communication as it relates to the media. We will be listening to and looking at examples of media programs on a regular basis.

   Check if appropriate: Humanities Social Science (meets minimum degree requirements)

   Check if appropriate: This course will be cross listed with n/a

   Rationale for cross listing:

5. Prerequisites (or other restrictions) COMM 214 or permission of instructor

6. Rationale/justification for course (consider the following issues):

   (a) What are the goals and objectives of the course?

   The first objective is to survey the history of mass media from their beginnings to the present. The second is to familiarize students with the various perspectives that media history can take. The third is to become a critical reader of historical writing on mass media.

   (b) How does the course support the mission statement of the department and the organizing principles of the major?

   Future leaders must understand the context of mass media, by learning the history of how the media evolved. The course provides an appropriate counterbalance to other media studies courses, given the primary focus of those courses on contemporary theory and

   (Form was approved by FCC on 9/15/94 and replaces all others.)
practice.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

The course fits the logical sequence of media studies: COMM 214: Introduction to Mass Media provides an overview of industry structures and practices, with limited attention to history and social impact. COMM 314 will provide an appropriate historical perspective on communication media. COMM 414 emphasizes the contemporary social impact of the media. Both COMM 314 and COMM 414 significantly expand upon the foundations laid by 214. This course will fulfill an elective requirement in the Media Studies concentration of the Communication Major.

Courses in media history are taught in many mass communication and communication programs, including programs at the University of Alabama, Catholic University of America, the University of Wisconsin, Tulane University, the University of Nevada-Las Vegas, Iowa State University, Georgia State University, North Dakota State University, and Elon University.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

This course is intended primarily for COMM majors and minors. Appropriately prepared non-majors are welcome to take the course.

8. (a) Are other departments affected by this course? This applies if the course is to be cross listed (Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.)

No. The course will not fulfill a social science requirement in the general education curriculum. The course is taught from a disciplinary perspective and relies on the research of scholars working in the journalism and communication traditions.

(b) Please explain overlap with any existing courses.

The COMM 214 course emphasizes contemporary media industry practices and an introduction to selected mass communication theories; this course does not address media history in a lengthy or substantive way. No current College of Charleston course is primarily or substantively devoted to media history.

9. Method of teaching:

Lecture, class discussion, and field trips to the Communication Museum on campus.

(Form was approved by FCC on 9/15/04 and replaces all others.)
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

None. One section of this course will be offered each year. The course will not have a substantial impact on enrollment patterns in a large department, though it will add to the choices available to COMM majors and minors.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course:

None. This course already is being offered as a special-topics course and will not create any staffing challenges.

(c) Frequency of offering:

- X each fall
- every two years
- each spring
- every three years
- other (Explain):

11. Requirements for additional resources made necessary by this course:

(a) Staff:

None. Several communication faculty are qualified to teach this course, including Professors Benigni, Ferguson, L. Moscowitz, and Stone.

(b) Budget:

No new budgetary resources are required to support this course, which needs no special equipment.

(b) Library:

The holdings are sufficient to support this course.

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

A syllabus is attached.

(Form was approved by FCC on 9/15/04 and replaces all others.)
(b) Address potential shifts in staffing of the department as it relates to the offering of this course:

None. This course already is being offered as a special-topics course and will not create any staffing challenges.

(c) Frequency of offering:

\[ \begin{array}{ll}
\text{X each fall} & \text{every two years} \\
\text{X each spring} & \text{every three years} \\
\text{other (Explain):} & \\
\end{array} \]

11. Requirements for additional resources made necessary by this course:

(a) Staff:

None. Several communication faculty are qualified to teach this course, including Professors Benigni, Ferguson, Schmierbach, and Stone.

(b) Budget:

No new budgetary resources are required to support this course, which needs no special equipment.

(b) Library:

The holdings are sufficient to support this course.

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

13. Signature of Department Chair or Program Director: [Signature] Date: 1/14/08

14. Signature of Dean of School: [Signature] Date: 3/16/08

15. Signature of Provost: [Signature] Date: 3/18/08

16. Signature of Business Affairs Official: [Signature] Date: 3/18/08

(Form was approved by FCC on 9/15/04 and replaces all others.)
Completed form should be sent by the Faculty Senate Secretary to the Registrar, who will hold it until approved by the Provost. Information about the new course will be sent by the Registrar to:

1. Department Chair  
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3. College Relations (addition to Undergraduate Catalog)  
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)  
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 9/15/04 and replaces all others.)
COMM 314 Media History
Dr. Douglas Ferguson
953-7854 or ferguson@cofc.edu
Office Hours 12:00-12:00 daily

Course Description
COMM 314: Media History examines communication media in a variety of time periods; identifies historical trends; and considers many media forms, including print, telegraphy, telephony, film, radio, television, and computer communication as it relates to the media. We will be listening to and looking at examples of media programs on a regular basis.

Course Goals
COMM 314 Media History has several objectives. The first objective is to survey the history of media from their beginnings to the present. The second is to familiarize students with the various perspectives that media history can take. The third is to become a critical reader of historical writings. At the end of this course, you should understand the major developments in media history and the factors that have influenced them. You should also have a sense for how the media have influenced and been shaped by American society and culture. You should be able to distinguish between media histories that take a technological, institutional, a social-cultural, and a textual perspective and have an understanding about what each perspective can and cannot contribute to historical knowledge. And you should be able to analyze, interpret, and evaluate historical writings along criteria which are appropriate to the discipline.

WebCT
Much of the daily class information and many class assignments will be done in WebCT. Students must check WebCT at least 24 hours before each class session to determine changes in the course schedule, access documents to print out for the daily assignments, and to be up-to-date on class assignments. Students will also engage in electronic discussions, submit course assignments, and be able to check their grades in WebCT. A short tutorial will be given in class on the first day.

Required Texts (comprising approximately 1500 pages of reading)
- Anthony R. Fellow, American Media History, 2005 (Selected chapters).

Grading
60% tests (four with equal weights)
10% reaction papers/Reports of Discovery
20% Term Paper
10% attendance/participation

This course adheres to the Student Code regarding cheating, plagiarism, and behavior.
The calendar may be modified slightly according to the progress of the class. Significant date changes will be announced in class.

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<tr>
<td>9-13-05</td>
<td>The 1920s and the Definition of Broadcasting</td>
<td>Sterling &amp; Kittross, Chapter 4: The Coming of Commercialism</td>
</tr>
<tr>
<td>9-15</td>
<td>First Test</td>
<td>First Test</td>
</tr>
<tr>
<td>9-20-05</td>
<td>Radio's Golden Age of Programming: Development of Formula and Format</td>
<td>Sterling &amp; Kittross, Chapter 5: Radio's Golden Age</td>
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<tr>
<td></td>
<td>The Golden Age of Film Media</td>
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<td>9-22-05</td>
<td>Oral and Aural History: Radio's Golden Age</td>
<td>Web resources:</td>
</tr>
<tr>
<td>9-27-05</td>
<td>Recording: The War of the Worlds</td>
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<tr>
<td>9-29-05</td>
<td>Radio News and Radio's First Media Event: The War of the Worlds</td>
<td>Web resources:</td>
</tr>
<tr>
<td></td>
<td>Press/Radio War</td>
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<tr>
<td>10-4-05</td>
<td>Radio Goes to War: American the 40s</td>
<td>Reading: Sterling &amp; Kittross, Chapter 6: Radio Goes to War</td>
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<tr>
<td>10-6-05</td>
<td>Radio Primetime</td>
<td>Recording: Dropnaet</td>
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<td>10-11-05</td>
<td>Radio Primetime</td>
<td>Recording: Radio Comedy</td>
</tr>
<tr>
<td>10-13-05</td>
<td>Second Test (Chapters 4, 5, 6)</td>
<td>Second Test (Chapters 4, 5, 6)</td>
</tr>
</tbody>
</table>
10-18-05 Fall Break

10-20-05 Fifties Radio: The Creation of a Youth Culture Through New Technology and Borrowed Music

Newspapers in the 1940s and 50s

Reading: Sterling & Kittross, Chapter 7: Era of Great Change
Web Resources: Alan Freed Crossovers Cover: The Teenagers

10-25-05 Early Television: Adapting Format and Formula from Radio and Vaudeville

Reading: Sterling & Kittross, Chapter 8: The Age of Television
Bernhard, Chapter 1, 2, 3
Web Resources: The DuMont Television Network: Introduction
The DuMont Television Network: Rocky King Detective
I Remember Mama
America's Mr. Television

10-27-05 Television's Golden Age: The Origins of Situation Comedy

Web Resources: Burns & Allen
Jackie Gleason
"I Love Lucy": Why America Loved Her and What She Meant to Us
Screening: Early situation comedies

11-1-05 Television's Golden Age: The Origins of Television Drama, Television News

Reading: Bernhard, Chapters 4, 6, 7, Conclusion
Web Resources: Marty
11-9-05 Television Goes to Hollywood
The Evolution of Television as a Commercial and Family Medium

The Film Industry Reacts to Television
Web resources:
- American Cultural History: 1950-1959
- The Family Melodrama From Radio to Television
- The 60's
Screening:
- Late 50's/Early 60's Family Situation Comedies

11-9-05 Radio Solidifies as an Institution and Diversifies Its Programming: Radio in the Age of Television
Web resources:
- Phil Spector
- The Ronettes
- The Righteous Brothers
- History of Motown Records
- The Barry Gonye Story
- The Beach Boys

11-13-05 Third Test

11-15-05 Television's Second Golden Age: The Creation of 'Quality Television' for 'Quality Audiences'
Film in the 80s and 90s
Reading:
Sterling & Kittross Chapter 9: Accommodation and Adjustment
Web resources:
- The Mary Tyler Moore Show: All in the Family
- M*A*S*H: The Lou Grant Show: Hill Street Blues: St. Elsewhere: Miami Vice

11-17-05 The Trend Toward Quality Programming: Industry meets Aesthetics

11-9-05 Recent Broadcast History
Modern Newspaper History & Issues

11-29 Special Topics in Media History: Radio Goes Interactive and Confrontational
Organic and Institutional Origins of the Internet: The Network Concept Materialized
Reading:
Sterling & Kittross, Chapter 10: Challenge and Competition
Web resources:
- China Beach
- Northern Exposure

Reading:
Sterling & Kittross, Chapter 11: Change and Evolution
Folkerts, Chapter 17
Web resource:
- The Truth According to Rush
Web Resources:
- Hobbies' Internet Timeline
- From Annapolis to the World Wide Web
- The Roads and Crossroads of Internet History
- Internet and World Wide Web History
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>12-1-05</td>
<td>Review</td>
<td>Sterling &amp; Kittros, Chapter 12: Lessons from the Past for the Future Poller, Chapter 18 Course Evaluation Review</td>
</tr>
<tr>
<td>18-3-05</td>
<td>Final</td>
<td></td>
</tr>
</tbody>
</table>
Hi Brian, Yes, we did and you can go ahead and submit it. Bill

Bill Olejniczak
Chair, Department of History
College of Charleston
Charleston, SC 29424
olejnicza@cofc.edu

Brian, Monday, April 10, 2006 9:15 AM
To: Olejniczak, William J.
Subject: Media History Course

Hi:

Good morning! I am writing to inquire about the proposal for a media history course (COMM 314), which I sent to you a few months ago. Did you and your faculty colleagues have a chance to review this proposal during the current semester? If so, we would like to go ahead and submit it to the Faculty Curriculum Committee for action early next fall.

Thanks,
Brian

Dr. Brian McGee
Associate Professor and Chair
Department of Communication
College of Charleston
66 George Street (Office at 8 College Way)
Charleston, SC 29424
(843) 953-8805

1/16/2008
Curriculum Committee
Proposal for a New Course

1. Department: Communication

2. Course Number and Title: COMM 337 Strategic Communication Management
   Number of Credits: ___3___ Total hrs/week: ___3___
   Lecture: ___X___ Lab: _______ Recitation: _______
   Seminar: _______
   For Independent study courses:
   Research: _______ Field experience: _______
   Clinical Practice: ______ Internship: _______
   Practicum: ______ Independent Course Work: _______

3. Semester and year when course will first be offered:
   Fall 2008

4. Catalog Description (please limit to 50 words):
   This course concerns the management of the communication function in corporations, agencies, non-profit entities and government organizations. Particular emphasis will be placed on developing effective communication strategies to accomplish organizational goals and objectives.

Check if appropriate: Humanities: ____ Social Science: ___
(meets minimum degree requirements)

Check if appropriate:
   This course will be cross listed with: _____________
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   COMM 230, COMM 235, and junior or senior standing; or permission of the instructor.

6. Rationale/justification for course
   (consider the following issues):
   (a) What are the goals and objectives of the course?

(Form was approved by FCC on 04/14/06 and replaces all others.)
• Demonstrate understanding and application of communication theories relevant to management of strategic communication.
• Develop skills in producing a comprehensive Strategic Communications Plan, including an annual budget, staffing requirements, objectives, strategies and tactics.

(b) How does the course support the mission statement of the department and the organizing principles of the major?

The department's mission statement requires that communication students demonstrate understanding of communication and relational processes. This course is consistent with that mission. The course also focuses on subject-matter expertise required for those in leadership positions in strategic communication, consistent with the leadership focus of the departmental mission statement.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

The course is designed for students in the latter half of the major, as the prerequisite structure suggests. The course will emphasize the competencies required for those with leadership responsibilities for strategic communication.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

This course is designed for Majors. Non-majors will rarely take the necessary prerequisites.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

No other department or program should be affected by this course. Appropriate feedback from other departments was solicited.

(b) Please explain overlap with any existing courses.

No COMM course or other course at the College of Charleston

(Form was approved by FCC on 04/18/06 and replaces all others.)
addresses this topic or subject matter in any sustained fashion.

9. Method of teaching:

Lecture, discussion, student presentations, writing assignments, examinations

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

This course will be included as an upper-division elective course in the COMM major and will provide another course option for students completing their major requirements.

We anticipate offering one section of this course every other academic year. No enrollment shifts involving other departments are anticipated.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course:

This course primarily will affect COMM majors and minors. The addition of this course to the COMM curriculum will neither increase nor decrease the number of course sections offered per academic year. Several COMM roster faculty members are qualified to teach this course.

(c) Frequency of offering:
   each fall: _____ each spring: ____
   every two years: X every three years: ____
   other (Explain): ___

11. Requirements for additional resources made necessary by this course:

   (a) Staff:

   None. Several current faculty members are qualified to serve as instructor of record for this course.

   (b) Budget

   No new budgetary resources are required. The classrooms and

   (Form was approved by FCC on 04/18/06 and replaces all others.)
instructional technology required for this course already are available in the Registrar's Office and the department.

(c) Library:
Extant library resources are sufficient to support this course.

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

A representative syllabus is attached.

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director: ________________________________
   Date: 3/1/08

14. Signature of Dean of School: ________________________________
   Date: 3/1/08

15. Signature of Provost: ________________________________
   Date: 3/1/08

16. Signature of Business Affairs Official: ________________________________
   Date: 3/1/08

17. Signature of Curriculum Committee Chair: ________________________________
   Date: 3/1/08

18. Signature of Faculty Senate Secretary: ________________________________
   Date Approved by Senate: ________________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAF, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
COMM 337: Strategic Communication Management
Monday @ 3:00 p.m. until 5:30 p.m.
Class Location: TBD

INSTRUCTORS:
TBA
9 College Way
Phone: 953.xxxx
E-mail: TBA

Office Hours:
T+TH from 1:30 p.m. until 3:30 p.m.
M+W from 10:00 a.m. until noon; 1:30 p.m. until 3:30 p.m.

COURSE DESCRIPTION:
This course will focus on the management of the communications function in corporations, agencies, non-profit entities and government organizations. Particular emphasis will be placed on developing effective communication strategies to accomplish organizational goals and objectives. The course will cover organizational and program development; staff selection, evaluation and development; agency-client relationship management; the relationship between organizational brands and reputation; ethical issues affecting the communications profession: media relations; budget development and management; crisis communication; new media and international issues.

The purpose of the course is to prepare the student to assume senior management or outside counsel roles in corporate communications through a combination of case studies, practical examples, and seminar discussions that allow the student to test the theories studied in previous communication courses. Classes will focus on core readings, research and writing exercises, guest speakers and participant-centered discussions on several case studies.

COURSE GOALS:
• Reinforce learning from previous media, public relations, marketing, speech, research and related courses.
• Develop critical thinking skills through evaluation and discussion of relevant case studies and case histories.
• Develop writing skills with a particular focus on the analysis of cases.
• Develop skills in making persuasive presentations through role-playing exercises.
• Demonstrate understanding and application of communication theories relevant to management of strategic communication.
• Develop skills in producing a comprehensive Strategic Communications Plan, including an annual budget, staffing requirements, objectives, strategies and tactics.

SUGGESTED MATERIALS:

WebCT ACCESS:
I will be using WebCT to post announcements; post articles to print out and read, post study guides and post grades. Please plan to check your account regularly – meaning at least once a week!

COURSE EXPECTATIONS:
Class format - The primary methods of instruction for COMM 337 include case-based analysis and discussion, guest speakers and experiential learning activities in order to accurately and efficiently cover the material. This is an upper level course, meaning that we will apply the knowledge and skills acquired from previous coursework in relevant fields to public relations.

There will be two research-based papers during the semester. In addition, you will submit four 500-word case analyses during the semester. Finally you will develop and present a Strategic Communication Plan that incorporates all elements of the course.

Attendance – Since this course meets only once a week, attendance is essential to succeed in this course. Attendance will be taken every week. Each unexcused absence will count against your final grade. If you should
miss a class, you will be responsible for providing evidence that can be considered in a decision on whether or not the absence can be excused, such as a doctor’s note concerning a medical issue.

Readings – You are responsible for the assigned case studies, articles and chapter readings. Class discussion will be based on these assigned readings; if you do not read, it will be extremely difficult to be a participative member of the class.

Late assignment policy – Work that is turned in after the due date will be penalized one letter grade each day it is late thereafter. Assignments submitted four business days after the assignment deadline will not be accepted.

Classroom etiquette – It will be important that we demonstrate professional behavior in all class sessions, including respect, cooperation, active participation, intellectual inquiry, and punctuality. Because this course relies extensively on discussion and class interaction, attendance and participation is crucial to your success. In addition, as professionals you are expected to be respectful of the work environment, which includes turning off all cell phones and PDAs before entering the classroom. Text-messaging is disruptive to the discussion method and is therefore not allowed during class.

Honor code – You are to be familiar with the policies set forth in the College of Charleston Student Handbook. Should we suspect that these policies have been broken in any way, we will immediately turn to the College Honors Board. If you are caught cheating (plagiarism, dishonorable testing, etc.) you will receive a zero on the assignment. If you are caught on a repeated offense, you will fail the course.

Disabilities – Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with me during the first two weeks of class. Please recognize that we cannot accommodate you if you do not notify us in advance.

Consultations – You are strongly encouraged to visit me during my office hours, or at any other arranged time, to discuss course expectations, performance, feedback, or concerns. Should you have any problems meeting course deadlines or completing assignments, please come talk to me at any time so that we can work together to develop a solution.

Classroom philosophy – So that we can have an enjoyable semester, I expect you to come to class prepared, participate in class, support your peers, and respect your facilitators (professors, guest speakers, etc.). In return, you have my commitment that I will provide feedback in a timely manner, come prepared to class, and do my best to facilitate an engaging learning experience.

ASSIGNMENTS:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| Research papers (2)         | 40%        | Oct. 6; Nov. 10
| Class Participation         | 10%        | Ongoing        |
| Case Analyses (4)           | 15%        | Sept. 15; Sept. 29; Oct. 20; Nov. 24
| Strategic Communications Plan | 35%      | December 8    |

GRADING:

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<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93 to 100 pts</td>
<td>B- = 80 to 82.99 pts</td>
</tr>
<tr>
<td>A-</td>
<td>90 to 92.99 pts</td>
<td>C+ = 77 to 79.99 pts</td>
</tr>
<tr>
<td>B+</td>
<td>87 to 89.99 pts</td>
<td>C = 73 to 76.99 pts</td>
</tr>
<tr>
<td>B</td>
<td>83 to 86.99 pts</td>
<td>C- = 70 to 72.99 pts</td>
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<tr>
<td>D+</td>
<td>67 to 69.99 pts</td>
<td>D = 63 to 66.99 pts</td>
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<tr>
<td>D</td>
<td>60 to 62.99 pts</td>
<td>F = below 60 points</td>
</tr>
</tbody>
</table>

*Please Note: Under NO circumstances will grades be rounded up. An A in this class means you have demonstrated significant achievement (meaning an 89.99 is a B+).

GRADE DISCREPANCIES:

If you have a question about a grade you receive on an assignment or exam, you must discuss the grade with me within one week of getting the assignment or exam back. After that, grades will not be modified.

ASSIGNMENT DESCRIPTIONS:
Participation: Much of the class will be taught by the case method. This method is participant-centered, meaning that most of the discussion in class is by the participants not the instructor. I will moderate these discussions and I will direct some of the questioning to particular students on a rotating basis. By the end of the semester, each student will have had the opportunity to participate in this focused questioning. Throughout the semester, all students will be judged on their active participation in case analyses and reviews. The final grade on participation will be based on both the quantity and quality of each student’s preparation for and involvement in these discussions.

Case Study Analysis: Students will prepare written evaluations of four cases during the semester. These written evaluations will be approximately 500 words in length and will be submitted at the beginning of class prior to the discussion of the case. The written analysis will be judged on clarity, thoroughness, and soundness of the arguments presented, as well as use of proper grammar, syntax, and spelling.

Research Papers: Students will prepare two longer research papers, 10-12 pages in length that explore concepts examined in the course. These topics will be assigned well in advance and will require basic research as well as thoughtful analysis of the subject.

Strategic Communications Plan: During the semester, students will be exposed to each element of a strategic communications plan. They will also need to develop a plan that addresses organization, staffing, assessment of critical issues, communications strategy and tactics, budgetary impact and implementation. Each plan will be unique; students will not be given a set formula or recipe for the plan. To prepare the plan, students will need to focus on the issues, challenges and recommendations brought to the class by the instructor and the outside guest speakers. Their synthesis of these ideas into a cohesive plan will demonstrate his or her grasp of the subject material, the ability to think critically, and competence in presenting these ideas both orally and in writing.

**Strategic Communication Management – Fall 20xx Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday – September 1</td>
<td><em>Course Intro – Earning Your Seat at the Table</em></td>
<td>Student Info Sheet</td>
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<tr>
<td>Monday – September 8</td>
<td><em>Building an Ethical Foundation</em></td>
<td>Guest Speaker: TBD</td>
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<tr>
<td>Monday – September 15</td>
<td><em>Defining Strategy</em></td>
<td>DUE: Case Analysis #1</td>
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<tr>
<td>Monday – September 22</td>
<td><em>Motivating a Team: Staffing the Function</em></td>
<td>Guest Speaker: TBD</td>
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<tr>
<td>Monday – September 29</td>
<td><em>Managing Brand and Reputation</em></td>
<td>DUE: Case Analysis #2</td>
<td></td>
</tr>
<tr>
<td>Monday – October 6</td>
<td><em>Building a Virtual Team: Agency Management</em></td>
<td>Guest Speaker: TBD</td>
<td></td>
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<tr>
<td>Monday – October 13</td>
<td><em>Fall Break</em></td>
<td>DUE: Research Paper #1</td>
<td></td>
</tr>
<tr>
<td>Monday – October 20</td>
<td><em>Media Relations: Friend, Foe or Something Else?</em></td>
<td>Guest Speaker: TBD</td>
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<tr>
<td>Monday – October 27</td>
<td><em>Thinking Global</em></td>
<td>DUE: Case Analysis #3</td>
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<tr>
<td>Monday - November 3</td>
<td><em>Managing the Check Book: Budget Realities</em></td>
<td>Guest Speaker: TBD</td>
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<tr>
<td>Monday - November 10</td>
<td><em>Balancing Stakeholder Needs</em></td>
<td>DUE: Research Paper #2</td>
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<tr>
<td>Monday - November 17</td>
<td><em>The Brave New World of New Media</em></td>
<td>Guest Speaker: TBD</td>
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<tr>
<td>Monday - November 24</td>
<td><em>When Things Go Wrong: Crisis Management</em></td>
<td>DUE: Case Analysis #4</td>
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<tr>
<td>Monday - December 1</td>
<td><em>Putting It All Together: Keys to a Great Plan</em></td>
<td>Guest Speaker: TBD</td>
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</tbody>
</table>
Monday - December 8  Final Strategic Plan Presentations  DUE: Strategic Communications Plan

**Please note that changes may be made to this document at the discretion of the professor. If such changes are made, students will be properly notified."
From: Shaver, Kelly G  
Sent: Friday, March 14, 2008 3:49 PM  
To: McGee, Brian  
Cc: Reed-Sterling, Debbie  
Subject: Comm 337  

Hi Brian,

I'm writing to tell you that the Department of Management and Entrepreneurship has no objection to your proposed course, COMM 337, Strategic Communication Management. Please consider this part of your answer to Questions #8a and #8b on the FCC Proposal for a New Course form.

Please share this email as appropriate, and let me know if you need an actual hard copy letter.

Best regards,

Signed/ Kelly

Kelly G. Shaver  
Professor and Chair  
Department of Management and Entrepreneurship  
School of Business and Economics  
College of Charleston  
Office address: 305 Beatty Center  
5 Liberty Street  
Charleston, SC 29401  
Phone: 843-953-2276  
web: www.cofc.edu/~shaverk
Curriculum Committee
Proposal to Change Degree Requirements For the Major

1. Department: Communication

2. Degree: Communication (Concentration in Media Studies); Communication (Concentration in Corporate and Organizational Communication)

3. Semester and year in which degree change(s) will go into effect: Fall 2008

4. Change(s) Desired:
   a. Add new course COMM 314 to the list of media concentration electives in the media studies concentration.
   b. Add new course COMM 337 to the list of applications/electives in the corporate and organizational communication concentration and the list of media concentration electives in the media studies concentration.
   c. Delete COMM 325 from the list of media concentration electives in the media studies concentration. (COMM 325 has been proposed for deletion from the course inventory.)

5. Justification for Change(s):

The two new courses are appropriate electives for students in these concentrations. The COMM 325 course-deletion rationale is supplied elsewhere.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: [signature]
   Date: 3/18/06

7. Signature of Dean of School: [signature]
   Date: 3/18/06

8. Signature of Provost: [signature]
   Date: 3/18/06

9. Signature of Curriculum Committee Chair: [signature]
   Date: 3/18/06

10. Signature of Budget Committee Chair: [signature]
    Date: [signature]

11. Signature of Planning Committee Chair: [signature]
    Date: 3/18/06

12. Signature of Faculty Senate Secretary: [signature]
    Date Approved by Senate: [signature]

13. Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the change will be sent by the Registrar to:
   1. Department Chair or Program Director
   2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
   3. College Relations (addition to Undergraduate Catalog)
   4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
   5. Undergraduate Studies (SNAP, CNCCourse)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Delete a Course

1. Department: Communication
2. Course Number and Title: COMM 325 Humor Writing
3. Course will be deleted effective: Fall 2008
4. Justification for Deleting the Course:

This course has not been offered for several years and will not be offered for the foreseeable future. The course is not a strong match for the revised undergraduate curriculum the department hopes to develop over the next few years.

(Form was approved by FCC on 04/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: [Signature]  Date: 3/4/06

7. Signature of Dean of School: [Signature]  Date: 3/10/06

8. Signature of Provost: [Signature]  Date: 3/14/06

9. Signature of Curriculum Committee Chair: [Signature]  Date: 3/19/06

10. Signature of Faculty Senate Secretary: 

Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the deletion will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (estabishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change a Course

1. Department: Communication

2. Course Number and Title: COMM 335: Public Relations Writing

3. Semester and year when the course change(s) will go into effect: Fall 2008

4. Change(s) Desired:

Language to be stricken is noted below. New language is in italics.

This course builds on concepts learned in COMM 235 or MTSQ 321, with a primary emphasis on managing relationships through the implementation of targeted writing skills. Traditional facets such as news releases, pitch letters and brochures will be emphasized along with research proposals, speechwriting, and corporate documents. Persuasion and presentation skills will be stressed in addition to writing competence. Layout and design skills will also be broached contextually.

Prerequisite: COMM 230 and COMM 235; or MTSQ 321 and permission of the instructor.

5. Justification for Change(s):

Despite the minor alteration required in the catalog description, we propose relatively simple prerequisite changes. First, the addition of COMM 230 (Writing for the Mass Media) as a prerequisite for COMM 335 is consistent with other upper-division writing course prerequisites in communication at the College of Charleston. Other institutions offering the public relations writing course (e.g., Arizona State University, Texas Tech University, University of Alabama) also have such a prerequisite. The uniform expectation that all students taking COMM 335 will have completed COMM 230 will eliminate the often-duplicative media writing review currently needed in our COMM 335 course design and will improve our pedagogy.

Second, as is now our common practice for upper-division COMM courses, we propose a "permission of instructor" clause for students who can demonstrate extraordinary need and comparable preparation. As always is the case, permission in these cases

(Form was approved by FCC on 4/18/06 and replaces all others.)
rarely should be granted and always when substantial supporting evidence is provided.

Third, MKTG 331 would be eliminated as an alternative prerequisite for COMM 335. COMM 335 and MKTG 331 have different audiences and course designs, with COMM 235 expressly intended to prepare students for COMM 335 and other upper-division COMM courses in public relations. We have discussed this change with Dr. Kent Gourdin, chair of the Department of Marketing and Supply Chain Management, who supports this modification of the COMM 335 prerequisite.

(Form was approved by FCC on 4/18/96 and replaces all others.)
6. Signature of Department Chair
or Program Director:
Date: 3/10/06

7. Signature of Dean of School:
Date: 3/10/06

8. Signature of Business Affairs Official:
Date: 3/10/06

9. Signature of Curriculum Committee Chair:
Date: 

10. Signature of Faculty Senate Secretary:
Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
MEMORANDUM

To: Brian McGee, Chair
    Department of Communications

From: Kent Gourdin, Chair
      Department of Marketing & Supply Chain Management

Subject: Change of Prerequisites

Date: March 10, 2008

The Department of Marketing & Supply Chain Management fully supports your proposal to drop our MKTG 331 as an alternate prerequisite for your COMM 335.
Curriculum Committee
Proposal for a New Course

1. Department: Communication

2. Course Number and Title: COMM 337 Strategic Communication Management

   Number of Credits: ___3___  Total hrs/week: ___3___

   Lecture: ___X___  Lab: _______  Recitation: _______

   Seminar: _______

   For Independent study courses:
   Research: _______  Field experience: _______
   Clinical Practice: _______  Internship: _______
   Practicum: _______  Independent Course Work: _______

3. Semester and year when course will first be offered:
   Fall 2008

4. Catalog Description (please limit to 50 words):

   This course concerns the management of the communication function in corporations, agencies, non-profit entities and government organizations. Particular emphasis will be placed on developing effective communication strategies to accomplish organizational goals and objectives.

   Check if appropriate: Humanities: ____  Social Science: ___
   (Meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with: _________
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):

   COMM 230, COMM 235, and junior or senior standing; or permission of the instructor.

6. Rationale/justification for course
   (consider the following issues):
   (a) What are the goals and objectives of the course?

   (Form was approved by FCC on 04/14/06 and replaces all others.)
• Demonstrate understanding and application of communication theories relevant to management of strategic communication.
• Develop skills in producing a comprehensive Strategic Communications Plan, including an annual budget, staffing requirements, objectives, strategies and tactics.

(b) How does the course support the mission statement of the department and the organizing principles of the major?

The department’s mission statement requires that communication students demonstrate understanding of communication and relational processes. This course is consistent with that mission. The course also focuses on subject-matter expertise required for those in leadership positions in strategic communication, consistent with the leadership focus of the departmental mission statement.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

The course is designed for students in the latter half of the major, as the prerequisite structure suggests. The course will emphasize the competencies required for those with leadership responsibilities for strategic communication.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines?

This course is designed for Majors. Non-majors will rarely take the necessary prerequisites.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

No other department or program should be affected by this course. Appropriate feedback from other departments was solicited.

(b) Please explain overlap with any existing courses.

No COMM course or other course at the College of Charleston

(Form was approved by FCC on 04/18/06 and replaces all others.)
addresses this topic or subject matter in any sustained fashion.

9. Method of teaching:
Lecture, discussion, student presentations, writing assignments, examinations

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
This course will be included as an upper-division elective course in the COMM major and will provide another course option for students completing their major requirements.
We anticipate offering one section of this course every other academic year. No enrollment shifts involving other departments are anticipated.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course:
This course primarily will affect COMM majors and minors. The addition of this course to the COMM curriculum will neither increase nor decrease the number of course sections offered per academic year. Several COMM roster faculty members are qualified to teach this course.

(c) Frequency of offering:
each fall: ___  each spring: ___
every two years: X  every three years: ___
other (Explain): ___

11. Requirements for additional resources made necessary by this course:
(a) Staff:
None. Several current faculty members are qualified to serve as instructor of record for this course.

(b) Budget
No new budgetary resources are required. The classrooms and

(Form was approved by FCC on 04/18/06 and replaces all others.)
instructional technology required for this course already are available in the Registrar's Office and the department.

(c) Library:
Extant library resources are sufficient to support this course.

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

A representative syllabus is attached.

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair
   or Program Director: ____________________________
   Date: ____________

14. Signature of Dean of School: ____________________________
   Date: ____________

15. Signature of Provost: ____________________________
   Date: ____________

16. Signature of Business Affairs Official: ____________________________
   Date: ____________

17. Signature of Curriculum Committee Chair: ____________________________
    Date: ____________

18. Signature of Faculty Senate Secretary: ____________________________
    Date: ____________

Date Approved by Senate: ____________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, 2/6 Beth Murphy)
5. Undergraduate Studies (SNAF, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
COMM 337: Strategic Communication Management
Monday @ 3:00 p.m. until 5:30 p.m.
Class Location: TBD

INSTRUCTORS:
TBA
9 College Way
Phone: 953-xxxx
E-mail: TBA

Office Hours:
T*TH from 1:30 p.m. until 3:30 p.m.
M*W from 10:00 a.m. until noon; 1:30 p.m. until 3:30 p.m.

COURSE DESCRIPTION:
This course will focus on the management of the communications function in corporations, agencies, non-profit entities and government organizations. Particular emphasis will be placed on developing effective communication strategies to accomplish organizational goals and objectives. The course will cover organizational and program development; staff selection, evaluation and development; agency-client relationship management; the relationship between organizational brands and reputation; ethical issues affecting the communications profession; media relations; budget development and management; crisis communication; new media and international issues.

The purpose of the course is to prepare the student to assume senior management or outside counsel roles in corporate communications through a combination of case studies, practical examples, and seminar discussions that allow the student to test the theories studied in previous communication courses. Classes will focus on core readings, research and writing exercises, guest speakers and participant-centered discussions on several case studies.

COURSE GOALS:
• Reinforce learning from previous media, public relations, marketing, speech, research and related courses.
• Develop critical thinking skills through evaluation and discussion of relevant case studies and case histories.
• Develop writing skills with a particular focus on the analysis of cases.
• Develop skills in making persuasive presentations through role-playing exercises.
• Demonstrate understanding and application of communication theories relevant to management of strategic communication.
• Develop skills in producing a comprehensive Strategic Communications Plan, including an annual budget, staffing requirements, objectives, strategies and tactics.

SUGGESTED MATERIALS:

WebCT ACCESS:
I will be using WebCT to post announcements; post articles to print out and read, post study guides and post grades. Please plan to check your account regularly – meaning at least once a week!

COURSE EXPECTATIONS:
Class format – The primary methods of instruction for COMM 337 include case-based analysis and discussion, guest speakers and experiential learning activities in order to accurately and efficiently cover the material. This is an upper level course, meaning that we will apply the knowledge and skills acquired from previous coursework in relevant fields to public relations.

There will be two research-based papers during the semester. In addition, you will submit four 500-word case analyses during the semester. Finally you will develop and present a Strategic Communication Plan that incorporates all elements of the course.

Attendance – Since this course meets only once a week, attendance is essential to succeed in this course. Attendance will be taken every week. Each unexcused absence will count against your final grade. If you should
miss a class, you will be responsible for providing evidence that can be considered in a decision on whether or not the absence can be excused, such as a doctor’s note concerning a medical issue.

Readings – You are responsible for the assigned case studies, articles and chapter readings. Class discussion will be based on these assigned readings; if you do not read, it will be extremely difficult to be a participative member of the class.

Late assignment policy – Work that is turned in after the due date will be penalized one letter grade each day it is late thereafter. Assignments submitted four business days after the assignment deadline will not be accepted.

Classroom etiquette – It will be important that we demonstrate professional behavior in all class sessions, including respect, cooperation, active participation, intellectual inquiry, and punctuality. Because this course relies extensively on discussion and class interaction, attendance and participation is crucial to your success. In addition, as professionals you are expected to be respectful of the work environment, which includes turning off all cell phones and PDAs before entering the classroom. Text-messaging is disruptive to the discussion method and is therefore not allowed during class.

Honor code – You are to be familiar with the policies set forth in the College of Charleston Student Handbook. Should we suspect that these policies have been broken in any way, we will immediately turn to the College Honors Board. If you are caught cheating (plagiarism, dishonorable testing, etc.) you will receive a zero on the assignment. If you are caught on a repeated offense, you will fail the course.

Disabilities – Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with me during the first two weeks of class. Please recognize that we cannot accommodate you if you do not notify us in advance.

Consultations – You are strongly encouraged to visit me during my office hours, or at any other arranged time, to discuss course expectations, performance, feedback, or concerns. Should you have any problems meeting course deadlines or completing assignments, please come talk to me at any time so that we can work together to develop a solution.

Classroom philosophy – So that we can have an enjoyable semester, I expect you to come to class prepared, participate in class, support your peers, and respect your facilitators (professors, guest speakers, etc.). In return, you have my commitment that I will provide feedback in a timely manner, come prepared to class, and do my best to facilitate an engaging learning experience.

ASSIGNMENTS:

<table>
<thead>
<tr>
<th>Graded Item</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research papers (2)</td>
<td>40%</td>
<td>Oct. 6; Nov. 10</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Case Analyses (4)</td>
<td>15%</td>
<td>Sept. 15; Sept. 29; Oct. 20; Nov. 24</td>
</tr>
<tr>
<td>Strategic Communications Plan</td>
<td>35%</td>
<td>December 8</td>
</tr>
</tbody>
</table>

GRADING:

- A = 93 to 100 pts
- B+ = 87 to 89.99 pts
- B = 83 to 86.99 pts
- C+ = 77 to 79.99 pts
- C = 73 to 76.99 pts
- B-= 70 to 72.99 pts

*Please Note: Under NO circumstances will grades be rounded up. An A in this class means you have demonstrated significant achievement (meaning an 89.99 is a B+).

GRADE DISCREPANCIES:
If you have a question about a grade you receive on an assignment or exam, you must discuss the grade with me within one week of getting the assignment or exam back. After that, grades will not be modified.

ASSIGNMENT DESCRIPTIONS:
Participation: Much of the class will be taught by the case method. This method is participant-centered, meaning that most of the discussion in class is by the participants not the instructor. I will moderate these discussions and I will direct some of the questioning to particular students on a rotating basis. By the end of the semester, each student will have had the opportunity to participate in this focused questioning. Throughout the semester, all students will be judged on their active participation in case analyses and reviews. The final grade on participation will be based on both the quantity and quality of each student’s preparation for and involvement in these discussions.

Case Study Analysis: Students will prepare written evaluations of four cases during the semester. These written evaluations will be approximately 500 words in length and will be submitted at the beginning of class prior to the discussion of the case. The written analysis will be judged on clarity, thoroughness, and soundness of the arguments presented, as well as use of proper grammar, syntax, and spelling.

Research Papers: Students will prepare two longer research papers, 10-12 pages in length that explore concepts examined in the course. These topics will be assigned well in advance and will require basic research as well as thoughtful analysis of the subject.

Strategic Communications Plan: During the semester, students will be exposed to each element of a strategic communications plan. They will also learn a variety of points of view from readings and outside speakers about the issues involved with managing the communications function. As a culmination of the course, each student will prepare a strategic communications plan for a company or agency of their choosing. The preparation of this plan will require outside research about the company, agency or set of issues addressed by the plan. It will address organization, staffing, assessment of critical issues, communications strategy and tactics, budgetary impact and implementation. Each plan will be unique; students will not be given a set formula or recipe for the plan. To prepare the plan, students will need to focus on the issues, challenges and recommendations brought to the class by the instructor and the outside guest speakers. Their synthesis of these ideas into a cohesive plan will demonstrate their ability to think critically, and competence in presenting these ideas both orally and in writing.

**Strategic Communication Management – Fall 20xx Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Guest Speaker</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday – September 1</td>
<td>Course Intro – Earning Your Seat at the Table</td>
<td>Syllabus, course expectations</td>
<td>Student Info Sheet</td>
</tr>
<tr>
<td>Monday – September 8</td>
<td>Building an Ethical Foundation</td>
<td>Guest Speaker: TBD</td>
<td></td>
</tr>
<tr>
<td>Monday – September 15</td>
<td>Defining Strategy</td>
<td>DUE: Case Analysis #1</td>
<td></td>
</tr>
<tr>
<td>Monday – September 22</td>
<td>Motivating a Team: Staffing the Function</td>
<td>Guest Speaker: TBD</td>
<td></td>
</tr>
<tr>
<td>Monday – September 29</td>
<td>Managing Brand and Reputation</td>
<td>Guest Speaker: TBD</td>
<td>DUE: Case Analysis #2</td>
</tr>
<tr>
<td>Monday – October 6</td>
<td>Building a Virtual Team: Agency Management</td>
<td>Guest Speaker: TBD</td>
<td>DUE: Research Paper #1</td>
</tr>
<tr>
<td>Monday – October 13</td>
<td>Fall Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday – October 20</td>
<td>Media Relations: Friend, Foe or Something Else?</td>
<td>Guest Speaker: TBD</td>
<td>DUE: Case Analysis #3</td>
</tr>
<tr>
<td>Monday – October 27</td>
<td>Thinking Global</td>
<td>Guest Speaker: TBD</td>
<td></td>
</tr>
<tr>
<td>Monday - November 3</td>
<td>Managing the Check Book: Budget Realities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday - November 10</td>
<td>Balancing Stakeholder Needs</td>
<td>Guest Speaker: TBD</td>
<td>DUE: Research Paper #2</td>
</tr>
<tr>
<td>Monday - November 17</td>
<td>The Brave New World of New Media</td>
<td>Guest Speaker: TBD</td>
<td></td>
</tr>
<tr>
<td>Monday - November 24</td>
<td>When Things Go Wrong: Crisis Management</td>
<td>Guest Speaker: TBD</td>
<td>DUE: Case Analysis #4</td>
</tr>
<tr>
<td>Monday - December 1</td>
<td>Putting It All Together: Keys to a Great Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday - December 8</td>
<td>Final Strategic Plan Presentations</td>
<td>DUE: Strategic Communications Plan</td>
<td></td>
</tr>
</tbody>
</table>

**Please note that changes may be made to this document at the discretion of the professor. If such changes are made, students will be properly notified.**
From: Shaver, Kelly G  
Sent: Friday, March 14, 2008 3:49 PM  
To: McGee, Brian  
Cc: Reed-Sterling, Debbie  
Subject: Comm 337  

Hi Brian,

I'm writing to tell you that the Department of Management and Entrepreneurship has no objection to your proposed course, COMM 337, Strategic Communication Management. Please consider this part of your answer to Questions #8a and #8b on the FCC Proposal for a New Course form.

Please share this email as appropriate, and let me know if you need an actual hard copy letter.

Best regards,

Signed/ Kelly

Kelly G. Shaver  
Professor and Chair  
Department of Management and Entrepreneurship  
School of Business and Economics  
College of Charleston  
Office address: 306 Beatty Center  
5 Liberty Street  
Charleston, SC 29401  
Phone: 843-953-2276  
web: www.cofc.edu/~shaverk
1. Department: Communication

2. Degree: Communication (Concentration in Media Studies); Communication (Concentration in Corporate and Organizational communication)

3. Semester and year in which degree change(s) will go into effect: Fall 2008

4. Change(s) Desired:
   a. Add new course COMM 314 to the list of media concentration electives in the media studies concentration.
   b. Add new course COMM 337 to the list of applications/electives in the corporate and organizational communication concentration and the list of media concentration electives in the media studies concentration.
   c. Delete COMM 325 from the list of media concentration electives in the media studies concentration. (COMM 325 has been proposed for deletion from the course inventory.)

5. Justification for Change(s):

   The two new courses are appropriate electives for students in these concentrations. The COMM 325 course-deletion rationale is supplied elsewhere.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair
   or Program Director: ___________________________
   Date: ___________________________

7. Signature of Dean of School: ___________________________
   Date: ___________________________

8. Signature of Provost: ___________________________
   Date: ___________________________

9. Signature of Curriculum
   Committee Chair: ___________________________
   Date: ___________________________

10. Signature of Budget Committee Chair: ___________________________
    Date: __________________________

11. Signature of Planning Committee Chair: ___________________________
    Date: ___________________________

12. Signature of Faculty Senate Secretary: ___________________________
    Date Approved by Senate: ___________________________

13. Completed form should be sent by the Faculty Senate Secretary
to the Registrar. Information about the change will be sent by
the Registrar to:
1. Department Chair or Program Director
2. Business Affairs Office (establishes course fee structure in
   SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, CMCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Delete a Course

[Annotated Form]*

1. Department: Computer Science

2. Course Number and Title: CSCI 130, Visual Basic for Applications

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course:

CSCI 130, Visual Basic for Applications, is a programming course for non-majors that has experienced a decreasing demand since 2000. The last time the course was offered was Fall 2006, but it was cancelled due to low enrollment. Additionally, Visual Basic for Applications is no longer a programming language supported by the copyright holder, Microsoft. Although the course title and language could be updated, it is not necessary because CSCI 220, Computer Programming I, and CSCI 222, Computer Programming I Lab, now both taught in the language Python, is an appropriate alternative for students interested in an introductory programming/problem solving course and for the one program (the minor in Discovery Informatics) that originally depended on CSCI 130.

The Department of Mathematics has been informed of this course deletion proposal. A proposal to change the requirements for the minor in Discovery Informatics has preceded this proposal.

5. Signature of Department Chair or Program Director: Date: May 18, 2008

[The chair/program director will sign the proposal after it has been approved by the department. The chair will then submit it to the dean.]

6. Signature of Dean of School: Date: 3/11/08

[If the dean approves the proposal, he or she will sign it and return it to the department chair. If the dean does not approve the proposal, he or she will return it to the department chair unsigned with an explanation for the rejection.]

7. Signature of Provost: Date: 3/17/08

(Form was approved by FCC on 4/18/06 and replaces all others.)
8. Signature of Curriculum Committee Chair: ______________________________ Date: 3/30/09

[If the dean signs the proposal, the department chair will send eleven copies and the original proposal to the chair of the Curriculum Committee. The chair of the Curriculum Committee will report to the department chair either the committee's approval or its rejection of the proposal. If the proposal is rejected, the Committee chair will explain why to the department chair. If the proposal is approved, the Committee chair will sign the original and deliver it to the Speaker of the Faculty, who will put it on the agenda for the next Senate meeting, at which the Curriculum Committee will make a motion to approve the proposal.]

9. Signature of Faculty Senate Secretary: ______________________________ Date Approved by Senate:________________

[If the Senate approves the proposal, the Secretary of the Senate will sign the original and deliver it to the Registrar. Note that the Provost's signature is not required for a change of course.]

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the deletion will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

*Note: The formatting of this Microsoft Word document is the responsibility of the Faculty Curriculum Committee and should not be held against the Computer Science Department or its faculty.

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee  
Proposal to Change Degree Requirements  
for a Minor/Concentration  

[Annotated Form]*

1. Department(s) or School(s): **Mathematics, Computer Science**  
[Indicate the name of the minor/concentration program affected]

2. Name of the Minor/Concentration: *Discovery Informatics* 

3. Semester and year in which degree change(s) will go into effect: **Fall 2008**

4. Change(s) Desired:

   - DROP CSCI 130, Visual Basic for Applications (3) 
   - ADD CSCI 220, Computer Programming I (3) and CSCI 222, Computer Programming I Lab (1)

   - DROP DISC 201, Introduction to Databases and Data Mining (3)  
   - ADD DISC 210, Dataset Organization and Management (3)

5. Justification for Change(s):

   CSCI 130, Visual Basic for Applications, is no longer being taught and is being dropped from the curriculum. CSCI 220 & CSCI 222 offer an equivalent and arguably better programming/problem solving experience for DI minors, now that the course/lab is taught using the scripting language, Python, and primarily in a procedural paradigm.

   DISC 201, Introduction to Databases and Data Mining, has never been taught due to low enrollments by DI minors and is being dropped from the curriculum. DISC 210, Dataset Organization and Management, will replace DISC 201. DISC 210 is a course that is narrower in informatics topics but deeper in database design and programmatic access to databases for the purposes of data mining.

   These changes will increase the number of hours required of the minor from 18-19 to 19-20 hours.

6. Signature of Department Chair or Program Director:  
   Date: **Mar 10, 2008**  
   [The chair will sign the proposal after it has been approved by the department. The chair will then submit it to the dean.]

7. Signature of Dean of School:  
   Date: **3/11/08**  
   [If the dean approves the proposal, he or she will sign it and return it to the department chair. If the dean does not approve the proposal, he or she will return it to the department chair unsigned with an explanation for the rejection.]

8. Signature of Provost:  
   (Form was approved by FCC on 4/18/06 and replaces all others.)
Date: 3/17/08

[If the dean signs the proposal, the department chair sends one copy to the Provost office. The Provost office will forward the signed form to the business office.]

9. Signature of Business Affairs Official:
   Date: 3/17/08

[The business office will forward its decision to the chair of the Curriculum Committee, and the signed copy back to the Department chair. Once all the above signatures are obtained, the department chair will send eleven copies and the original proposal to the chair of the Curriculum Committee.]

10. Signature of Curriculum Committee Chair:
    Date: 3/30/08

[After the committee’s deliberations, the chair of the Curriculum Committee will report to the department chair either the committee’s approval or its rejection of the proposal. If the proposal is rejected, the Committee chair will explain why to the department chair. If the proposal is approved, the Committee chair will sign the original and deliver it to the Speaker of the Faculty, who will put it on the agenda for the next Senate meeting, at which the Curriculum Committee will make a motion to approve the proposal.]

11. Signature of Faculty Senate Secretary: __________________________ Date Approved by Senate: ________

[If the Senate approves the proposal, the Secretary of the Senate will sign the original and deliver it to the Registrar, who will distribute the information as described below.]

Completed form should be sent by the Faculty Senate Secretary to the Registrar
Information about the changes will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

*Note: The formatting of this Microsoft Word document is the responsibility of the Faculty Curriculum Committee and should not be held against the Computer Science Department or its faculty.

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Delete a Course

[Annotated Form]*

1. Departments: Computer Science, Mathematics

2. Course Number and Title: DISC 201, Introduction to Databases and Data Mining

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course:

5. DISC 201, Introduction to Databases and Data Mining was developed exclusively for the minor in Discovery Informatics. Since the DI minor is being changed to no longer require DISC 201 (refer to the recent Change of Minor for DI), this course will no longer be offered. As a reasonable alternative, DISC 210, Dataset Organization and Management, will continue to offered as part of the BS and minor programs in Discovery Informatics.

6. Signature of Department Chair or Program Director: ______________________ Date: Mar 10, 2008

[The chair/program director will sign the proposal after is has been approved by the department. The chair will then submit it to the dean.]

7. Signature of Dean of School: ______________________ Date: 3/11/08

[If the dean approves the proposal, he or she will sign it and return it to the department chair. If the dean does not approve the proposal, he or she will return it to the department chair unsigned with an explanation for the rejection.]

8. Signature of Provost: ______________________ Date: 3/17/08

9. Signature of Curriculum Committee Chair: ______________________ Date: 3/30/08

[If the dean signs the proposal, the department chair will send eleven copies and the original proposal to the chair of the Curriculum Committee. The chair of the Curriculum Committee will report to the department chair either the committee's approval or its rejection of the proposal. If the proposal is rejected, the

(Form was approved by FCC on 4/18/06 and replaces all others.)
Committee chair will explain why to the department chair. If the proposal is approved, the Committee chair will sign the original and deliver it to the Speaker of the Faculty, who will put it on the agenda for the next Senate meeting, at which the Curriculum Committee will make a motion to approve the proposal.

10. Signature of Faculty  
   Senate Secretary: ___________________________ Date Approved  
   ___________________________ by Senate:_______

[If the Senate approves the proposal, the Secretary of the Senate will sign the original and deliver it to the Registrar. Note that the Provost’s signature is not required for a change of course.]

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the deletion will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

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(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
New Course Proposal

1. Department:
   Elementary, Early Childhood and Middle Grades

2. Course Number and Title: EDEE xxx Elementary Education: Balancing Students and Curriculum

   Number of Credits: ___3___   Total hrs/week: ___3/week____
   Lecture: ___x___   Lab: _________   Recitation: _______
   Seminar: _______

   For Independent study courses:
   Research: _______   Field experience: _______
   Clinical Practice: _____   Internship: _______
   Practicum: _____   Independent Course Work: _____

3. Semester and year when course will first be offered:
   Fall 2008

4. Catalog Description (please limit to 50 words):
   This course balances an understanding of upper elementary students (grades 2-6) with the curricular expectations for these grades. Special attention is paid to the importance of planning, assessment and classroom environment in promoting student accomplishment, belonging, and engagement.

   Check if appropriate: Humanities: ____   Social Science: ____
   (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with: _______________
   Rationale for cross listing:

   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):

   Admission into the teacher education program and successful completion of EDEE 327

6. Rationale/justification for course
   (consider the following issues):

   (Form was approved by FCC on 04/18/06 and replaces all others.)
(a) What are the goals and objectives of the course?
The objectives for the course are:
1. Extend knowledge of child development, focusing deeply on
developmental trends and issues for upper elementary students
2. Analyze factors that influence development and school performance
   for upper elementary students
3. Explain key elements of school and classroom environments that
   affect upper elementary student learning
4. Develop a long range instructional plan demonstrating knowledge of
   its key components
5. Understand the role of assessment in the teaching and learning
   process and develop developmentally appropriate assessments
6. Evaluate the state of professionalism for upper elementary teachers

(b) How does the course support the mission statement of the
department and the organizing principles of the major?
The course is closely aligned to the EHHP conceptual framework,
addressing all three elements of teaching competency with its focus on
understanding and valuing upper elementary students (ETC1), knowing what
and how to teach and assess and create an environment in which learning
occurs for grades 2-6 (ETC2) and understanding self as a professional
upper elementary teacher (ETC3).

7. (a) For courses in the major, how does the course enhance the
   beginning, middle, or end of the major?
This course comes at the middle of the major. It will occur in the
second semester of the professional program. This is the first time
when elementary majors separate from early childhood and middle
school majors in their courses. This course will provide depth of
understanding about what it means to teach the upper elementary
grades.

(b) For courses used by non-majors, how does the course
   support the liberal arts tradition including linkages with
   other disciplines:
N/A

7. (a) Are other departments affected by this course? Please
   attach letters of support from the chairs of each department
   indicating that the department has discussed the proposal and
   supports it.
Other departments are not affected by this course.

(b) Please explain overlap with any existing courses.
The course complements the other courses students take their
second semester. In this semester students take teaching methods
courses and a field experience course. This course will help tie
these courses together.

(Form was approved by FCC on 04/18/06 and replaces all others.)
9. Method of teaching:
Lecture and discussion

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

This course essentially replaces a course (EDEE 401: Assessment) that was part of the curriculum. It will not alter enrollment patterns.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course:

The course can be taught by faculty with upper elementary experience. Dr. Christine Finnan will likely teach it; she currently teaches the field based courses. Faculty who otherwise taught EDEE 401 will be available to teach this course so there should be no increase in use of adjuncts.

(c) Frequency of offering:
   each fall: x   each spring: x
   every two years:   every three years: 
   other (Explain):

11. Requirements for additional resources made necessary by this course:

   No new resources needed – existing faculty can be used

   (a) Staff:

      No new faculty required

   (b) Budget:

   (c) Library:
      Library resources are sufficient to support this course

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

   (Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director: 
   Date: 2/19/08

14. Signature of Dean of School: 
   Date: 2/19/08

15. Signature of Provost: 
   Date: 3/5/2008

16. Signature of Business Affairs Official: 
   Date: 3/6/08

17. Signature of Curriculum Committee Chair: 
   Date: 3/27/08

18. Signature of Faculty Senate Secretary: 
   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
College of Charleston  
School of Education, Health, and Human Performance  
Course Syllabi  

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Elementary Education: Balancing Students and Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number:</td>
<td>EDEE XXXX</td>
</tr>
<tr>
<td>Course Term:</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Course Description:</td>
<td>This course focuses on the specific characteristics and learning needs of upper elementary children (grades 2-6) and on best practice for upper elementary teachers. It helps candidates balance understanding of upper elementary students (e.g., their development, group affiliations, individual differences, and life outside of school) with the curricular expectations for these grades. Special attention is paid to the importance of planning and assessment and to the factors influencing teachers' efforts to create classroom environments that foster a sense of accomplishment, belonging, and engagement in students. The course is closely aligned to the EHHP conceptual framework, addressing all three elements of teaching competency with its focus on understanding and valuing upper elementary students (ETC1), knowing what and how to teach and assess and create an environment in which learning occurs for grades 2-6 (ETC2) and understanding self as a professional upper elementary teacher (ETC3).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Text/Materials:</th>
<th>Textbook:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course reading packet including:</td>
</tr>
</tbody>
</table>
### Course Objectives:

1. Extend knowledge of child development, focusing deeply on developmental trends and issues for upper elementary students
2. Analyze factors that influence development and school performance for upper elementary students
3. Explain key elements of school and classroom environments that affect upper elementary student learning
4. Develop a long range instructional plan demonstrating knowledge of its key components
5. Understand the role of assessment in the teaching and learning process and develop developmentally appropriate assessments
6. Evaluate the state of professionalism for upper elementary teachers

### Description of Projects/Assignments and Evaluation Criteria

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study of an upper elementary student</td>
<td>20</td>
</tr>
<tr>
<td>Classroom environment critique</td>
<td>15</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>10</td>
</tr>
<tr>
<td>Modified long range plan</td>
<td>20</td>
</tr>
<tr>
<td>Developmentally appropriate assessment</td>
<td>10</td>
</tr>
<tr>
<td>Advocacy statement</td>
<td>10</td>
</tr>
<tr>
<td>Final exam</td>
<td>15</td>
</tr>
</tbody>
</table>

### Total Points

100

### Evaluation Scale:

- **A**: 93-100
- **A-**: 91-92
- **B+**: 89-90
- **B**: 86-88
- **B-**: 84-85
- **C+**: 82-83
- **C**: 79-81
- **C-**: 77-78
- **D+**: 75-76
- **D**: 72-74
- **D-**: 70-71
- **F**: 0-69

### Attendance

Class attendance and punctuality are expected professional behaviors. Students are responsible for meeting the specific attendance requirements as outlined in the syllabus for each course. A student may receive a “WA/F” for excessive absences, based on the class attendance requirements.
<table>
<thead>
<tr>
<th>Calendar</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week one</td>
<td>Introduction. Why focus on upper elementary students and teachers</td>
<td>Read Finnan Preface and Ch. 1</td>
</tr>
<tr>
<td>Week two</td>
<td>Development of 8-to-12 year olds</td>
<td>Read Finnan Ch. 2</td>
</tr>
<tr>
<td>Weeks three and four</td>
<td>Group affiliations</td>
<td>Read Finnan Ch 3 &amp; Garcia-Coll &amp; Szlacha</td>
</tr>
<tr>
<td>Week five</td>
<td>Individual differences</td>
<td>Read Finnan Ch 4</td>
</tr>
<tr>
<td>Week six and seven</td>
<td>Life outside of school</td>
<td>Read Finnan Ch 5 Case study exam</td>
</tr>
<tr>
<td></td>
<td>due</td>
<td>Midterm</td>
</tr>
<tr>
<td></td>
<td>exam</td>
<td></td>
</tr>
<tr>
<td>Week eight</td>
<td>School environment</td>
<td>Read Finnan Ch. 6</td>
</tr>
<tr>
<td>Week nine &amp; ten</td>
<td>Classroom environment</td>
<td>Read Finnan Ch. 7 &amp; Kennedy</td>
</tr>
<tr>
<td>Week eleven – thirteen</td>
<td>Teaching and learning</td>
<td>Read Finnan Ch 8 &amp; Anderson Classroom environment critique due</td>
</tr>
<tr>
<td>Week fourteen</td>
<td>Professionalism</td>
<td>Read Finnan Ch 9 Long range plan and assessment due</td>
</tr>
<tr>
<td>Final Exam</td>
<td>letter due</td>
<td>Advocacy Final exam</td>
</tr>
</tbody>
</table>
Curriculum Committee
Proposal for a New Course

1. Department: Elementary and Early Childhood Education

2. Course Number and Title:
   EDEE 363, Introduction to Early Childhood Education
   Number of Credits: 3    Total hrs/week: 3
   Lecture:      x  Lab:     _______  Recitation:    _______
   Seminar:      __________

   For Independent study courses:
   Research:     __________  Field experience:   _______
   Clinical Practice: _______  Internship: _______
   Practicum:    _______  Independent Course Work: _______

3. Semester and year when course will first be offered:
   Fall, 2008

4. Catalog Description (please limit to 50 words):
   This course provides an introduction to early childhood education to include historical and theoretical foundations, characteristics of children and their families, multiple influences of development, and purposes and uses of assessment.

   Check if appropriate: Humanities: ___  Social Science: ___
   (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with: ______________________

   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   Courses required by department in first semester of proposed major (EDFS 326, EDFS 303, EDEE 323, EDEE 325, and EDEE 327)

6. Rationale/justification for course
   (consider the following issues):
   ___________________________________________________________

   (Form was approved by FCC on 04/18/06 and replaces all others.)
In the last two years, departmental faculty conducted an extensive evaluation of how current departmental requirements (established for new majors which began Fall, 2004) meet accreditation standards of each of the three professional associations required by NCATE (National Association of Accreditation of Teacher Education). The department offers three undergraduate majors and the examination indicated that the early childhood major, accredited for NCATE by NAEYC (National Association for the Education of Young Children), was lacking components needed by four of the five major NAEYC standards. This course was designed to better meet those standards.

(a) What are the goals and objectives of the course?

Course goals are thus described in the course description above, viz. "historical and theoretical foundations, characteristics of children and their families, multiple influences of development, and purposes and uses of assessment."

See attached syllabus for the objectives.

(b) How does the course support the mission statement of the department and the organizing principles of the major?

The proposed course helps to better fill our departmental mission relative to early childhood education teacher candidates and, as described above, is quite necessary to fulfilling early childhood education principles.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

The course will provide the necessary beginning which heretofore has been attempted with fill-in material in the field experience course which has negatively affected that course by depriving it of the time needed for the actual field experiences and processing of same.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines: n/a

8. (a) Are other departments affected by this course? No. Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

(Form was approved by FCC on 04/18/06 and replaces all others.)
(b) Please explain overlap with any existing courses.

9. Method of teaching: lecture, discussion, simulations, case studies

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
    n/a Concurrent with this proposal is a request to drop another course now taken in the same semester. This proposed course would take its place in the sequence and would, in no way, affect enrollment patterns.

    (b) Address potential shifts in staffing of the department as it relates to the offering of this course:

    Due to the fact that the department is dropping the assessment course, this does not really affect shifts.

    (c) Frequency of offering:
        each fall: x    each spring: x
        every two years: ___ every three years: ___
        other (Explain): ___

11. Requirements for additional resources made necessary by this course:

    (a) Staff: none

    (b) Budget: none

    (c) Library: none

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

    The chart is attached that was made by the department to address where accreditation standards are met.

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director: [Signature]
   Date: [Date]

14. Signature of Dean of School: [Signature]
   Date: [Date]

15. Signature of Provost: [Signature]
   Date: [Date]

16. Signature of Business Affairs Official: [Signature]
   Date: [Date]

17. Signature of Curriculum Committee Chair: [Signature]
   Date: [Date]

18. Signature of Faculty Senate Secretary: [Signature]
   Date Approved by Senate: [Date]

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
INTRODUCTION TO EARLY CHILDHOOD EDUCATION  
EDEE 363

<table>
<thead>
<tr>
<th>Meeting Time and Place</th>
<th></th>
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<tbody>
<tr>
<td>Instructor</td>
<td></td>
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<tr>
<td>Office Hours</td>
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<tr>
<td>Office Location</td>
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<tr>
<td>Office Phone and Email</td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description**
This course provides an introduction to early childhood education to include historical and theoretical foundations, characteristics of children and their families, multiple influences of development, and purposes and uses of assessment.

**Course Text**

**Course Outcomes and Related Objectives**

All teacher preparation programs in the School of Education are guided by a commitment to “Making the Teaching and Learning Connection.” Teachers who make the teaching and learning connection: 1. understand and value the learner; 2. know what and how to teach and assess and how to create an environment in which learning occurs, and 3. understand themselves as professionals. These three elements of teacher competency are at the heart of the School of Education conceptual framework and guide what you will learn and how your learning will be assessed. Below are EDEE ___'s specific outcomes related to the three elements of teacher competency that students should achieve by course's end. The standards listed in parentheses refer to standards of the National Association for the Education of Young Children (NAEYC).

**Outcomes related to understanding and valuing the learner:**

1. Chart characteristics of developmental stages and needs of young children in all areas to include: physical, motor, sensory, perceptual, cognitive, language, social/emotional, moral, psychosocial, health and safety (NAEYC 1a);
2. Compare and contrast characteristics of development and needs across the developmental spectrum (NAEYC 1a);
3. Research various theories of development and track brain development research (NAEYC 1a);
4. Identify and describe multiple influences that impact on development and learning such as cultural, economic, social, special health and physical needs, intellectual capacities, stress, trauma, and varied rates of development (NAEYC 1b);
5. Analyze the diverse contexts presented by young children and their families and communities including economic, cultural, linguistic and special needs (NAEYC 2a);
6. Develop and apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts to Early Childhood development and learning (NAEYC 2a);
7. Describe and differentiate between learning theories about how children learn;
<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Classroom Web Page (50 points):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Small groups (3 students) will be formed according to grade level interest.</td>
</tr>
<tr>
<td></td>
<td>• Groups will work together to develop a homepage for a selected grade level. Each group member will be responsible for designing and linking to his/her own homepage with additional links to the following:</td>
</tr>
<tr>
<td></td>
<td>1. A Classroom Newsletter</td>
</tr>
<tr>
<td></td>
<td>2. 3 Links for parents &amp; annotated bibliography</td>
</tr>
<tr>
<td></td>
<td>3. 3 Links for kids &amp; annotated bibliography</td>
</tr>
<tr>
<td></td>
<td>4. The Curriculum Standards (ISTE, South Carolina Mathematics, Science, Social Studies, &amp; Language Arts)</td>
</tr>
</tbody>
</table>

Outcomes related to knowing what and how to teach and assess and how to create an environment in which learning occurs:

8. Identify and describe caretaker and teacher roles in creating healthy, respectful, supportive and challenging learning environments based on developmental characteristics for each level of development (NAEYC 1b);
9. Design interior and exterior spaces that provide for health and safety needs of children (NAEYC 1c);
10. Select and/or design equipment, material, curriculum approaches, instructional strategies and scheduling that are appropriate for each developmental level of young children in their learning environment (NAEYC 1c);
11. Devise strategies that affirm and respect the diversity of children and their families and that promote anti-bias approaches experiences that are culturally and developmentally sensitive (NAEYC 2b);
12. Demonstrate the ability to build positive, supportive relationships that take families goals and preferences into account and incorporate knowledge of families’ languages, cultures, strengths and challenges (NAEYC 2b);
13. Simulate collaborative strategies and models of involvement that meaningfully engage families with curriculum, assessment, and decision making (NAEYC 2c);
14. Explain the purposes and benefits of assessment (NAEYC 3a);
15. Develop familiarity with knowledge and skills about informal and formal assessment tools (NAEYC 3b);
16. Acquire observation skills of learning needs and instruction designed to meet those needs (NAEYC 3b);
17. Debate issues and policies related to assessment in Pre-K through grade 3; (NAEYC 3c);
18. Use the ADEPT teacher evaluation system as a self-reflection and peer assessment tool (NAEYC 3d);
19. Demonstrate understanding of the interrelationship between curriculum, instruction, and assessment (NAEYC 3);

Outcomes related to understanding self as a professional:

20. Simulate the practice of reporting assessment results to stakeholders of effective partnerships (NAEYC 3d);
21. Understand from different perspectives the influences of philosophical and theoretical traditions of early childhood education (NAEYC, 1, 3, 4c, 5a,b);
22. Understand the importance of teaching from an informed and inquiry-based perspective (NAEYC 5c,d,e);
23. Identify models and programs in early childhood education and describe how these models are reflected within the social, philosophical, and historical foundations of general education.
5. Email
6. Back to grade level homepage
   • Refer to the ECED homepage to view a sample teacher’s web page.
   • See the rubric in materials packet for guidelines.
   • Some class time will be allotted for groups to collaborate on their web page projects, however, outside work will be necessary to develop and organize information relevant to the project.

Tests (3 @ 50 points each): Three (3) tests will be given throughout the course. These tests will assess knowledge gained through assigned readings, lectures, class activities, and presentations. Multiple choice, matching, and short essay questions will be included. Study guides will be provided.

DAP Presentation: (35 points): Through collaborative work, students will present what they learned to fellow classmates and present a synthesis of ideas about developmentally appropriate practice in early childhood education (worth 25 points) on the final exam date. Each member MUST contribute in the presentation. Group peer evaluation forms will be used to determine contribution points for each group member (worth 10 points). Part of this assignment should include an analysis of teacher’s instructions for inclusion/exclusion of DAP.

Note: Presentations are scheduled on the class exam date (refer to course schedule).

Continuum of Child Learning/Development and Classroom Practice: Case Study Analysis (Phases I-III, 20 points total): Using the Continuum of Child Learning and Development that we develop in class, each student will analyze the characteristics of a child described in a case study. The student will then make recommendations about how these characteristics should be addressed through general classroom practices.

Software/Website Previews (5 points):
Early Childhood software and websites will be previewed and evaluated during a special class session. Forms will be provided for your observations, analysis, and evaluation of new computer programs designed for young children. The software preview guide is in the materials packet.

In-Class Activities, Quizzes, Class Participation (40 points): Active participation in in-class discussions and experiences is central to your learning and professional growth and is expected. You will complete a self-assessment of your participation at the midterm and feedback will be provided. The final points will be factored into your total points at the end of the semester. This assessment will also address your demonstration of the School of Education Dispositions and Skills, along with your effectiveness in selecting and facilitating a class transition activity (worth 10 points). Throughout the semester, a variety of individual, in-class, and group activities will be completed. Periodically, quizzes on course material may also be given. A total of 40 points may be earned.

<table>
<thead>
<tr>
<th>Evaluation Scale</th>
<th>College of Charleston Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale:</td>
<td></td>
</tr>
<tr>
<td>A ≥ 93</td>
<td>C = 79 – 81</td>
</tr>
<tr>
<td>A- = 91 – 92</td>
<td>C- = 77 – 78</td>
</tr>
<tr>
<td>B+ = 89 – 90</td>
<td>D+ = 75 – 76</td>
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<tr>
<td>B = 86-88</td>
<td>D = 72 – 74</td>
</tr>
<tr>
<td>B- = 84 - 85</td>
<td>D- = 70 – 71</td>
</tr>
<tr>
<td>C+ = 82-83</td>
<td>F = ≤ 69</td>
</tr>
</tbody>
</table>
Evaluation Criteria | Class Web Page @ 50 points
---|---
3 Tests @ 50 pts each | 
DAP Presentation @ 35 points | 
Case Analysis @ 20 pts. A section | 
Software/Website Previews @ 5 pts. | 
In-Class (see above) @ 40 pts. | 

Attendance is vital in this course. **If you miss more than ___ classes you will be dropped with a WA.** Prompt arrival at all field placements and on campus courses is also extremely important; tardiness is unacceptable. You are expected to be in your classroom at ___. If you arrive between 8:00 and 8:10 you are considered tardy. Three tardies are counted as one absence. **If you are ten minutes late you are considered absent.** If you exceed the allowable absences due to extenuating circumstances beyond your control, a panel of education professors from semester I will review the circumstances and make a final decision.

Demonstration of SOE Dispositions and how they are expressed in this course:

- belief that all students can learn (attitudes expressed about students and learning)
- value and respect for individual differences (insights drawn from observations)
- value of positive human interactions (participation in class discussions and respectful behavior in schools and classrooms)
- exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas (participation in class discussions; inquisitiveness in field experiences; performance on journals and field studies)
- dedication to inquiry, reflection, and self-assessment (performance on journals and field studies; active participation in class discussions)
- value of collaborative and cooperative work (respectful behavior in field experiences; taking initiative to help students and teachers)
- sensitivity toward community and cultural contexts (insights in journals and field experiences; respectful behavior in schools and classrooms)
- engagement in responsible and ethical practice (performance on journals and field studies; respectful behavior in schools and classrooms)
- development of professional mastery over time (performance over time on all assignments)

- Completion of all assigned readings and projects on time
- Responsibility for all course content (lecture, text, outside reading, handouts, research)
- Responsibility for all missed assignments/notes from someone in class, not the instructor
- Utilization of internet, word processing, email, Web CT, and LiveText
- Word processing (Use Word or we won’t be able to read it. Save document as a Word file.)
<table>
<thead>
<tr>
<th>Week</th>
<th>Major Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Overview of course – Framework of teacher decision making, foundations of early childhood education</td>
</tr>
<tr>
<td>Week 2</td>
<td>Foundations continued</td>
</tr>
<tr>
<td>Week 3</td>
<td>Child Development – characteristics and needs</td>
</tr>
<tr>
<td>Week 4</td>
<td>Child Development – multiple influences on learning</td>
</tr>
<tr>
<td>Week 5</td>
<td>Child Development – using knowledge to plan effective environments</td>
</tr>
<tr>
<td>Week 6</td>
<td>Test</td>
</tr>
<tr>
<td>Week 7</td>
<td>Family and Community - context</td>
</tr>
<tr>
<td>Week 8</td>
<td>Family and Community - relationships</td>
</tr>
<tr>
<td>Week 9</td>
<td>Family and Community - involvement</td>
</tr>
<tr>
<td>Week 10</td>
<td>Test</td>
</tr>
<tr>
<td>Week 11</td>
<td>Assessment - what and why</td>
</tr>
<tr>
<td>Week 12</td>
<td>Assessment – what and how</td>
</tr>
<tr>
<td>Week 13</td>
<td>Assessment – what and with whom</td>
</tr>
<tr>
<td>Week 14</td>
<td>Models and Programs in Early Childhood Education</td>
</tr>
<tr>
<td>Week 15</td>
<td>Test</td>
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<td>Standard 1:</td>
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<td>Promoting Child</td>
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<td>Development and</td>
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<td>Empowering Families</td>
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<td>Involving Families</td>
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<td>Standard 3:</td>
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<td>and Assessing to</td>
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<td>and Assessing to</td>
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<td>Teaching and Learning</td>
<td>Evaluate Curriculum</td>
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X's mark where department is currently addressing these standards. The goal is to address each three times over two years. The undergraduate syllabus 363 was developed to address areas not currently addressed.

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The undergraduate syllabus 363 was developed to address areas not currently addressed.
Curriculum Committee
Proposal to Delete a Course

1. Department: EDEE

2. Course Number and Title: EDEE 401: Literacy Assessment

3. Course will be deleted effective: Fall 2009

4. Justification for Deleting the Course:

We have been continuously reviewing our curriculum and determined a need to add an early childhood class for those seeking early childhood certification. After careful consideration, we decided to eliminate a separate assessment course and to integrate the information into the separate content courses. The course is currently offered to students in the early childhood, elementary, and middle grade programs. There will be no impact on this decision beyond our department.

(Form was approved by FCC on 04/18/06 and replaces all others.)
6. **Signature of Department Chair**  
   **or Program Director:**  
   **Date:**  

7. **Signature of Dean of School:**  
   **Date:**  

8. **Signature of Provost:**  
   **Date:**  

9. **Signature of Curriculum Committee Chair:**  
   **Date:**  

10. **Signature of Faculty Senate Secretary:**  
    **Date Approved by Senate:**  

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the deletion will be sent by the Registrar to:

1. **Department Chair**  
2. **Business Affairs Office** (establishes course fee structure in SIS, referral to Board for necessary approval)  
3. **College Relations** (addition to Undergraduate Catalog)  
4. **Academic Affairs Office** (Attn: Provost, c/o Beth Murphy)  
5. **Undergraduate Studies** (SNAP, ONCOURSE)  

(Form was approved by FCC on 04/18/06 and replaces all others.)
The committee requested clarification from Dr. Linda Fitzharris, Chair of the Department of Elementary, Early Childhood, and Middle Grades Education, about the changes to the three different degree programs. We confirmed that the Elementary Education and Early Childhood students will be replacing one class (EDEE 401) with another (either EDEE 363 or 374), while students in the Middle Grades program will no longer have the EDEE 401 course as part of their degree program. The committee approved the proposal.

Sincerely,

Norris W. Preyer, Jr.
Chair, Budget Committee
Curriculum Committee
Proposal to Change Degree Requirements
For the Major

1. Department: Elementary, Early Childhood, and Middle Grades Education
2. Degree: BS, Elementary Education
3. Semester and year in which degree change(s) will go into effect: Fall 2008
4. Change(s) Desired: Drop EDEE 401: Assessment, and replace with EDEE 374, Elementary Education, Balancing Students and the Curriculum
5. Justification for Change(s):

Members of the Department of Elementary, Early Childhood, and Middle Grades Education conduct continuous evaluations of the program to ensure that ACEI standards are met and that the program supports the conceptual framework of the School of Education, Health and Human Performance. It was determined that the elementary program needed a course that would specifically focus on the developmental needs of the elementary student. The course will address the relationship between the student and the curricular demands of the upper elementary grades. Effective assessment will be included in this course, as well as in the content courses included in semester II of the program.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: 
   Date: 2/7/08

7. Signature of Dean of School: 
   Date: 2/28/08

8. Signature of Provost: 
   Date: 3/15/2008

9. Signature of Curriculum Committee Chair: 
   Date: 3/17/08

10. Signature of Budget Committee Chair: 
    Date: 3/11/08

11. Signature of Planning Committee Chair: 
    Date: 3/12/08

12. Signature of Faculty Senate Secretary: 
    Date Approved by Senate: 

13. Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the change will be sent by the Registrar to:
   1. Department Chair or Program Director
   2. Business Affairs Office (estabishes course fee structure in SIS, referral to Board for necessary approval)
   3. College Relations (addition to Undergraduate Catalog)
   4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
   5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change Degree Requirements
For the Major

1. Department: Elementary, Early Childhood and Middle Grades Education
2. Degree: BS, Middle Grades Education
3. Semester and year in which degree change(s) will go into effect: Fall 2008
4. Change(s) Desired: Drop EDEE 401, Assessment
5. Justification for Change(s): After a careful review of all SPA requirements, we have decided to drop EDEE 401 from all three degree programs in EDEE. Early Childhood, Elementary, and Middle Grades. Course substitutions will be made in early childhood and elementary, but NOT in middle grades. The content taught in the assessment course will be integrated in other courses in the middle grades program. The middle grades education requirements will be reduced from 66 hours to 63 hours. Total program hours will be reduced from 126 to 123.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: [Signature]  
   Date: 3/13/08

7. Signature of Dean of School: [Signature]  
   Date: 3/12/08

8. Signature of Provost: [Signature]  
   Date: 3/12/2008

9. Signature of Curriculum Committee Chair: [Signature]  
   Date: 

10. Signature of Budget Committee Chair: [Signature]  
    Date: 3/12/08

11. Signature of Planning Committee Chair: [Signature]  
    Date: 3/12/08

12. Signature of Faculty Senate Secretary:  
    Date Approved by Senate: 

13. Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the change will be sent by the Registrar to:
   1. Department Chair or Program Director
   2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
   3. College Relations (addition to Undergraduate Catalog)
   4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
   5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change Degree Requirements
For the Major

1. Department: Elementary, Early Childhood, and Middle Grades Education
2. Degree: BS, Early Childhood Education
3. Semester and year in which degree change(s) will go into effect: Fall 2008
4. Change(s) Desired: Drop EDEE 401: Assessment, and replace with EDEE 363, Introduction to Early Childhood
5. Justification for Change(s): After a very careful analysis of our early childhood degree program and NAEYC standards, it was determined that greater emphasis should be placed on early childhood development, children and their families, effective assessment for young children, and a historical perspective on early childhood education. After several attempts to integrate these topics in other courses in the program, it was decided to create a separate course that could focus on early childhood. Assessment will be integrated into this course, as well as the other content courses offered with this course. We believe this will provide a better alignment with the NAEYC standards and create a stronger early childhood program. The program change will support the conceptual framework of the School of Education, Health and Human Performance.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: [Signature]
   Date: 3/27/08

7. Signature of Dean of School: [Signature]
   Date: 3/27/08

8. Signature of Provost: [Signature]
   Date: 3/5/2008

9. Signature of Curriculum Committee Chair: [Signature]
   Date: ________________

10. Signature of Budget Committee Chair: [Signature]
    Date: ________________

11. Signature of Planning Committee Chair: [Signature]
    Date: ________________

12. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: ________________

13. Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the change will be sent by the Registrar to:
   1. Department Chair or Program Director
   2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
   3. College Relations (addition to Undergraduate Catalog)
   4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
   5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change a Course

1. Department: **Economics & Finance**

2. Course Number and Title:

   **FINC 375 - Principles of Real Estate**

3. Semester and year when the course change(s) will go into effect: **Fall 2008**

4. Change(s) Desired:

   Change course number to REAL 310

5. Justification for Change(s):

   Course number change is intended to support the proposed real estate concentration and the proposed change to the finance concentration.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: 
   Date: 

7. Signature of Dean of School: 
   Date: 2/2/08

8. Signature of Business Affairs Official: 
   Date: 

9. Signature of Curriculum Committee Chair: 
   Date: 2/8/08

10. Signature of Faculty Senate Secretary: 
    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change a Course

1. Department: Economics & Finance

2. Course Number and Title:
   FINC 376 - Real Estate Market Analysis

3. Semester and year when the course change(s) will go into effect: Fall 2008

4. Change(s) Desired:
   Change course number to RNAL 375

5. Justification for Change(s):
   Course number change is intended to support the proposed real estate concentration and the proposed change to the finance concentration.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: [Signature]
   Date: [Date]

7. Signature of Dean of School: [Signature]
   Date: [Date]

8. Signature of Business Affairs Official: [Signature]
   Date: [Date]

9. Signature of Curriculum Committee Chair: [Signature]
   Date: [Date]

10. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: [Date]

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change a Course

1. Department: Economics & Finance

2. Course Number and Title:
   FINC 380 - Real Estate Investment Analysis

3. Semester and year when the course change(s) will go into effect: Fall 2008

4. Change(s) Desired:
   Change course number to REAL 386

5. Justification for Change(s):
   Course number change is intended to support the proposed real estate concentration and the proposed change to the finance concentration.

(Form was approved by FCC on 6/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: 
Date: 4/19/08

7. Signature of Dean of School: 
Date: 4/18/08

8. Signature of Business Affairs Official: 
Date: 2/15/08

9. Signature of Curriculum Committee Chair: 
Date: 3/10/08

10. Signature of Faculty Senate Secretary: 
Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change a Course

1. Department: **Economics & Finance**

2. Course Number and Title:

   **FINC 381 - Real Estate Finance**

3. Semester and year when the course change(s) will go into effect: **Fall 2008**

4. Change(s) Desired:

   Change course number to REAL 410

5. Justification for Change(s):

   Course number change is intended to support the proposed real estate concentration and the proposed change to the finance concentration.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: [Signature] Date: [Date]

7. Signature of Dean of School: [Signature] Date: [Date]

8. Signature of Business Affairs Official: [Signature] Date: 2/5/08

9. Signature of Curriculum Committee Chair: [Signature] Date: 3/18/08

10. Signature of Faculty Senate Secretary: Date Approved by Senate: ___________

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishees course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCU on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Delete a Course

1. Department: French and Francophone Studies

2. Course Number and Title: FREN 113: "Language Practicum I"

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course:

This course was created when we had our own program in France. We are now sending our student to La Rochelle. Our students take courses that do not match this course.
5. Signature of Department Chair or Program Director: [Signature]  
   Date: 2-28-08

6. Signature of Dean of School: [Signature]  
   Date: 2/28/08

7. Signature of Provost: [Signature]  
   Date: 3/5/2008

8. Signature of Business Affairs Official: [Signature]  
   Date: 3-7-08

9. Signature of Curriculum Committee Chair: [Signature]  
   Date: 3/20/08

10. Signature of Faculty Senate Secretary: [Signature]  
    Date Approved by Senate: _________

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
Curriculum Committee
Proposal to Delete a Course

1. Department: French and Francophone Studies

2. Course Number and Title: FREN 213: "Language Practicum II"

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course:

   This course was created when we had our own program in France. We are now sending our student to La Rochelle. Our students take courses that do not match this course.
5. Signature of Department Chair or Program Director: 
   Date: 2/6/08

6. Signature of Dean of School: 
   Date: 2/6/08

7. Signature of Provost: 
   Date: 3/15/08

8. Signature of Business Affairs Official: 
   Date: 4/7/08

9. Signature of Curriculum Committee Chair: 
   Date: 3/30/08

10. Signature of Faculty Senate Secretary: 
    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
Curriculum Committee
Proposal to Change a Course

1. Department: French and Francophone Studies
2. Course Number and Title: FREN 220: Special Assignment Abroad
3. Semester and year when the course change(s) will go into effect: Fall 2008
4. Change(s) Desired: Add the following to the catalogue description at the end:
   Credits: 1 - 3, to be determined by the chair.
   a. Prerequisites Grade of C or above in FREN 202 or permission by the chair.
   b. Gen Ed status: SAME
   c. Minor content changes: NONE
   d. Course format: SAME
   e. Course credit hours 1 - 3, to be determined by the chair
   f. Cross listing: NONE
5. Justification for Change(s): There were no credits listed in the previous catalogue description. There was no pre-requisite listed in the catalogue.
6. Signature of Department Chair or Program Director:
   Date: 2-28-08

7. Signature of Dean of School:
   Date: 2-28-08

8. Signature of Provost: 
   Date: 3/5/2008

9. Signature of Business Affairs Official:
   Date: 3-7-08

10. Signature of Curriculum Committee Chair:
    Date: 3/30/08

11. Signature of Faculty Senate Secretary:
    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
Curriculum Committee
Proposal to Delete a Course

1. Department: French and Francophone Studies

2. Course Number and Title: FREN 313C: “French Conversation”

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course:

   This course was never full; they are redundant because the 313 and 314 classes also emphasize speaking.
5. Signature of Department Chair or Program Director: [Signature]
   Date: 2/28/08

6. Signature of Dean of School: [Signature]
   Date: 2/18/08

7. Signature of Provost: [Signature]
   Date: 3/5/2008

8. Signature of Business Affairs Official: [Signature]
   Date: 3/7/08

9. Signature of Curriculum Committee Chair: [Signature]
   Date: 3/30/08

10. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: ____________

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
Curriculum Committee
Proposal to Delete a Course

1. Department: French and Francophone Studies

2. Course Number and Title: FREN 314C: "French Conversation"

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course:

   This course was never full; they are redundant because the 313 and 314 classes also emphasize speaking.
5. Signature of Department Chair or Program Director: [Signature]
   Date: 2/18/08

6. Signature of Dean of School: [Signature]
   Date: 2/18/08

7. Signature of Provost: [Signature]
   Date: 3/5/2008

8. Signature of Business Affairs Official: [Signature]
   Date: 3/7/08

9. Signature of Curriculum Committee Chair: [Signature]
   Date: 3/03/08

10. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: ____________

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
Curriculum Committee
New Course Proposal

1. Department: French and Francophone Studies

2. Course Number and Title: FREN 320 A survey of Francophone Literature
   Number of Credits: 3 Total hrs/week: 3 Lecture: X

3. Semester and year when course will first be offered:
   Spring 2009

4. Catalog Description (please limit to 50 words):

   This course provides an exploration of francophone literature and film. We will explore key literary texts and movements, seeking to understand the products and perspectives of colonialism and its aftermath.

   Check if appropriate: Humanities: X

5. Prerequisites (or other restrictions): FRENCH 313

6. Rationale/justification for course

   (a) The Department of French and Francophone Studies is in the process of incorporating the Francophone world in its coursework. It has traditionally focused on the literature and civilization of France. We are adding two new survey courses which address the Francophone World’s civilization and literature. This will be the Francophone literature course.

   (b) This course will greatly enhance our major in that our students will be able to understand the impact of colonization, the perspectives of the people of those former colonies, and how they have created their own identities. This course supports the liberal arts tradition in that it teaching students to read, understand and analyze literature of different countries in addition to the literature of France.

7. (a) This course builds on the skills and knowledge base acquired in FREN 313 or 314 and gives students tools to understand the broader Francophone world to better appreciate and contextualize subsequent courses in French literature and culture.
(b) The statement in (a) above also applies here. The course touches on disciplines such as history, music, religion, sociology, philosophy, and art.

8. (a) Are other departments affected by this course? This course will contribute to the LACS program.

(b) There is no overlap.

9. Method of teaching: The course is taught in French. Students read and analyze literature from different francophone countries, using various critical approaches for analyzing literature. There will be quizzes on the material as well a research paper.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: None. This course replaces a previously required course.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: The department has recently hired two new tenure-track faculty whose expertise is in Francophone literature and civilization. They will be teaching this course.

(c) Frequency of offering: each spring: X

11. Requirements for additional resources made necessary by this course:

(a) Staff: None (b) Budget: None (c) Library: None

13. Signature of Department Chair or Program Director: [Signature]
   Date: 2-28-08

14. Signature of Dean of School: [Signature]
   Date: 2/21/08

15. Signature of Provost: [Signature]
   Date: 3/5/2008

16. Signature of Business Affairs Official: [Signature]
   Date: 3-7-08

17. Signature of Curriculum Committee Chair: [Signature]
   Date: 3/10/08

18. Signature of Faculty Senate Secretary: [Signature]
   Date Approved by Senate: [Signature]

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
French 320: A survey of Francophone Literature

Time/Location: TBA
John Walsh
Email: walshj@cofc.edu

Goals and Organization: This course provides an exploration of francophone literature. We will investigate some of the central issues that have emerged from parts of the world formerly subject to conditions of French colonialism. We will explore important literary texts and movements, seeking to understand the processes and products of colonialism and its aftermath. Our readings will cover the literature of Francophone Africa, the French Antilles, and the Maghreb.

The aims for you include substantive knowledge of particular moments and texts drawn from the field, but along the way you will also have the opportunity to hone your research and writing skills. Occasional oral presentations will be required; rigorous preparation and regular class participation will be major elements of the course.

Course Work:

Written work
Two quizzes which will cover the content of readings and films as well as vocabulary.
Response papers: Students will write 4-5 short "responses" (1-2pp) to readings and films in which they comment on a particular aspect of the text or film. These papers are meant to serve as opportunities for self-expression as well as to stress grammatical accuracy, vocabulary enrichment and improvement of written style. The response papers will serve as a launching pad for class discussion. Please be sure to email a copy of your response as an attachment and to bring a paper copy to class.
Final paper: Students will write a 4-5 pp close reading of a text from the syllabus.
Final Written Exam: The final exam will be an opportunity to demonstrate knowledge and skills gained during the semester.

Oral work
Class discussion: Reading assignments are to be completed before class. This will help you understand what is being taught, and will allow you to participate actively in
classroom discussion. Take notes on the feuille de lecture handed out for every reading and film screening.

Individual exposé: You will be asked to present your final paper to your classmates. You will discuss the aspects of the paper as well as a brief historical exposition of the region/country in which the text is set.

Course Requirements:

The course grade will be determined as follows:

- Classroom Participation 30%
- Response Papers 20%
- Exposé 10%
- Final Essay (4-5pgs) 20%
- Final Exam 20%

Required Texts:
Each of these titles is also available on reserve (one copy of each), and in several instances additional copies may be found in the library.

- Nina Bouraoui, Garçon manqué
- Azouz Begag, Le gône du Chaaba
- Patrick Chamoiseau, Chemin-d’école
- Gisèle Pineau, Fleur de barbarie
- Fatou Diome, Le ventre de l’Atlantique
- Alain Mabanckou, Bleu-blanc-rouge
- Tierno Monénembo, L’Aîné des orphelins

Films:
You will be asked to watch three films and fill in the “Feuilles de discussion” that will be handed out in advance. Viewings TBA

- Inch’Allah Dimanche (France, 2001), Yamini Benguigui
- Le gône du Chaaba (France, 1997), Christophe Ruggia
- Ezra (France/Nigeria, 2007), Newton Aduaka

Course Resources:
We will also consult a number of secondary sources that will be made available to you in a course pack.

Addlestone Library - yes, we will take a quick field trip to update our research skills!

Language Resource Center (www.lcwa.cofc.edu) for help at Language Lab and an array of multi-media sources at your disposal.
**Dictionaries:** If you do not already own a large French-English dictionary, you may want to purchase Le Robert and/or Collins. You may also check out two useful online resources (among many): the ARTFL project the French language run by the University of Chicago (http://humanities.uchicago.edu/ARTFL) and Wordreference.com.

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### Calendrier:

<table>
<thead>
<tr>
<th>1. mardi</th>
<th>2. jeudi</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 août</td>
<td>21 août</td>
</tr>
<tr>
<td>4. introduction au cours et à la francophonie</td>
<td>6. Francophonie (texte de Maryse Condé)</td>
</tr>
<tr>
<td>7. informations culturelles et historiques sur le Maghreb</td>
<td></td>
</tr>
</tbody>
</table>

| 8. 26 août | 12. 28 août |
| 10. N. Bouraoui, Garçon manqué | |

| 14. 2 septembre | 16. 4 septembre |
| 15. Bouraoui, pp-fin | 17. L’immigration maghrébine |

| 20. 9 septembre |
| 21. Begag, pp.- |

| 24. 16 septembre |
| 25. Begag, pp. - fin |

| 26. 18 septembre | 27. Maghreb/France: Film (Discussion) |

| 30. 23 septembre | 33. 25 septembre |
| 31. Quiz 1 | 34. l’enfance au DOM: la Martinique |
| 32. informations culturelles et historiques sur les Antilles françaises | 35. P. Chamoiseau, Chemin-d’école |

| 37. 30 septembre | 39. 2 octobre |
| 38. Chamoiseau, pp- | 40. Chamoiseau, pp- |

| 41. 7 octobre | 43. 9 octobre |
| 42. Chamoiseau pp | 44. Chamoiseau pp -fin |

| 45. 14 octobre | 47. 16 octobre |
| 46. congé (pas de classe) | 48. les femmes aux Antilles |

| 50. 21 octobre | 52. 23 octobre |

<p>| 54. 28 octobre | 56. 30 octobre |
| 55. Pineau, pp- fin | 57. Quiz 2 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Author(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 novembre</td>
<td>informations culturelles et historiques sur l'Afrique francophone</td>
<td></td>
<td>58.</td>
</tr>
<tr>
<td>11 novembre</td>
<td>L'Afrique et la migration</td>
<td>F. Diome, pp. -</td>
<td>64.</td>
</tr>
<tr>
<td>13 novembre</td>
<td>L'Afrique et la migration</td>
<td>F. Diome, pp. - fin</td>
<td></td>
</tr>
<tr>
<td>20 novembre</td>
<td>l'Afrique et la violence</td>
<td>T. Monénembo, pp. -</td>
<td>68.</td>
</tr>
<tr>
<td>27 novembre</td>
<td>conge (Joyeux Thanksgiving!)</td>
<td></td>
<td>70.</td>
</tr>
<tr>
<td>3 décembre</td>
<td>conge (Joyeux Thanksgiving!)</td>
<td></td>
<td>72.</td>
</tr>
</tbody>
</table>
February 29, 2008

Professor Godwin Uwah
Dept. of French and Francophone Studies
College of Charleston

Dear Professor Uwah,

I write in support of your request that Humanities credit be offered to the following new courses: FREN 320, FREN 321, FREN 326, FREN 327, and FREN 495.

I wish you all success in offering these new classes.
Sincerely,

Cynthia Lowenthal
Dean, HSS
29 December 2007

Dear Dr. Uwah,

The Program in Latin American and Caribbean Studies strongly supports the addition of FREN 320 A Survey of Francophone Literature and FREN 326 A Survey of Francophone Civilization to the French and College curriculum. We are pleased that they include significant sections on the French Caribbean and in light of that wish to include them in the LACS major and minor curriculums. It is our hope that this will be the start of increased attention to this important region of the Americas. Attached is copy of a proposal we intend to submit to the College Curriculum Committee to add that course to our program and add French as a language available to LACS majors to fulfil their language requirement.

Sincerely,

[Signature]

Douglas Friedman, Director
Latin American and Caribbean Studies
1. Department: French and Francophone Studies

2. Course Number and Title: FREN 321. A Survey of French Literature

   Number of Credits: 3 Total hrs/week: Lecture: X

3. Semester and year when course will first be offered:

   Fall 2008

4. Catalog Description (please limit to 50 words):

   This course provides an overview of French literature from the Middle Ages through the Twentieth Century. It also introduces methods of critical analysis that can be applied to all genres of literature.

   Check if appropriate: Humanities X

5. Prerequisites (or other restrictions): FREN 313

6. Rationale/justification for course

   (a) This course will cover the Literature of France in one semester instead of two as was previously the case so that we can create and teach a new course to cover Francophone literature. We have changed our name from the French Department to the Department of French and Francophone Studies. We are attempting to explore a more global perspective by including the rich varieties of Francophone literature into our curriculum. In the past we have focused solely on France and covered the literature in two semesters. We are now dividing the two survey courses into two components: A survey of French literature and a survey of Francophone literature.

   (b) The study of literature is a core component of our mission statement. This course combines two previous survey courses.

7. (a) This course provides perspective for our majors and minors; they can now compare the literatures of France with those of its former colonized people. For minors or other
non-majors who have enough proficiency in French to take the class, it offers a basis on which to link to other disciplines such as European, African, and other history, other literatures, and other French and Francophone studies courses. (b) The statement in (a) above also applies here. The course exposes students to aspects of philosophy, art, history, and sociology.

8. (a) Are other departments affected by this course? NO

(b) There is no overlap.

9. Method of teaching: The class is conducted in French; students read original works of literature in French along with brief explanations of the historical context, information on the authors and their times, and critical approaches to the works. The class includes lectures by the professor, class discussion, papers, and exams.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: There should be no enrollment shifts with this new course. All majors are required to take three of the four survey courses, of which this is one. It is just a new configuration.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: The same professors who taught the previous survey courses will teach this one.

(c) Frequency of offering: each fall: X

11. Requirements for additional resources made necessary by this course: No additional resources.

(a) Staff: No new staff. (b) Budget: No change to the budget. (c) Library: No additional resources.

13. Signature of Department Chair or Program Director: 
   Date: 7-28-08

14. Signature of Dean of School: 
   Date: 2/28/08

15. Signature of Provost: 
   Date: 3/5/2008

16. Signature of Business Affairs Official: 
   Date: 3-7-08

17. Signature of Curriculum Committee Chair: 
   Date: 3/30/08

18. Signature of Faculty Senate Secretary: 
   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
FRENCH 321: A Survey of French literature  

T/TH: Time TBA  
Professor: TBA  

Course description: This course provides an overview of French literature from the Middle Ages through the twentieth century. It also introduces methods of critical analysis that can be applied to all genres of literature. Students will read original works of literature in French, analyze them, and be able to ascertain their importance in communicating the human experience and French culture throughout the ages.  

Objectives: The students who successfully complete this course will be able to read French literary works from all time periods and in all genres. They will be able to prove their understanding by analyzing the works using techniques for literary criticism such as explication de texte. They will be able to interpret the text on a number of levels, analyze it from a number of perspectives, and give a detailed personal interpretation of the text supported by a range of cultural knowledge.  


The course packet, (CP) with additional information and readings, available in the College Bookstore.  

The grade will be based on the following: 4 Tests = 30%; 4 Papers = 30%; Quizzes = 30%; Class Participation = 10%.  

Grading Scale:  

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 92</td>
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<tr>
<td>B+</td>
<td>88 - 89</td>
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<tr>
<td>B</td>
<td>83 - 87</td>
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<td>C</td>
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<td>D-</td>
<td>63 - 67</td>
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<tr>
<td>D</td>
<td>60 - 62</td>
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<tr>
<td>F</td>
<td>0 - 59</td>
</tr>
</tbody>
</table>

The Tests will be comprised of questions on the content of the readings, an explication de texte from the readings, and literary analysis terminology and identification.  

The Quizzes will be given on each reading and cover the content of the reading.  

The Papers will be on your choice of a text from each time period. You will write a detailed analysis of at least 4
pages.

Attendance: Your grade will be lowered if you miss more than three classes.

Academic Integrity: Students are expected to do their own work; any borrowed work or ideas must be properly cited. All other provisions of the Honor Code are to be followed as well.

Late assignments will receive a lower grade.

<table>
<thead>
<tr>
<th>Mardi</th>
<th>Jeudi</th>
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</thead>
<tbody>
<tr>
<td>Le 6 janvier</td>
<td>Le 8 janvier</td>
</tr>
<tr>
<td>Introduction to course -</td>
<td>Techniques for literary analysis -- CP</td>
</tr>
<tr>
<td>Course Packet</td>
<td></td>
</tr>
<tr>
<td>Le 13 janvier</td>
<td>Le 15 janvier</td>
</tr>
<tr>
<td>Techniques for literary analysis -- CP</td>
<td>La Chanson de Roland (I, pp. 5-12)</td>
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<tr>
<td>Le 20 janvier</td>
<td>Le 22 janvier</td>
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<tr>
<td>Ronsard (I, pp. 101-110)</td>
<td>Rabelais (I, pp. 82-90)</td>
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<tr>
<td>Le 27 janvier</td>
<td>Le 29 janvier</td>
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<tr>
<td>Montaigne (I, pp. 110-118)</td>
<td>Corneille (I, pp. 142-172)</td>
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<tr>
<td>Le 3 février</td>
<td>Le 5 février</td>
</tr>
<tr>
<td>Examen I</td>
<td>Molière (I, pp. 205-240)</td>
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<tr>
<td>Le 10 février</td>
<td>Le 12 février</td>
</tr>
<tr>
<td>La Fontaine (I, pp. 253-264)</td>
<td>Voltaire (I, pp. 347-395)</td>
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<td>Le 17 février</td>
<td>Le 19 février</td>
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<tr>
<td>Le 24 février</td>
<td>Le 26 février</td>
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<tr>
<td>EXAMEN II</td>
<td>Le romantisme -- CP</td>
</tr>
<tr>
<td>Le 3 mars</td>
<td>Le 5 mars</td>
</tr>
<tr>
<td>Chateaubriand (II, pp. 5 - 25)</td>
<td>Hugo ( II, pp. 39 - 60)</td>
</tr>
<tr>
<td>Vacances de printemps</td>
<td>Vacances de printemps</td>
</tr>
<tr>
<td>Le 17 mars</td>
<td>Le 19 mars</td>
</tr>
<tr>
<td>Stendhal (II, pp. 73 - 100)</td>
<td>Le réalisme et le naturalisme -- CP</td>
</tr>
<tr>
<td>Le 24 mars</td>
<td>Le 26 mars</td>
</tr>
<tr>
<td>Balzac (II, pp. 101 - 124)</td>
<td>Flaubert (II, pp. 149 - 167)</td>
</tr>
<tr>
<td>Le 31 mars</td>
<td>Le 2 avril</td>
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<tr>
<td></td>
<td>EXAMEN III</td>
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<td>-----------------------------------------</td>
</tr>
<tr>
<td>Zola (II, pp. 168 - 182)</td>
<td>Le 7 avril</td>
</tr>
<tr>
<td>Proust (II, pp. 269 - 285)</td>
<td>Le 9 avril</td>
</tr>
<tr>
<td>Le 14 avril</td>
<td>L'existentialisme -- CP</td>
</tr>
<tr>
<td>Sartre (II, pp. 400 - 411)</td>
<td>Le 16 avril</td>
</tr>
<tr>
<td>Le 21 avril</td>
<td>Camus (II, pp. 412 - 421)</td>
</tr>
<tr>
<td>EXAMEN IV</td>
<td>Le 23 avril</td>
</tr>
<tr>
<td></td>
<td>Révision du cours</td>
</tr>
</tbody>
</table>
February 29, 2008

Professor Godwin Uwah
Dept. of French and Francophone Studies
College of Charleston

Dear Professor Uwah,

I write in support of your request that Humanities credit be offered to the following new courses: FREN 320, FREN 321, FREN 326, FREN 327, and FREN 495.

I wish you all success in offering these new classes.
Sincerely,

Cynthia Lowenthal
Dean, HSS
Curriculum Committee
Proposal to Delete a Course

1. Department: French and Francophone Studies

2. Course Number and Title: FREN 322: Survey of French Literature I

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course:

We are dividing the survey courses into two components: French and Francophone. This course will be replaced with a new course, FREN 321, which will cover major works of French literature in one semester instead of two.
5. Signature of Department Chair or Program Director: [Signature]  
   Date: 2-28-08

6. Signature of Dean of School: [Signature]  
   Date: 4-28-08

7. Signature of Provost: [Signature]  
   Date: 3/5/2008

8. Signature of Business Affairs Official: [Signature]  
   Date: 3-7-08

9. Signature of Curriculum Committee Chair: [Signature]  
   Date: 3/30/08

10. Signature of Faculty Senate Secretary: [Signature]  
    Date Approved by Senate: __________

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
Curriculum Committee
Proposal to Delete a Course

1. Department: French and Francophone Studies

2. Course Number and Title: FREN 323: Survey of French Literature II

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course:

We are dividing the survey courses into two components: French and Francophone. This course will be replaced with a new course, FREN 320, which will cover major works of Francophone literature in one semester instead of two.
5. Signature of Department Chair or Program Director:
   Date: 2-26-08

6. Signature of Dean of School:
   Date: 2/26/08

7. Signature of Provost:
   Date: 3/5/2008

8. Signature of Business Affairs Official:
   Date: 3/7/08

9. Signature of Curriculum Committee Chair:
   Date: 3/20/08

10. Signature of Faculty Senate Secretary:
    Date Approved by Senate:

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
Curriculum Committee
Proposal to Delete a Course

1. Department: French and Francophone Studies

2. Course Number and Title: FREN 324: French Civilization and Literature

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course:

We are dividing the survey courses into two components: French and Francophone. This course will be replaced with a new course, FREN 327, which will cover major historical and cultural topics of France in one semester instead of two.
5. Signature of Department Chair or Program Director: 
   Date: 2-18-09

6. Signature of Dean of School: 
   Date: 1/14/09

7. Signature of Provost: 
   Date: 3/18/09

8. Signature of Business Affairs Official: 
   Date: 

9. Signature of Curriculum Committee Chair: 
   Date: 3/18/09

10. Signature of Faculty Senate Secretary: 
    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
Curriculum Committee
Proposal to Delete a Course

1. Department: French and Francophone Studies

2. Course Number and Title: FREN 325: French Civilization and Literature II

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course:

We are dividing the survey courses into two components: French and Francophone. This course will be replaced with a new course, FREN 327, which will cover major historical and cultural topics of France in one semester instead of two.
5. Signature of Department Chair or Program Director: [Signature]
   Date: __________

6. Signature of Dean of School: [Signature]
   Date: __________

7. Signature of Provost: [Signature]
   Date: __________

8. Signature of Business Affairs Official: [Signature]
   Date: __________

9. Signature of Curriculum Committee Chair: [Signature]
   Date: __________

10. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: __________

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
Curriculum Committee  
New Course Proposal

1. Department: French and Francophone Studies

2. Course Number and Title: FREN 326 A survey of Francophone Civilization

   Number of Credits: 3  Total hrs/week: 3 Lecture: X

3. Semester and year when course will first be offered: Spring 2009

4. Catalog Description (please limit to 50 words):

   This course will examine key cultural aspects of Postcolonial French-speaking countries of the Maghreb, Sub-Saharan Africa, and the Caribbean islands through written literatures, cultural theories, political discourse, cinema, music and art.

   Check if appropriate: Humanities: X

5. Prerequisites (or other restrictions): FRENCH 313

6. Rationale/justification for course

(a) The Department of French and Francophone Studies is in the process of incorporating the Francophone world in its coursework. It has traditionally focused on the literature and civilization of France. We are adding two new survey courses which address the Francophone World's civilization and literature. This will be the Francophone civilization course.

(b) This course will greatly enhance our major in that our students will be able to understand the impact of colonization, the perspectives of the people of those former colonies, and how they have created their own identities. This course supports the liberal arts tradition in that it links the study of French with art, literature, music, history, sociology, and anthropology.

7. (a) This is one of the transition courses that builds on skills and knowledge from FREN 313 or 314 and positions students to take other upper level literature and cultural studies courses.
(b) The statement in (a) above is also applicable here. The course links the study of art, music, history, sociology, and anthropology.

8. (a) Are other departments affected by this course? This course will contribute to the LACS program.
     (b) There is no overlap.

9. Method of teaching: The course is taught in French. Students read authentic documents and use them to aid in their understanding of each culture’s values, traditions, and perspectives. Students discuss readings, movies, music, and other cultural artifacts. Students present information they have learned outside of class and write a critical paper on one aspect of the culture they have been studying.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: None. This course replaces a previously required course.
     (b) Address potential shifts in staffing of the department as it relates to the offering of this course: The department has recently hired two new tenure-track faculty whose expertise is in Francophone literature and civilization. They will be teaching this course.
     (c) Frequency of offering: each spring: X

11. Requirements for additional resources made necessary by this course:
     (a) Staff: None  (b) Budget: None  (c) Library: None

13. Signature of Department Chair or Program Director:  
   Date: 2-28-08

14. Signature of Dean of School:  
   Date: 4-28-08

15. Signature of Provost:  
   Date: 3/3/2008

16. Signature of Business Affairs Official:  
   Date: 3-7-08

17. Signature of Curriculum Committee Chair:  
   Date: 3/31/08

18. Signature of Faculty Senate Secretary:  
    Date Approved by Senate:  

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
COLLEGE OF CHARLESTON

FREN 326-001: FRANCOPHONE CIVILIZATION
Spring term 2009

Professor: Dr. Viviane Békrou
Course time and location: TBA
Office: JC Long 411
Phone: (843) 953 6738  Email: bekrouv@cofc.edu

Course description and objectives: The course will examine key cultural aspects of Quebec, Postcolonial French-speaking countries of the Maghreb, Sub-Sahara Africa, and the Caribbean islands through written literatures, cultural theories, political discourse, cinema, music, and art forms. The course will present a thorough overview of issues which touch on matters such as family values and structure, social class, notion of space and time, images of rural and urban life, the role of women and the definition of femininity, conflict between generations, conflict of modernity versus tradition, the role of religion, and the importance of the community versus the individual. We will also view two films during the semester.

Requirements: Regular attendance and participation should be an integral part of the study of any foreign language: progress in oral communication as well as thorough understanding of course material can be achieved only through regular presence in class. The instructor will lower the final grade if a student has more than 2 unexcused absences during the semester. Reading the texts and completing the accompanying questions must be done before each class session.

Assignments:

A mid-term exam. You should expect a combination of broad essay questions and specific ones testing your knowledge of the material covered in the classroom.

A final exam will be in the form of a term paper. You will be responsible for writing a 5 page term paper on a theme of your choice related to our reading material.

An oral presentation related to topics discussed in class will be prepared with a group. If you are unable to find a topic the instructor will provide you with one.
From time to time, you should expect some **pop quizzes**.

**Grading:** The final grade will be determined as follows:
- Attendance, participation: 10%
- One mid-term exam: 20%
- Quizzes: 10%
- Paired oral presentation: 15%
- Final term paper: 30%
- Homework: 15%

**Texts:**
**Required:**
- Michel Tremblay, *Les belles sœurs*, 1968 (Play, Québec)

We will also view partially or completely 2 films.

A coursepack containing selected texts about art, music, culture, and political ideas will be available as additional reading material.

**Academic Integrity and the Honor Code:**
Students are reminded that the College of Charleston operates under a Code of Academic Integrity. For the record, students are expected to do their own work and to identify any help they have received on written assignments.

**Please note:** If you have a documented disability and wish to discuss academic accommodation, please see your professor as soon as possible.

**TENTATIVE SCHEDULE**

**Introduction ; Présentation du cours Survol géographique, historique et politique du continent et des Antilles**

Week 1 (Jan.9-11) Extrait de L’Anthologie négro-africaine de lylian Kesteloot Extrait de La civilisation du
Bossale de Maryse Condé

Week 2 (Jan.14-18) Survol géographique et historique [suite et fin] L'Enfant Noir

Croyances, traditions et système de valeurs en Afrique noire

Week 3 (Jan.23-25) L'Enfant Noir

Week 4 (Jan.28- Feb.1) L'Enfant Noir Exposé :
(groupe 1)

Week 5 (Feb.4-8) Projection du film de Keita

Week 6 (Feb.11-15) Projection du film de Kéita suivi de discussions

Examen de mi-semester (le vendredi 15 février)

Condition féminine et Islam dans le Maghreb

Week 7 (Feb.18-22) L'Ombre Sultane
Exposé : (groupe 2)

Week 8 (Feb.25-29) L'Ombre Sultane

Congés de Printemps

Week 9 (Mar.10-14) Exposé (groupe 3)
Extraits de The Hidden face of Eve de Nawal Saadawi’s Projection de segments de film Silences du palais de Moufida Tlatli suivis de discussion. Exposé (groupe 4)

Langue, Identité et tradition orale dans les Antilles (les DOM-TOM)

Week 10 (Mar.17-21) Rue-Case Nègre

Week 11 (Mar.24-28) Rue-Case Nègre exposé (groupe 5) Extrait des Damnés de la terre de Frantz Fanon

Langue, mœurs sociales, condition féminine et “la Révolution tranquille” dans la province du Québec
Les belles-soeurs

**Exposé** (groupe 6)

Les belles-soeurs

Musique, Peinture et l'Art aux Antilles, au Maghreb et en Afrique noire

Exploration des styles de musique afro-antillaise et Maghrebine

Extraits de *Breakout. Profiles in African Rythm* de Steward, Gary

CD à écouter sur le Rai (Algérie) la musique africaine (Mali), le Zouk (Martinique et la Gouadeloupe)

**Term-paper à rendre le vendredi 18 avril**

Extrait de *L'Art contemporain Arabe* d'Abdelkebir Khatibi

Extrait de *Masques vivants en Côte d'Ivoire* d'Obenlé Philippe

Conclusion du cours
February 29, 2008

Professor Godwin Uwah  
Dept. of French and Francophone Studies  
College of Charleston  

Dear Professor Uwah,

I write in support of your request that Humanities credit be offered to the following new courses: FREN 320, FREN 321, FREN 326, FREN 327, and FREN 495.

I wish you all success in offering these new classes.
Sincerely,

Cynthia Lowenthal  
Dean, HSS
29 December 2007

Dear Dr. Uwah,

The Program in Latin American and Caribbean Studies strongly supports the addition of FREN 320 A Survey of Francophone Literature and FREN 326 A Survey of Francophone Civilization to the French and College curriculum. We are pleased that they include significant sections on the French Caribbean and in light of that wish to include them in the LACS major and minor curriculums. It is our hope that this will be the start of increased attention to this important region of the Americas. Attached is copy of a proposal we intend to submit to the College Curriculum Committee to add that course to our program and add French as a language available to LACS majors to fulfil their language requirement.

Sincerely,

[Signature]

Douglas Friedman, Director
Latin American and Caribbean Studies
Curriculum Committee
New Course Proposal

1. Department: French and Francophone Studies

2. Course Number and Title: FREN 327 A Survey of French Civilization

Number of Credits: 3  Total hrs/week: 3  Lecture: X

3. Semester and year when course will first be offered:
   Fall 2008

4. Catalog Description (please limit to 50 words):

This course will introduce students to the history of the French Civilization from the earliest recorded history through 1950. Students will read selections from authentic documents and literature of each period as well as information about historical events and their significance for Europe and the World, throughout history and contemporary events.

Check if appropriate: Humanities: X

5. Prerequisites (or other restrictions): FRENCH 313

6. Rationale/justification for course

(a) This course will be a combination of the two previously taught French civilization courses, FREN 324 and 325. The Department of French and Francophone Studies is in the process of incorporating the Francophone world in its coursework. It has traditionally focused on the literature and civilization of France. We are adding two new survey courses which address the Francophone World’s civilization and literature. In order to make room for these new francophone courses, we are combining our previous survey courses into one semester for civilization instead of two.

(b) The combined course will continue to support the department’s mission statement and provide a foundation to our majors and minors.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

This course provides the foundation of understanding for our majors of the French people, history, and culture; it will significantly
aid in their understanding of the Francophone cultures as well, because they will better understand the people of France who colonized the other countries.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

This course significantly links the study of other disciplines to French in that students will learn about Music, Art, Architecture and History through the French language, reading authentic documents rather than translations.

8. (a) Are other departments affected by this course? No.
   (b) There is no overlap.

9. Method of teaching: The course is taught in French. Students read historical documents as well as history textbooks written in French; they will conduct research on the internet using French websites. Class discussion is in French; students improve their ability to think critically and express themselves in French as they explore the perspectives of the French people through their history.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: There will be no enrollment pattern shifts; this replaces a previously-required course for majors and minors.
   (b) Address potential shifts in staffing of the department as it relates to the offering of this course: The same faculty who taught the previous survey courses will teach the new survey courses.
   (c) Frequency of offering: each fall: X

11. Requirements for additional resources made necessary by this course: NONE (a) Staff: NO new staff. (b) Budget: NO new monetary requirements. c) Library: NO new books.

12. Attach course syllabus.
   Syllabus attached.
13. Signature of Department Chair or Program Director: 
Date: 2-16-06

14. Signature of Dean of School: 
Date: 2/21/06

15. Signature of Provost: 
Date: 3/5/06

16. Signature of Business Affairs Official: 
Date: 3-7-06

17. Signature of Curriculum Committee Chair: 
Date: 3/10/06

18. Signature of Faculty Senate Secretary: 
Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
FRENCH 327: A Survey of French Civilization  
Fall 2008 MWF 11:00 - 11:50  
Final Exam: Monday, December 8, 12 - 3

Course Description and Objectives: This course is intended to introduce students to the history and literature of France from the earliest recorded history through 1950. Students will read selections from authentic documents and literature of each period and information about historical events and their significance. By the end of the course students will be able to identify major names, events, and dates. They will be able to explain the significance of certain events and people in history and how they have impacted France and the world.

Texts:  
La Civilistion française en évolution, I. Steele, St. Onge. Heinle and Heinle, 1996.

Grade: The grade will be based on the following combination of points out of 1000:
- Discussion Questions: 30, drop 2; 5 points each = 140 points (includes extraits de littérature)
- Attendance/Participation: 37 class days (not test days), drop 3; 5 points each = 170 points
- Tests: 6 at 50 points each = 300 points
- Dictées: 6 at 10 points each, drop one, = 50 points
- Quizzes on maps: 5 at 10 points each = 50 points
- Critical Analysis: 4 at 10 points each, drop 1; = 30 points
- Music quiz: 1 at 20 points = 20 points
- Art quiz: 1 at 20 points = 20 points
- Architecture quiz: 1 at 20 points = 20 points
- Final Exam: 200 points

Discussion Questions: Students will be given a list of discussion questions to be answered after reading each assigned text, including the extraits de littérature. Answers must be written out; they may not only be underlined or marked in the text. They will be checked at the beginning of class each day. **No Discussion Question answers will be accepted late.**

Attendance/Participation: Classroom participation involves courteous behavior as well as speaking French, paying attention, and participating in assigned activities. Arriving late and/or failure to participate will result in the loss of participation points, and will affect your final grade. **TURN OFF CELLPHONES DURING CLASS.**

Tests: Tests will be comprised of identifications of dates, names, events, geographical items, and information learned from the readings, renseignements supplémentaires, and classroom discussion.
Quizzes on the map of France. You will be expected to accurately label ancient provinces, geographical sites, major cities, and departments of France on a blank map.

Art, Music, and Architecture Quizzes. You will be expected to identify works of art and music as well as periods and genres of architecture in France.

Critical Analysis (Analyse Logique): You will write 4 in-class essays in which you analyse the events we have discussed and how they impacted both France and the rest of the world.

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<td>lundi</td>
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<td>le 20 août</td>
<td>le 22 août</td>
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<tr>
<td>Introduction, syllabus</td>
<td>DQ # 1 / RS</td>
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<td>EXAMEN IV</td>
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<td>DQ # 16/RS</td>
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Readings from the textbook (page numbers) and hand-outs in class for the extraits.
The Discussion Questions will accompany each reading assignment; answer the questions and be prepared for further discussion in class. Information on the music, maps, architecture, etc., will be available in class and on the professor's website.

**Examen I**


**Examen II**

Le Moyen Age, pp. 13 - 16; Jeanne d'Arc, pp. 66 - 70, Seigneurs et Serfs, pp. 175 - 182; Extraits: La poésie du Moyen Age.

**Examen III**


Examen IV

Le XVIIIe siècle, pp. 28 - 33; La Révolution, pp. 130 - 138; le Siècle des Lumières, pp. 245 - 263; Rationalisme, pp. 311 - 324; Extraits: Montesquieu, Diderot, La Clos.

Examen V


Examen VI

February 29, 2008

Professor Godwin Uwah
Dept. of French and Francophone Studies
College of Charleston

Dear Professor Uwah,

I write in support of your request that Humanities credit be offered to the following new courses: FREN 320, FREN 321, FREN 326, FREN 327, and FREN 495.

I wish you all success in offering these new classes.
Sincerely,

Cynthia Lowenthal
Dean, HSS
Curriculum Committee
Proposal to Delete a Course

1. Department: French and Francophone Studies

2. Course Number and Title: FREN 343: La France Contemporaine (Contemporary France)

3. Course will be deleted effective: Fall 2002

4. Justification for Deleting the Course:

This course will be the foundation for the new FREN 495 Capstone Seminar, in which students will consider all previous coursework in the context of contemporary France and the Francophone World. Instead of an input-based 300 level course, it is now part of the culminating student performance-based capstone seminar.
5. Signature of Department Chair or Program Director: 
   Date: 2-4-08

6. Signature of Dean of School:  
   Date: 2/11/08

7. Signature of Provost:  
   Date: 3/5/08

8. Signature of Business Affairs Official:  
   Date: 3-7-08

9. Signature of Curriculum Committee Chair:  
   Date: 3/30/08

10. Signature of Faculty Senate Secretary:  
    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
Curriculum Committee
Proposal to Change a Course

1. Department: French and Francophone Studies

2. Course Number and Title: FREN 370: Studies in French Film and Literature

3. Semester and year when the course change(s) will go into effect: Fall 2008

Change(s) Desired:

New Title: Studies in French and Francophone Literature and Film

a. Prerequisites: FREN 313

b. Gen Ed status: SAME

c. Minor content changes: Add: “The course will be taught in French. The course will count towards the major.”

d. Course format: Same, except taught in French

e. Course credit hours: 3

f. Cross listing: NONE

4. Justification for Change(s): This course will be offered in French and will count towards the major. We are attempting to increase our interdisciplinary offerings in order to enrich the major. Since it will now be taught in French, students must have completed FREN 313 before taking it, and it can now count toward the major.
5. Signature of Department Chair or Program Director: [Signature]
   Date: 2-28-08

6. Signature of Dean of School: [Signature]
   Date: 4-28-08

7. Signature of Provost: [Signature]
   Date: 3/5/08

8. Signature of Business Affairs Official: [Signature]
   Date: 3-7-08

9. Signature of Curriculum Committee Chair: [Signature]
   Date: 3/30/08

10. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
Curriculum Committee
Proposal to Delete a Course

1. Department: French and Francophone Studies

2. Course Number and Title: FREN 480: History of the French Language

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course:

   This course is extremely challenging; it is better suited to the graduate level. Qualified undergraduate students may take it at the graduate level with permission of the chair.
5. Signature of Department Chair or Program Director: 
   Date: 2-28-08

6. Signature of Dean of School: 
   Date: 2/24/08

7. Signature of Provost: Susan J. Morrison
   Date: 3/5/2008

8. Signature of Business Affairs Official: 
   Date: 3-7-08

9. Signature of Curriculum Committee Chair: 
   Date: 3/30/08

10. Signature of Faculty Senate Secretary: 
    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
Curriculum Committee
Proposal to Delete a Course

1. Department: French and Francophone Studies

2. Course Number and Title: FREN 480: History of the French Language

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course:

This course is extremely challenging; it is better suited to the graduate level. Qualified undergraduate students may take it at the graduate level with permission of the chair.
5. Signature of Department Chair
   or Program Director: ____________________________
   Date: 2-28-08

6. Signature of Dean of School: ____________________________
   Date: 4-11-08

7. Signature of Provost: ____________________________
   Date: 3/15/2008

8. Signature of Business Affairs Official: ____________________________
   Date: 3-7-08

9. Signature of Curriculum Committee Chair: ____________________________
   Date: 3/13/08

10. Signature of Faculty Senate Secretary: ____________________________
     Date Approved by Senate: ____________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
Curriculum Committee
Proposal to Delete a Course

1. Department: French and Francophone Studies

2. Course Number and Title: FREN 483: French Fairy Tales: Word and Image

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course:

This course was created for one faculty member who is no longer here. There is no reason to believe it will ever be taught again; if it is, it could be as a special topics course.
5. Signature of Department Chair or Program Director: 
   Date: 2-28-08

6. Signature of Dean of School: 
   Date: 3/6/08

7. Signature of Provost: 
   Date: 3/5/2008

8. Signature of Business Affairs Official: 
   Date: 3-7-08

9. Signature of Curriculum Committee Chair: 
   Date: 3/20/08

10. Signature of Faculty Senate Secretary: 
    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
Curriculum Committee
New Course Proposal


2. Course Number and Title: FREN 495: Capstone Seminar: Contemporary France and the Francophone World

   Number of Credits: 3 Total hrs/week: 3 Seminar X

3. Semester and year when course will first be offered:
   Spring 2009

4. Catalog Description (please limit to 50 words):
The capstone experience provides French majors with an opportunity to integrate the coursework from their major and other related interdisciplinary experiences. Students will research and explore a broad subject or theme from the francophone world, thus enabling them to develop critical analysis and put into practice the knowledge and skills they have developed as French majors.

   Check if appropriate: Humanities X

5. Prerequisites (or other restrictions): Two courses completed at the 400 level, senior status, or permission of the chair.

6. Rationale/justification for course

   (a) What are the goals and objectives of the course? To provide students with a culminating and integrative experience; to provide the opportunity to conduct research, synthesize previous coursework, develop analytical ability, and present conclusions in well written and spoken French.

   (b) How does the course support the mission statement of the department and the organizing principles of the major? As a department, we are committed to exploring a more global perspective for our students by including the rich varieties of Francophone literature, culture and civilization into our curriculum. The capstone experience provides students an opportunity to use their previous knowledge as a basis for exploring and understanding the contemporary Francophone world.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major? This is a culminating
experience that allows students to synthesize and demonstrate what they have learned.

(b) N/A

8. (a) Are other departments affected by this course? No.

(b) There is no overlap.

9. Method of teaching: The instructor serves as a resource person and facilitator in the classroom. In addition to reading textbooks that explain various methods of research in literature and cultural studies, each student will read articles and write a short paper about a topic which interests him/her and discuss the topic with the group. The students will then move into a more individualized seminar format in which each student project will be monitored individually by the instructor who will help them shape their final research project as well as prepare it for presentation.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: None

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: None

(c) Frequency of offering: Once the first year, then each semester, depending on the number of French majors who need it for graduation.

11. Requirements for additional resources made necessary by this course:

(a) Staff: None  b) Budget: None  c) Library: None

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory). Syllabus Attached.
13. Signature of Department Chair or Program Director: 
   Date: 2/25/08

14. Signature of Dean of School: 
   Date: 2/24/08

15. Signature of Provost: 
   Date: 3/5/2008

16. Signature of Business Affairs Official: 
   Date: 3/7/08

17. Signature of Curriculum Committee Chair: 
   Date: 3/30/08

18. Signature of Faculty Senate Secretary: 
   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
FRENCH 495: Capstone Seminar: Contemporary French and Francophone Studies

Time/Location: TBA

Course Description: The capstone experience provides an opportunity to integrate your coursework from the major and related interdisciplinary experiences. You will read a wide range of materials and will research and explore a broad subject or theme from the francophone world, thus enabling you to enhance and develop critical analysis and put into practice the knowledge and skills you have developed as French majors.

Course Objective: This seminar will enable you to achieve the following outcomes:
• conduct independent research on a topic/subject of your interest
• enhance your research and analytical abilities
• evaluate and synthesize your work and draw conclusions
• improve your skills in written and oral communication

Requirements: This is a seminar type course where your instructor’s role is limited to being your resource and facilitator. You are expected to attend every class and participate actively in every discussion and activity. In addition to the required readings, you are expected to read a number of articles on topics related to the contemporary French and Francophone world and periodically make presentations. You will also choose a topic or theme on which to write a mini-paper, and will eventually either expand on that topic/theme or choose a new one for your final project. The abstract of the paper will be presented to a panel of your instructors who have previously read your completed project.

Recommended Reading and Sites:

Vast, Pierre. Les outils d’analyse littéraire, Paris, Broché

Additional Reading materials will be on reserve in the library or posted on WebCT.

**Presse spécialisée**

**Elle** - Mode

http://www.elle.fr

**Le Monde de l’Education** - Dossier thématique mensuel.

http://www.lemonde.fr/mde

**Le Monde diplomatique** - Géopolitique, économie


**Première** - Cinéma

http://www.premier.fr

**Radio France**


**Radio France Internationale**

http://www.rfi.fr

**TV5MONDE**

http://www.tv5.org

France télévisions

http://www.francetv.fr

**France 2**

http://www.france2.fr

**France 3**

France 5

http://www.france5.fr

France 4


La Notation (Grade Determination)

Assiduité et participation.................................10%
Mini-thèse..................................................20%
La thèse......................................................40%
Présentation de la thèse.................................30%

L'Échelle de note (grading scale)

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Programme d'activités (provisoire)

Semaine 1: Introduction générale

Semaine 2: Introduction à la mini-thèse

Semaine 3: Roman et ses théories; concepts et instruments modernes: Vast, trois chapitres

Semaine 4: Approche genrologique; lecture psycho-et sociologique: Vast, chapitres suivants indiqués; Valette : chapitres sélectionnés au choix

Semaine 5: Limites de la théorie littéraire; nouvelles voies pour la poétique du Récit: Valette: chapitres sélectionnés au choix

Semaine 6: Présentation des travaux(mini-thèse) Faces aux

Semaine 7: Stanley Hoffman faces aux sociologies francophones: Santoni, p. 205 Discours et analyse général ; Chapentier, chapitres choisis

Semaine 8: Choix du sujet pour la thèse. Discours des méthodes

Semaine 9: Discours des méthodes: Discours des méthodes

Semaine 10: Discours des méthodes: travaux individuels

Semaine 11: Discours des méthodes: travaux individuels (suite)

Semaine 12: Discours des méthodes: travaux individuel (suite)

Semaine 13: Présentation des travaux et séance des critiques

Semaine 14: Présentation des travaux et séance des critiques
February 29, 2008

Professor Godwin Uwah
Dept. of French and Francophone Studies
College of Charleston

Dear Professor Uwah,

I write in support of your request that Humanities credit be offered to the following new courses: FREN 320, FREN 321, FREN 326, FREN 327, and FREN 495.

I wish you all success in offering these new classes.
Sincerely,

Cynthia Lowenthal
Dean, HSS
Curriculum Committee
Proposal to Change Degree Requirements
For the Minor

1. Department: French and Francophone Studies

2. Name of the Minor: French

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired: After the new courses are approved, the changes listed below need to be made on items 2 and 4 of the Catalog Description for the Minor:

   New Required Courses:
   On item 2, under "One course selected from:"
   ADD: FREN 320, 321, 326, and 327
   DELETE: FREN 322-323; FREN 324-325

   On item 4
   DELETE: "literature or"
   NEW WORDING: "One course from the 400-level."

5. Justification for Change(s):

   After the requested changes are approved, FREN 322-323 and FREN 324-325 will no longer be available.
6. Signature of Department Chair or Program Director: [Signature] Date: 2/28/08

7. Signature of Dean of School: [Signature] Date: 2/24/08

8. Signature of Provost: [Signature] Date: 3/1/2008

9. Signature of Business Affairs Official: [Signature] Date: 3/7/08

10. Signature of Curriculum Committee Chair: [Signature] Date: 3/10/08

11. Signature of Faculty Senate Secretary: [Signature] Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
FACULTY CURRICULUM COMMITTEE PROPOSALS

French & Francophone Studies

Proposals to Change a Course

FREN 220: Special Assignment Abroad; Change catalog description (Proposal attached)
Add the following to the catalogue description at the end: "Credits: 1 – 3, to be determined by the chair."

FREN 370: Studies in French Film and Literature; Change course title (Proposal attached)
 Change the Title to "Studies in French and Francophone Literature and Film"

New Course Proposals

FREN 320: Survey of Francophone Literature (Proposal, Syllabus & 2 Letters of Support attached)


FREN 326: Survey of Francophone Civilization (Proposal, Syllabus & 2 Letters of Support attached)

FREN 327: Survey of French Civilization (Proposal, Syllabus & Letter of Support attached)


Proposals to Delete a Course

FREN 322: Delete course “Survey of French Literature I” (Proposal attached)

FREN 323: Delete course “Survey of French Literature II” (Proposal attached)

FREN 324: Delete course “French Civilization and Literature” (Proposal attached)

FREN 325: Delete course “French Civilization and Literature II” (Proposal attached)

FREN 343: Delete course “La France Contemporaine (Contemporary France)” (Proposal attached)

FREN 480: Delete course “History of the French Language” (Proposal attached)

FREN 483: Delete course “French Fairy Tales: Word and Image” (Proposal attached)

LTFR 450: Delete course “French Literature in Translation” (Proposal attached)

LTFR 350: Delete course “French Literature in Translation” (Proposal attached)

FREN 313C: Delete course “French Conversation” (Proposal attached)

FREN 314C: Delete course “French Conversation” (Proposal attached)

FREN 113: Delete course “Language Practicum I” (Proposal attached)

FREN 213: Delete course “Language Practicum II” (Proposal attached)

Proposal to Change Degree Requirements for a Minor (French) (Proposal attached)

Add: FREN 320, 321, 326, and 327 (New Courses)

Delete: FREN 322-323; FREN 324-325

Delete: “literature or...” So it reads: “…one course from the 400 level”
Curriculum Committee
Proposal for a New Course

1. Department: Geology and Environmental Geosciences

2. Course Number and Title: GEOL 250 Introduction to Geochemistry
   Number of Credits: 3
   Total hrs/week: 3
   Lecture: 3 hrs
   Lab: 0
   Recitation: 0
   Seminar: 0

   For Independent study courses:
   Research: ______  Field experience: ______
   Clinical Practice: ______  Internship: ______
   Practicum: ______  Independent Course Work: ______

3. Semester and year when course will first be offered:
   Spring 2009

4. Catalog Description (please limit to 50 words):

   Students develop requisite theoretical and practical skills to qualitatively and quantitatively solve geological and environmental problems. This course introduces basic chemical principles required to understand fundamental geological and environmental processes. Topics covered include chemical evolution of Earth, principles and environmental applications of inorganic, aqueous, and isotope geochemistry.

   Check if appropriate: Humanities: ____  Social Science: ____
   (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with: ______________
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):

   GEOL 101/101L or GEOL 103/103L or HONS 155/155L and
   GEOL 105/105L or HONS 156/156L, and
   CHEM 101/101L or CHEM 111/111L

6. Rationale/justification for course
   (consider the following issues):
(a) What are the goals and objectives of the course?

The goals of this course are to help students: (i) develop an understanding of basic principles of inorganic chemistry as it applies to fundamental geological and environmental processes, including evolution of chemical elements, chemical reactions, and geochemical cycles, (ii) develop the requisite skills to apply chemistry principles to solve geological problems, and (iii) learn how to make quantitative predictions about outcomes of chemical reactions that occur in the context of geological processes. In addition to these goals, students will learn how to apply this knowledge for understanding natural and human-induced environmental contamination problems.

(b) How does the course support the mission statement of the department and the organizing principles of the major?

The Department of Geology and Environmental Geosciences offers a comprehensive set of courses that provides students with a well-rounded education. This course further strengthens our environmental geology offerings. The department’s comprehensive program compares favorably to Geology programs at larger universities, and this course adds to our students’ strong earth science and environmental focus.

Geology majors can take GEOL 250 instead of CHEM 102 or CHEM 112 (Introduction to Chemistry II) to fulfill their B.A. or B.S. degree requirements in Geology.

Note: If a student has already received credit for CHEM 102 or CHEM 112, they may not receive credit toward the B.A. or B.S. major in Geology by taking this new proposed course.

See associated Change in the Geology Major Requirements paperwork.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

This course enhances the knowledge and skills required in other major courses. This course places chemical concepts and principles within an applied geosciences framework, thus better preparing Geology students for later courses in the major.

As stated above, this course and the associated laboratory can satisfy the second-semester chemistry requirement toward the
B.A. or B.S. degrees in Geology

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

Not applicable.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

Department of Chemistry and Biochemistry

(b) Please explain overlap with any existing courses.

Some of the introductory topics covered in the course will overlap with CHEM 112. These topics include: (i) thermodynamics, (ii) acids and bases, (iii) solubility, (iv) reduction-oxidation reactions, and (v) Complexation. The proposed course will differ significantly in the application aspect of these concepts (see syllabus) and will also introduce other concepts: (i) geochemistry, (ii) clay minerals, (iii) mineral stability, (iv) kinetics, (v) isotopes, (vi) weathering, (vii) pollution, and (viii) sorption processes. See syllabus for more specific information.

9. Method of teaching:

Class-room lectures (100%).

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

Approximately 15 Geology majors enroll each year in either CHEM 102 or CHEM 112, and thus some fraction of this population may choose to enroll in this proposed new course. This is a small percentage of the hundreds of students across the campus who enroll in CHEM 102 or CHEM 112 every year.

This course might increase student interest in pursuing the Environmental Geology concentration and enrolling in advanced courses such as Aqueous Geochemistry (GEOL 441) and Hydrogeology (GEOL 438).
(b) Address potential shifts in staffing of the department as it relates to the offering of this course:

Geochemistry faculty member will teach this course once per year, thus creating a one class per year void to be filled by other faculty.

(c) Frequency of offering:
   each fall: __   each spring: X
   every two years: __
   every three years: __
   other (Explain):

11. Requirements for additional resources made necessary by this course:

   (a) Staff: None expected

   (b) Budget: None expected

   (c) Library: On-line and existing resources will be used. Most materials will be provided from either the textbook or on WebCT.

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

See next page
Syllabus

Instructor: Dr. Vijay Vulava
Email: VulavaV@cofc.edu
Phone: 843.953.1922
Office: SC 343
Office hours: TBD
Lecture: TBD
WebCT: Supplementary and reading material

Course Goals and Structure

The main goal of this course is to help you (i) develop an understanding of basic principles of inorganic chemistry as it applies to fundamental geological and environmental processes, including distribution of elements, chemical reactions, and geochemical cycles, (ii) develop the requisite skills to apply chemistry skills to solve geological problems, and (iii) learn how to make quantitative predictions about outcomes of chemical reactions that occur in context of geological processes. In addition to these goals you will also learn how to apply this knowledge for understanding of natural or human-induced environmental contamination problems.

This course is designed for students who have had an introductory course in chemistry (CHEM 101 or 111) and the introductory sequence of geology (GEOL 101/103 and 105). This course can be taken in lieu of CHEM 102 or 112 for credit towards the geology major. Below is the course structure:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is geochemistry and the origin of the solar system</td>
</tr>
<tr>
<td>2</td>
<td>Chemical differentiation of the Earth and chemical bonding</td>
</tr>
<tr>
<td>3</td>
<td>Fundamentals of thermodynamics</td>
</tr>
<tr>
<td>4</td>
<td>Acids, bases, and pH controls in geological environments</td>
</tr>
<tr>
<td>5</td>
<td>Mid-term Exam I</td>
</tr>
<tr>
<td>6</td>
<td>Salts, their ions, and solubility of minerals</td>
</tr>
<tr>
<td>7</td>
<td>Formation of clay minerals and stability of minerals</td>
</tr>
<tr>
<td>8</td>
<td>Stability of minerals and oxidation-reduction processes</td>
</tr>
<tr>
<td>9</td>
<td>Oxidation-reduction processes and geochemical cycling</td>
</tr>
<tr>
<td>10</td>
<td>Mid-term Exam II</td>
</tr>
<tr>
<td>11</td>
<td>Rates of geochemical processes and kinetics</td>
</tr>
<tr>
<td>12</td>
<td>Fundamentals of isotope geochemistry</td>
</tr>
<tr>
<td>13</td>
<td>Topics in environmental geochemistry (chemical weathering)</td>
</tr>
<tr>
<td>14</td>
<td>Topics in environmental geochemistry (water pollution)</td>
</tr>
<tr>
<td>15</td>
<td>Topics in environmental geochemistry (sorption processes)</td>
</tr>
</tbody>
</table>

While, we will strive to cover most of these topics, the structure will be “fluid” and will change based on your interests and needs. Much of the class time during “lectures” will be devoted to introduction of the concepts and to discussions. You will solve several critical-thinking exercises to better understand fundamental geochemical concepts. Consequently, you must come to class prepared by reading the appropriate book chapters and the assigned exercises.
There is a 3-hr lab that is co-requisite with the lecture portion of the course. This lab focuses on developing basic laboratory and practical skills that are required of you to successfully analyze geochemical phenomena. I will also organize 2 field trips outside of scheduled laboratory time to visit various sites in Charleston area (Dixie Plantation, Francis Marion National Forest, etc.). On these trips you will have hands-on opportunities to learn about techniques that are used to assess basic environmental parameters.

**Prerequisites**

GEOL 101/101L or GEOL 103/103L or HONS 155/155L, GEOL 105/105L or HONS 156/156L, CHEM 101/101L or CHEM 111/111L

**Assessment**

You performance in this course will be assessed based on your understanding of geochemical concepts and applications. This will involve a combination of (i) solving critical-thinking exercises, (ii) exams, (iii) paper and presentation associated with your research and laboratory projects, and (iv) class participation.

- Critical-thinking exercises will include problem-solving and synthesis and interpretation of published data – there will be one every week (except during exams) for 15% of total grade
- There will be three in-class exams including the final, each worth 20% of total grade (60% of total)
- Laboratory exercises and projects, some of which will be collaborative efforts – 25% of total grade

The grade you earn by the end of the semester will be based on this scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
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<tr>
<td>A-</td>
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<tr>
<td>B+</td>
<td>85-88</td>
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<tr>
<td>B</td>
<td>82-84</td>
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<tr>
<td>B-</td>
<td>79-81</td>
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<tr>
<td>C+</td>
<td>75-78</td>
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<tr>
<td>C</td>
<td>72-74</td>
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<tr>
<td>C-</td>
<td>69-71</td>
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<td>D+</td>
<td>66-68</td>
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<tr>
<td>D</td>
<td>62-65</td>
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<tr>
<td>D-</td>
<td>60-61</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

**Course Product (or What you will learn from this course)**

On successful completion of this course, you will be able to

- Understand chemical processes related to geological processes
- Interpret the chemical behavior of naturally complex environmental systems
- Critically analyze environmental data and explain your findings and conclusions to your peers
- Integrate various basic sciences (chemistry, biology, geology, etc.) and mathematical skills to solve multidisciplinary problems
- Collaboratively develop research projects
- Develop other ancillary skills:
  - Become familiar with journals and technical sources in subject
  - Become proficient in conducting literature reviews
  - Improve your presentation and science writing skills

(Form was approved by FCC on 04/18/06 and replaces all others.)
Learn how to use generic software (Excel, etc.) to analyze geochemical data

**Textbook:**

**CofC’s Honor Code and Academic Integrity**
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are clearly related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the *Student Handbook* at [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html).

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director: Mitchell Ciley  
   Date: 3/12/08

14. Signature of Dean of School: Nome E. Norman  
   Date: 3/12/08

15. Signature of Provost: Susan J. Morrison  
   Date: 3/12/08

16. Signature of Business Affairs Official:  
   Date: 3/12/08

17. Signature of Curriculum Committee Chair: Gerald C. Carols  
   Date: 3/29/08

18. Signature of Faculty Senate Secretary:  
   Date Approved by Senate: _____

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Curriculum Committee
Proposal for a New Course

1. Department: Geology and Environmental Geosciences

2. Course Number and Title: **GEOL 250L Introduction to Geochemistry**
   - Laboratory
   - Number of Credits: 1
   - Total hrs/week: 3
   - Lecture: 0
   - Lab: 3 hrs
   - Recitation: 0
   - Seminar: 0

   For Independent study courses:
   - Research: ______
   - Field experience: ______
   - Clinical Practice: ______
   - Internship: ______
   - Practicum: ______
   - Independent Course Work: ______

3. Semester and year when course will first be offered:
   - Spring 2009

4. Catalog Description (please limit to 50 words):
   - This course is co-requisite with GEOL 250 Introduction to Geochemistry. Topics covered help students develop basic laboratory and practical skills that are required to successfully analyze geochemical phenomena. Ample hands-on opportunities will be provided to learn about techniques that are used to assess basic environmental parameters.

   Check if appropriate: Humanities: ___ Social Science: ___
   (meets minimum degree requirements)

   Check if appropriate:
   - This course will be cross listed with: _______________
   - Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   - GEOL 101/101L or GEOL 103/103L or HONS 155/155L and
   - GEOL 105/105L or HONS 156/156L, and
   - CHEM 101/101L or CHEM 111/111L

6. Rationale/justification for course
   (consider the following issues):
(a) What are the goals and objectives of the course?
Specific objectives of this lab course include: (i) design of experiments and understanding experimental errors, (ii) apply simple statistics to understand trends in data, (iii) geochemical analysis of environmental samples, (iv) learn how to use basic and advanced instrumentation required for geochemical analysis, and (v) develop experiments to test specific hypotheses.

(b) How does the course support the mission statement of the department and the organizing principles of the major?

The Department of Geology and Environmental Geosciences offers a comprehensive set of courses that provide students with a well rounded education. This course further strengthens our offerings in environmental geology. The department’s comprehensive program compares favorably to Geology programs at larger universities, and this course adds to our students’ strong earth science and environmental focus.

Geology majors can take GEOL 250/250L instead of CHEM 102/102L or CHEM 112/112L (Introduction to Chemistry II) to fulfill their B.A. or B.S. degree requirements in Geology.

Note: If a student has already received credit for CHEM 102/102L or CHEM 112/112L, they may not receive credit toward the B.A. or B.S. major in Geology by taking this course.

See associated Change in the Geology Major Requirements paperwork.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

This course enhances the knowledge and skills required in other major courses. This course places chemical concepts and principles within an applied geosciences framework, thus better preparing Geology students for later courses in the major.

As stated above, this course and the associated lecture course can satisfy the second-semester chemistry requirement toward the B.A. or B.S. degrees in Geology

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with
other disciplines:

Not applicable.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

Approximately 15 Geology majors enroll each year in either CHEM 102L or CHEM 112L, and thus some fraction of this population may choose to enroll in this course. This is a small percentage of the hundreds of students across the campus who enroll in CHEM 102L or CHEM 112L every year.

(b) Please explain overlap with any existing courses.

Not applicable.

9. Method of teaching:

Laboratory hands-on exercises (100%).

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

This course might increase student interest in pursuing the Environmental Geology concentration and enrolling in advanced courses such as Aqueous Geochemistry (GEOL 441) and Hydrogeology (GEOL 438).

(b) Address potential shifts in staffing of the department as it relates to the offering of this course:

Geochemistry faculty member will teach this course once per year, thus creating a one class per year void to be filled by other faculty.

(c) Frequency of offering:

<table>
<thead>
<tr>
<th></th>
<th>each fall:</th>
<th>each spring:</th>
<th>every two years:</th>
<th>every three years:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Requirements for additional resources made necessary by this course:
(a) Staff: None expected

(b) Budget: Supplies for the laboratory portion of the course (~$500/yr) to be covered in part by laboratory fees and departmental operating and overhead funds.

(c) Library: On-line and existing resources will be used. Most materials will be provided from either the textbook or on WebCT.

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

See next page
**Syllabus**

**Instructor:** Dr. Vijay Vulava  
**Email:** VulavaV@cofc.edu  
**Phone:** 843.953.1922  
**Office:** SC 343  
**Office hours:** TBD  
**Lab:** TBD  
**WebCT:** Supplementary and reading materials

**Course Goals and Structure**

This laboratory course supplements the Introduction to Geochemistry lecture course. Note: GEOL 250 and GEOL 250L are separate courses, but are co-requisites and have to be taken together, unless you have previously earned credit for one of them. This lab course will focus on developing basic laboratory and practical skills that are required to successfully analyze geochemical phenomena.

Following each lab, you will hand in brief reports outlining your results and critical analysis of data. I will also organize 2 field trips (typically outside of scheduled class time) to visit various sites in Charleston area (Dixie Plantation, Francis Marion National Forest, etc.). On these trips you will have hands-on opportunities to learn about techniques that are used to assess basic environmental parameters.

Specific skills obtained in this course include: (i) design of experiments and understanding experimental errors, (ii) application of simple statistics to understand trends in data, (iii) geochemical analysis of environmental samples, (iv) introduction to basic and advanced instrumentation required for geochemical analysis, and (v) developing experiments to test specific hypotheses. The course structure is outlined below.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Solutions</td>
</tr>
<tr>
<td>2</td>
<td>Experimental error, accuracy, and precision</td>
</tr>
<tr>
<td>3</td>
<td>Basic statistics and Excel</td>
</tr>
<tr>
<td>4</td>
<td>Collection and preservation of environmental samples</td>
</tr>
<tr>
<td>5</td>
<td>pH, ion activities, and acid-base equilibria</td>
</tr>
<tr>
<td>6</td>
<td>Spectroscopy, colorimetry, and calibration of analytical equipment</td>
</tr>
<tr>
<td>7</td>
<td>Alkalinity</td>
</tr>
<tr>
<td>8</td>
<td>Mid-Term Exam</td>
</tr>
<tr>
<td>9</td>
<td>Conductivity</td>
</tr>
<tr>
<td>10</td>
<td>Solubility and dissolution</td>
</tr>
<tr>
<td>11</td>
<td>Ion chromatography</td>
</tr>
<tr>
<td>12</td>
<td>Trace metals</td>
</tr>
<tr>
<td>13</td>
<td>Research project</td>
</tr>
<tr>
<td>14</td>
<td>Research project</td>
</tr>
<tr>
<td>15</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

This course will be closely aligned with topics covered in the lecture portion of the class. The initial three-fourths of the course deals with developing skills to perform various geochemical experiments, and
the final one-fourth of the course will assist you in developing an individual project using the scientific method.

**Laboratory Overview**

The labs have to be completed within the 3-hr period. Occasionally, the use of the analytical equipment may require additional time to complete the analysis. You will be required to maintain a lab notebook (available at bookstore) to record data and results – a copy of the notes will be turned in to me for assessment. One week after the completion of each lab, you will hand in a formal report on the lab. The following components should be included in your report:

1. **Introduction**: A statement of what the analysis involves and some of the basic theory about it.
2. **Methods**: What you actually did. Do NOT just copy the procedures from the exercise sheet. Keep a record of what happened during your analysis. This is what goes into the report.
3. **Results**: Present the data you acquired in tabular and graphical form, along with commentary about general problems or events of significance. The data sheets in the lab handouts are guidelines only; do not hand them in, but re-write your data clearly. If there are important relationships or patterns that are easily observed, now is the time to point these out.
4. **Discussion**: Discuss your results in an appropriate context and align them with concepts learned in class. You can theorize about trends observed and answer the questions raised in the introductory paragraphs.
5. **Conclusions**: Recapitulate the major points from the results and discussion.
6. **References**: If you have them, use the format of the Geological Society of America.

We will use this basic format for the project reports as well, so get in the habit of doing it correctly now!

**Assessment**

You performance in this course will be assessed based on your understanding of practical geochemical concepts and your mastery of various laboratory skills. This will involve a combination of (i) laboratory journals, reports, and critical analysis of data, (ii) exams, and (iii) final project.

- Lab journal and record keeping is worth 10% of total grade
- Lab reports and critical analysis of data is worth 30% of total grade
- There will be two in-class exams including the final, each worth 20% of total grade (40% of total)
- Final project is worth 20% of total grade

The grade you earn by the end of the semester will be based on this scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
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<td>B-</td>
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**Textbook**:

D. Neal Boehnke and R. Del Delumyea (1999), *Laboratory Experiments in Environmental Chemistry*, 279 pp., Prentice Hall, NJ. Additional readings will be prepared and distributed prior to each lab.

(Form was approved by FCC on 04/18/06 and replaces all others.)
LABORATORY GUIDELINES

By registering for this class you have agreed to follow all rules set forth in the lab to ensure your safety and prevent disruptions.

Laboratory Safety and Management

1. **Safety** is the most important consideration. Please familiarize yourself with the College of Charleston’s Chemical and Safety Hygiene Plan at the end of this handout. Some important considerations:

   - **Eye protection** – should be worn in the lab when handling chemicals. Goggles and glasses are available for your use.
   - **Eye-Wash Stations** – use any squeeze bottle containing deionized (DI) water for emergency rinsing. Two eye-wash stations are also located in the lab for use – one near the sink at the entrance and one in front of the chalk board.
   - **Drench Shower** is available in front of the chalk board.
   - **First-Aid Kit** – found along the west wall of 341.
   - **Fire Extinguisher** – by the door on the west side of 341.
   - **Laboratory Coats** – are available in Room 341 for everyone.
   - **Vinyl and nitrile gloves** – available for handling chemicals.
   - **Pipette Bulbs** – MUST be used when transferring liquids via pipette. NEVER pipette by mouth!! Automatic pipettes with plastic tips are also available for use – consult me before using these pipettes.

2. **Hazardous Waste** collection bottles are available in the fume hood and are clearly marked. **Never pour hazardous waste down the drain.** In most instances, our analytical procedures do not generate hazardous products, but ask if you are unsure.

3. **Laboratory Management** must be done by the class as a whole. We have no assistants or servants.

   - **Glassware and Supplies** – know the location of the major items needed for your analyses.
   - **Chemicals** – flammable, corrosive, and poisonous chemicals have designated cabinets. If they have to be removed for use, make sure you use them appropriately and put them back in those cabinets.
   - **Cleaning** – you will all take turns washing glassware each week. This involves placing all glass items you use (only those that fit) in the dishwasher, followed by soaking in an acid bath, rinsing with refined water, and finally placing them in the convection oven at ~80°C overnight for drying (do not exceed 99°C under any circumstances). Specific instructions are posted above the acid bath by the north sinks in 341.
   - **Lab Instrumentation** – use with care! If you don’t understand the operating protocols, ask! Some of the equipment we use is very expensive and hard to repair if improperly handled.

(Form was approved by FCC on 04/18/06 and replaces all others.)
Safety and Chemical Hygiene Plan (adapted from Grice Marine Lab Plan)

1. EMERGENCIES—IMPORTANT NUMBERS:
   COLLEGE OF CHARLESTON PUBLIC SAFETY: 953-5611 or 35611 on campus
   POISON CONTROL CENTER: 9-1-800-922-1117
   HEALTH SERVICES: 953-5520 or 35520 on campus

1. INJURIES
   1. If anyone is injured, call CofC Public Safety immediately and perform first aid (if you are knowledgeable in it).
   2. In life threatening situations, first call CofC Public Safety, then Health Services during the day. After 5:00 p.m., call CofC Public Safety.
   3. Call the Poison Control Center for first aid for exposure to hazardous chemicals.
   4. First aid kits are located in the Geochemistry Lab (SC 341) and in Geology Office (SC 339).
   5. The Health Center of the College of Charleston is open Monday - Friday, 8:30 - 5:00. Phone: 3-5520.
   6. Include the appropriate MSDS sheet with any student being transported by EMS injured in a laboratory environment. MSDS sheets are located in the Geochemistry Lab (SC 341).

2. FIRES
   1. In the event of a small fire, attempt to put it out with a fire extinguisher first. For a larger fire, pull the fire alarm located near each exit or stairwell. Call CofC Public Safety at 3-5611 and evacuate all persons from the building.
   2. There are fire extinguishers located throughout the building. If you do not know how to use this equipment, see me (VMV).

3. MAJOR CHEMICAL SPILLS
   1. In the event of a large spill of any hazardous chemical, evacuate the room, close the door if possible, pull the fire alarm to evacuate the building, then call CofC Public Safety at 3-5611.
   2. For small spills spill kits are available on top of Hazardous Chemical Storage cabinets.

4. EVACUATION PROCEDURES
   1. Leave the area in an orderly manner; walk, don’t run; move well away from buildings. Do not use elevators! Make a count of your group in the assembly area.

2. STANDARD OPERATING PROCEDURES FOR CHEMICAL USE
   In order to reduce employee exposure to hazardous chemicals and to assure that any exposure

   (Form was approved by FCC on 04/18/06 and replaces all others.)
does not exceed the Permissible Exposure Limit (PEL) for that chemical, the following must be observed:

1. Prior to the use of any chemical in the laboratory, first determine the PEL for that chemical as well as the specific hazards and precautions for that chemical. This information can be found in the MSDS files. Discuss with me (VMV) how this chemical should be handled, what protective equipment to use, and how to dispose of any chemical waste. If this chemical is a carcinogen, reproductive toxin, or is known to be extremely hazardous, then follow the special guidelines described in a later section. The use of radioactive substances is described in a separate protocol.

2. Hazardous chemicals with PEL's of 50 ppm or lower must be used in an operating fume hood; examples are concentrated hydrochloric acid, chloroform, benzene, and naphthalene.
   Hazardous chemicals with PEL's higher than 50 ppm should be poured from their stock containers in the fume hood and then the smallest possible amount is taken outside the hood. These small amounts should be used in a covered container whenever possible. Use a container with a narrow opening, such as an Erlenmeyer flask covered with parafilm or a stoppered reagent bottle. Keep your face away from the container opening and always ensure that there is adequate ventilation in the laboratory. If the ventilation system is not working, then volatile chemicals cannot be used in the laboratory.

3. If there is a reason to believe that exposure to a specific chemical routinely exceeds the "action level" or PEL for that chemical, then the college is required to monitor the exposure to that chemical according to OSHA guidelines and inform the employee of monitoring results within 15 days.

4. Safety goggles must be worn when working with any hazardous liquid, e.g., concentrated acids or bases. In addition, gloves and a lab coat must be worn when working with any hazardous chemical. An apron or lab coat that protects body or clothing exposure to these acids shall be worn at all times when working with that chemical.

5. Do not eat, drink, or smoke in any laboratory; also, wash your hands after working with chemicals.

6. Do not smell, taste, or touch any chemical.

7. Do not pipette any hazardous liquid by mouth.

8. The geochemistry lab is equipped with eyewash stations marked by a sign. If any chemical gets into your eyes, flush both eyes with a gentle stream of water for at least 15 minutes. Use thumb and index finger to hold each eye open. If possible, wash hands thoroughly before placing them near eyes. Eyewash stations should be examined monthly for proper operation.

9. If any chemical gets on your skin or clothing, remove the contaminated clothing and wash off the chemical with lots of water.

(Form was approved by FCC on 04/18/06 and replaces all others.)
10. When working with flammable chemicals, be certain there are no flames or sparks nearby. Remember, some flammable vapors are heavier than air and can travel along a counter top to a Bunsen burner 20 feet away.

11. Do not work alone in a laboratory or chemical storage area.

3. LABELING AND STORAGE OF CHEMICALS
   1. Labels on incoming containers of chemicals should not be removed or defaced. Any MSDS sheets that arrive with chemicals should be given to the Laboratory Manager. MSDS sheets can be found in the book shelf across the entrance.
   2. All chemical containers, including temporary ones, should have an accurate label of contents; this includes flasks and beakers. Use labeling tape and include all precautions and warnings from the original container. Containers with more than one type chemical shall be labeled with all the chemicals that are in that container. The chemical makeup and other proper name of the chemical(s) shall be written in permanent ink on the label on the container.
   3. All flammable chemicals should be stored in approved flammable storage cabinets.
   4. Acids should be stored in the Corrosives cabinet or fume hood.
   5. Return all chemicals to the chemical storeroom or their proper storage location after use.
   6. Unlabeled chemical containers should be reported to the Laboratory Manager as soon as possible.

4. FUME HOODS
   1. Set fume hood sashes at 100 lineal feet per minute (LFM) for normal chemical use. Hood frames are marked accordingly.
   2. Always determine that a fume hood is working properly before using. Hang a tissue in front to observe the flow of air.
   3. If the flow of a fume hood does not seem adequate, notify the Laboratory Manager who will check the flow rate.
   4. Hoods not in use shall be closed in accordance with NFPA to one inch opening.

5. USE OF COMPRESSED GASES
   1. Before moving a tank of compressed gas, install the safety cap on the tank.
   2. Before using a tank of compressed gas, securely chain the tank to a lab bench.
   3. When installing a regulator on a tank, remember, flammable gases have left-handed threads.
   4. When opening the valve on a tank, remember, only open the valve about one-quarter turn; this is usually enough to achieve full pressure and allows for immediate shut-off in case of an emergency.
   5. When you are finished using a compressed gas for the day, always turn off the main valve. Before you remove a regulator, first bleed off the gas. If the gas is flammable, check that there are no ignition sources nearby.
   6. Do not store an oxygen cylinder near a flammable gas cylinder. NOTE: The valve and the regulator on an oxygen tank MUST be free from oil or grease. Oil on contact with oxygen or other oxidizers can be explosive.

(Form was approved by FCC on 04/18/06 and replaces all others.)
6. CARCINOGENS, REPRODUCTIVE TOXINS AND EXTREMELY HAZARDOUS CHEMICALS

*OSHA has strict guidelines to carcinogen usage. All this should be referenced in the Guide for Laboratory Use of Chemical Carcinogens. This is located in the College of Charleston OSHA Manual, a copy of which is located in the conference room on the first floor of the main building.

Use of any chemical that is defined as a carcinogen or reproductive toxin or is suspected to be extremely hazardous must adhere to the following guidelines:

1. Containers of these chemicals should be stored within a secondary container to trap any escaping powder or vapor.
2. All work with these chemicals must be done in a “designated area.” A designated area can be a fume hood or a portion of a hood or part of a lab counter. The designated area must be marked off and labeled with warning signs. It should be covered with absorbent paper. In addition, if the chemical is a liquid, the absorbent paper should be placed on a nonporous tray which is capable of containing any possible spill. When work is completed in that area, the area must be cleaned and decontaminated; see below.
3. If the chemical being used is volatile, then the work must be done in an operating fume hood.
4. All work with these chemicals requires a lab coat, gloves and goggles (if a liquid).
5. Any spill of these chemicals will hopefully be contained by the absorbent paper and tray. Put contaminated paper in a container with a tight seal. Decontaminate any area of the spill with paper towels and a detergent solution. Put all contaminated materials in a sealed container. For a large spill, follow the guidelines below. See the Laboratory Manager for disposal of contaminated materials.
6. If an employee must use one of these chemicals outside of a fume hood and if that chemical is volatile or if there is any possibility that the PEL for that chemical will be exceeded, then the employee must use an approved respirator. Any employee required to use an approved respirator must FIRST go through the College’s program on respirator use.
7. Regulated radioactive materials should only be handled by properly licensed personnel.

7. CHEMICAL SPILLS

1. For cleanup of small spills, use paper towels or vermiculite absorbent. For large spills, use spill pillows as diking. Spill pillows are located near hazardous chemical cabinets. If the chemical spilled is very hazardous and volatile, e.g., a gallon of hydrochloric acid or chloroform, then evacuate everyone from the room, seal it off and call CoC Public Safety (9-953-5611 or 35611 on campus). If the spill is severe enough, evacuate the building by pulling the fire alarm. In any case where the PEL for a chemical might be exceeded by cleaning it up, then the cleanup must be done by the Fire Department’s Hazardous Response Team.

(Form was approved by FCC on 04/18/06 and replaces all others.)
2. Use protective clothing and goggles when cleaning up a spill. Respirators can only be used by employees trained in their use. Leave the cleanup of hazardous materials to trained professionals.

3. Any contaminated materials resulting from a spill should be sealed in a container and disposed of in accordance with Federal, State, and Local laws. See the Laboratory Manager.

4. Clean up spilled water or broken glass immediately. There is a container for broken glass in the lab.

5. For cleaning up mercury, e.g., from broken thermometers, collect the mercury in a container if possible. Do not allow the mercury to contact the skin. If not, sprinkle sublimed sulfur over the mercury. In 24 hours, the mixture can be swept up and discarded.

8. WASTE DISPOSAL

1. Normally, toxic, corrosive or flammable substances should not be poured down the drain or placed in the trash; check the MSDS files and the Laboratory Manager for proper disposal. LIST EXACT CONTENTS AND QUANTITIES of all waste that is stored.

2. Disposable petri dishes and other plastic items that are contaminated with cultures or blood should be autoclaved according to the instructions near the autoclave in room 207. Be sure to use indicating tape and label the autoclave bag with College of Charleston's address before discarding. When loading the autoclave bag in the sterilizer, put the bag in a metal container to catch any spills.

3. All hazardous waste to be disposed of through the College of Charleston Hazardous Waste Contract shall be labeled and dated for the date it is declared a waste. Under no circumstances will unlabeled hazardous waste be accepted for disposal. Contact the Laboratory Manager for waste pickup.

9. INFORMATION AND TRAINING

1. All lab employees will be trained in contents of the OSHA Laboratory Standard. Training will be given before the employee begins work in the labs and will include reading and discussing the Chemical Hygiene Plan. The employee will be given a copy of the plan and will sign a form stating that he or she has read and understood it.

2. All students must have the lab safety regulations explained to them and as evidence that this procedure has been performed, sign a copy which will be kept on file by the department.

3. Persons operating machinery must do so only after sufficient instruction.

10. MEDICAL CONSULTATIONS

1. Whenever there is a significant chemical spill or release or exposure to a hazardous chemical, or whenever an employee develops signs or symptoms associated with exposure to hazardous chemicals, then, that employee has the right to and the opportunity for a medical examination and evaluation. This will be provided by the College at no charge. Call CofC Public Safety (3-5611).

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director: [Signature]
   Date: [3/10/08]

14. Signature of Dean of School: [Signature]
   Date: [__]__

15. Signature of Provost: [Signature]
   Date: [__]__

16. Signature of Business Affairs Official: [Signature]
   Date: [3/12/08]

17. Signature of Curriculum Committee Chair: [Signature]
   Date: [3/29/08]

18. Signature of Faculty Senate Secretary: [__]__
   Date Approved by Senate: [__]__

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change a Course

1. Department: **Geology and Environmental Geosciences**

2. Course Number and Title: **GEOL 441 Aqueous Geochemistry**

3. Semester and year when the course change(s) will go into effect: **SPRING 2009**

4. Change(s) Desired:

   **Prerequisites:**
   - CHEM 111 and CHEM 112 or GEOL 250
   - OR
   - CHEM 101 and GEOL 250
   - OR
   - the equivalent
   - OR
   - permission of the instructor

5. Justification for Change(s):
   Currently, only CHEM 111 and CHEM 101 are required as prerequisites for GEOL 441. But CHEM 112 or GEOL 250 cover concepts that are considered essential knowledge for enrolling in GEOL 441. In addition, CHEM 112 or GEOL 250 are required by geology majors to graduate, but several majors put off enrolling in these courses until their senior years. This proposed change will also encourage students to enroll in these courses in their sophomore or junior years at the latest.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: ____________________________
   Date: 3/12/08

7. Signature of Dean of School: ____________________________
   Date: 3/12/08

8. Signature of Business Affairs Official: ____________________________
   Date: ____________________________

9. Signature of Curriculum Committee Chair: ____________________________
   Date: 3/29/08

10. Signature of Faculty Senate Secretary: ____________________________
    Date Approved by Senate: ____________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

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3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change Degree Requirements
For the Major

1. Department: Geology and Environmental Geosciences

2. Degree: B.A.

3. Semester and year in which degree change(s) will go into effect: Spring 2009

4. Change(s) Desired:
   CHEM 101/101L General Chemistry (with laboratory) and
   GEOL 250/250L Geochemistry (with laboratory)
   or
   CHEM 111/111L Principles of Chemistry (with laboratory) and
   CHEM 112/112L Principles of Chemistry (with laboratory)
   Or
   GEOL 250/250L Geochemistry (with laboratory)

5. Justification for Change(s):
   Currently Geology majors (B.A.) are required to complete CHEM 101 and CHEM 102 to graduate. These courses are excellent general introduction to chemistry and are appropriate for most students majoring in non-chemistry fields. However, this course covers basic concepts of organic and biochemistry. These concepts are of little use to Geology majors as these concepts are rarely addressed in the undergraduate geology courses offered at the department. The geology faculty feels that the Introduction to Geochemistry (GEOL 250) course would serve our students better in this regard. This introductory course will introduce most of the chemical concepts covered in CHEM 112 for B.S. students and are also appropriate for B.A. students. Basic environmental and quantitative applications of geochemistry will also be covered in this course.

The Department of Geology and Environmental Geosciences offers a comprehensive set of courses that provides students with a well rounded education that will allow them to excel in a wide variety of careers when they graduate. This proposed change will support this goal by further strengthening our environmental geology offerings. The department's

(Form was approved by FCC on 4/18/06 and replaces all others.)
comprehensive program compares favorably to Geology programs at larger universities, and this course adds to our students' strong earth science and environmental focus. A side benefit of this proposed change is that students are better prepared to take on advanced courses such as Aqueous Geochemistry (GEOL 441) and are also well prepared for graduate programs in geology.

6. Signature of Department Chair or Program Director: Mitchell C. Date: 3/12/08

7. Signature of Dean of School: Name and Signature Date: 3/12/08

8. Signature of Provost: Name and Signature Date: 3/12/08

9. Signature of Curriculum Committee Chair: Name and Signature Date: 3/12/08

10. Signature of Budget Committee Chair: Name and Signature Date: 3/12/08

11. Signature of Planning Committee Chair: Name and Signature Date: 3/12/08

12. Signature of Faculty Senate Secretary: Date Approved by Senate: ____________

13. Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the change will be sent by the Registrar to:
   1. Department Chair or Program Director
   2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
   3. College Relations (addition to Undergraduate Catalog)
   4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
   5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change Degree Requirements
For the Major

1. Department: Geology and Environmental Geosciences

2. Degree: B.S.

3. Semester and year in which degree change(s) will go into effect: Spring 2009

4. Change(s) Desired:

   CHEM 111/111L Principles of Chemistry (with laboratory)
   and
   CHEM 112/112L Principles of Chemistry (with laboratory)
   Or
   Geol 250/250L Geochemistry (with laboratory)

5. Justification for Change(s):

   Currently Geology majors (B.S.) are required to complete CHEM 111 and CHEM 112 to graduate. These courses are excellent general introduction to chemistry and are appropriate for most students majoring in non-chemistry fields. However, the general consensus among Geology majors is that while these courses are interesting, they do not see how these courses prepare them for other geology courses. Due to the broad background of students that enroll in these introductory courses, these courses are not tailored for Geology majors. The geology faculty feels that the Introduction to Geochemistry (GEOL 250) course would serve our students better in this regard. This introductory course would introduce most of the chemical concepts covered in CHEM 112, but in a strong geological context. Basic environmental and quantitative applications of geochemistry will also be covered in this course.

   The Department of Geology and Environmental Geosciences offers a comprehensive set of courses that provides students with a well rounded education that will allow them to excel in a wide variety of careers when they graduate. This proposed change will support this goal by further strengthening our environmental geology offerings. The department’s comprehensive program compares favorably to Geology programs at

(Form was approved by FCC on 4/18/06 and replaces all others.)
larger universities, and this course adds to our students' strong earth science and environmental focus. A side benefit of this proposed change is that students are better prepared to take on advanced courses such as Aqueous Geochemistry (GEOL 441) and are also well prepared for graduate programs in geology.

6. Signature of Department Chair or Program Director: [Signature]
   Date: 3/12/08

7. Signature of Dean of School: [Signature]
   Date: 3/12/08

8. Signature of Provost: [Signature]
   Date: 3/12/08

9. Signature of Curriculum Committee Chair: [Signature]
   Date: 3/19/08

10. Signature of Budget Committee Chair: [Signature]
    Date: 3/19/08

11. Signature of Planning Committee Chair: [Signature]
    Date: 3/27/08

12. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: [Signature]

13. Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the change will be sent by the Registrar to:
    1. Department Chair or Program Director
    2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
    3. College Relations (addition to Undergraduate Catalog)
    4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
    5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal for a New Course

1. Department: HISTORY

2. Course Number and Title: HIST 250: Special Topics in Comparative/Transnational History
   Number of Credits: 3  Total hrs/week: 3
   Lecture: X  Lab:  Recitation:  Seminar:  

   For Independent study courses:
   Research:  Field experience: 
   Clinical Practice:  Internship: 
   Practicum:  Independent Course Work: 

3. Semester and year when course will first be offered: Fall 2008

4. Catalog Description (please limit to 50 words):
   Intensive examination of a specific topic. Topic will be listed with the course title when offered.
   Prerequisites: HIST 101-102 or HIST 103-104
   Check if appropriate: Humanities: X  Social Science: 
   (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with: 
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   Prerequisites: HIST 101-102 or HIST 103-104
6. Rationale/justification for course (consider the following issues):

(a) What are the goals and objectives of the course? Courses offered under this head will consist of area studies and thematic concentrations of which an example is “Lafayette and the Revolutionary Atlantic, 1757-1834,” which was offered in the Fall of 2007 and cross-listed under European and American history. At this level, students will acquire an enhanced appreciation of history as a discipline and familiarity with concepts and processes of cultural, political, and economic development including state-building and class structure, democratization, and industrialism, and the role of ideas – theism, empiricism, romanticism, liberalism, nationalism, socialism, and fascism – broadly and comparatively considered.

(b) How does the course support the mission statement of the department and the organizing principles of the major? These courses and the new Area of Distribution (Comparative/Transnational History) of which they are parts will contribute importantly to the Department’s (and the College’s) mission by developing competent students of history while furthering the internationalization of students, faculty, and curriculum.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major? As components of a new Area of Distribution (Comparative/Transnational History), these courses will serve as gateways to other courses in their fields and to advanced courses generally.
(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
More generally, these courses will support institutional efforts on behalf of international education and the knowledge and skills required in an interdependent world.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it. No
(b) Please explain overlap with any existing courses. N/A

9. Method of teaching: Lecture and discussion with emphasis on researching and communicating historical materials.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: None-no increase in overall course offerings
(b) Address potential shifts in staffing of the department as it relates to the offering of this course: None-no increase in overall course offerings
(c) Frequency of offering:

<table>
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<td>Every two years:</td>
<td>Every three years:</td>
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Other (Explain): Will vary according to staff availability and

11. Requirements for additional resources made necessary by this course:
(a) Staff: Existing
(b) Budget: Existing
(c) Library: Existing

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
13. Signature of Department Chair or Program Director:  
   Date:  
   [Signature]
   February 19, 2008

14. Signature of Dean of School:  
   Date:  
   [Signature]  
   3/1/08

15. Signature of Provost:  
   Date:  
   [Signature]  
   3/15/2008

16. Signature of Business Affairs Official:  
   Date:  
   3/6/08

17. Signature of Curriculum Committee Chair:  
   Date:  
   [Signature]  
   3/29/08

18. Signature of Faculty Senate Secretary:  
   Date Approved by Senate:  
   [Signature]

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
"The cause of America is in a great measure the cause of all mankind. Many circumstances hath, and will arise, which are not local, but universal, and through which the principles of all Lovers of mankind are affected, and in the Event of which their Affections are interested." Thomas Paine, *Common Sense* (1776)

"May this immense temple of freedom ever stand a lesson to oppressors, an example to the oppressed, a sanctuary for the rights of mankind!" Lafayette’s Address to Congress, December 11, 1784.

"He [Washington] was the outstanding architect of political reform, even as Your Excellency is the outstanding citizen-hero, the champion of freedom, who on the one hand has served America and on the other the Old World of Europe." Letter of Simon Bolivar to Lafayette, March 20, 1826.

"Without anticipating the French nation, let us hasten to express the wish to bring to the monument that it will no doubt dedicate to Lafayette, our share, modest as the offering of the exiled, but submitted with a religious fervor that we have sworn to the memory of this defender of the rights of mankind and of our cause." Letter of Dwernicki to Polish Refugees in France, May 20, 1834.

**Course Description:**

**Prerequisites**  History 101 & 102 or 103 & 104

**Focus**  The major political and intellectual crosscurrents between North and South America and Europe seen through the life of the Marquis de Lafayette (1757-1834).

**Major Components**  The background of the Early Modern era in the Atlantic, The transatlantic Enlightenment, The American Revolution, The French Revolution, the Napoleonic Era, the Restoration, the revolutions of 1830, the legacies of the era and the man.

**Course Objectives**  Upon completion of this course, the student should be able to meet the following objectives relating to the subject matter: 1) understand and appreciate the nature of history and the historical inquiry, 2) understand and
describe the interaction of political and intellectual factors in the world of Atlantic revolutions from 1757 to 1834 as revealed through a study of the life of Lafayette, 3) develop an appreciation and understanding of the era through studying the life of a major personality of that period, and 4) analyze the developments of the era that have influenced the structures and content of liberal democracy as a global movement since then.

Required Book Readings:
Bernard Bailyn, Atlantic History: Concept and Contours (Harvard Univ. Press, 2005).
Susan Dunn, Sister Revolutions: French Lightning, American Light (N.Y.: Faber & Faber, 2000), paperback.
Readings on Electronic Reserve, College of Charleston Library.

Grades and Course Requirements:
Students are responsible for keeping up with the assignments in the Course Schedule and preparing themselves fully to participate in class discussions over assignments. Assignments are due at the beginning of class on the first class day of the week scheduled. Late assignments will receive a one-grade penalty for each calendar day late. Any student not completing all assignments will fail the course. The final grade will be composed of:

Three reading analyses 30%
Of the twenty reading analysis opportunities during this course, you need to write a 2-3 [page (typed, double-spaced, twelve-point font) summary and analysis of three of them. Please be certain to cover the following: the author's thesis, argument, and evidence; the value of the work; and, an assessment of the sources, style, and organization.

Group interpretation & analysis of a holographic Lafayette letter 20%
You will have an opportunity to study an original or photocopy of a handwritten Lafayette letter. The task of your group will be to explain to the class the persons and issues mentioned in it and their historical significance. Your group may want to divide the responsibilities for this assignment.

One 6-8 page essay 20%
The essay will cover one aspect of Lafayette's life that you relate to events and themes in the larger Atlantic world. You will present a half-page summary of your research in class.
Class participation 10%
Read all assignments by the beginning of the class they are assigned. Arrive with notes on the readings for discussion.

Final Examination 20%

The following grade structure will apply:

- A 93-100
- A- 89-92
- B+ 86-88
- B 83-85
- B- 79-82
- C+ 76-78
- C 73-75
- C- 69-72
- D+ 66-68
- D 63-65
- D- 60-62
- F less than 60
- WA

Behavior: Please do not consume food or beverages during the class unless you have made prior arrangements with the instructor. Do not bring active computers, telephone devices, pagers, or electronic recorders to class without prior approval of the instructor and that only for medical cause. These or other disruptive behaviors can result in your permanent removal from this class.

Attendance: Your regular attendance in and attentiveness to classes is mandatory. There is no such thing as an excused absence; all absences count, but you have six to use as you need. Reporting your absence to other college officials does not constitute an excused absence for this class. Any student missing more than four classes for other than mandatory college-sponsored events may receive a grade of WA in the course without further notice. It is your responsibility to sign the roll each day! The signed attendance sheet will determine absences and tardies; it is the official record of attendance; if you neglect to sign it, you are officially absent. Three tardies compute to one absence. According to the University Catalog, “students are expected to attend all classes ... of the courses in which they enroll .... If the student has more than the maximum allowed absences, the professor may instruct the registrar to record a grade of ‘WA’ for the student....” Notification of participation in college-sponsored events “must be provided by the first day of class....” (Catalog).

College of Charleston Honor Code: You are responsible for reading and complying with the College of Charleston Honor Code (Student handbook). Plagiarism is a serious offense, and personal honor is essential to the academic experience.

Schedule of Class Assignments:
Date Topics and Readings

Week One: What is History? What is the Atlantic World?
Aug. 21-24
Readings: Bailyn, Atlantic History
Week Two: Introductory Survey of Issues in the Course
Aug. 27-31
Viewing of C-Span's "Booknotes" interview with Lloyd Kramer.

Week Three: The Enlightenment and the Early Modern Era in the Atlantic
Sep. 3-7

Week Four: Origins of Discontent in France and America
Sep. 10-14

Week Five: Lafayette in the American Revolution [1777-1781]
Sep. 17-21
Readings: Kramer, Lafayette, chapter one; Messing, A Son, pp. 17-41.
View and discuss "Lafayette" episode from History Channel series Washington's Generals

Week Six: The American Confederation/ French Reform [1782-1789]
Sep. 24-28
Readings: Dunn, Sister Republics, chapters one through five.
Student free-for-all critique of instructor's draft paper on the Cayenne plantation experiment for the Southern Historical Association conference [e-reserve].
Week Seven: The French Revolution as Constitutional Monarchy [1789-1792]  
Oct. 1-5  

Week Eight: Lafayette and the Jacobins [1790-92]  
Oct. 8-12  

Week Nine: The Romantic Hero: Imprisonment and Exile [1792-1800]  
Oct. 17-19  

Week Ten: The Napoleonic Era [1800-1815]  
Oct. 22-26  

Week Eleven: The Restoration [1815-1830]  
Oct. 29-Nov. 2  
Readings: Kramer, *Lafayette*, chapters three, four, and five.  

Week Twelve: Lafayette’s Tour of America, 1824-25  
Nov. 5-9  

Week Thirteen: The Revolutions of 1830/ The Nullification Controversy
Nov. 12-16
Readings: Kramer, Lafayette, chapter seven.

Week Fourteen: In the Wake of the Revolutions of 1830 [1831-1834]
Nov. 19-20
Readings: Kramer, Lafayette, chapter eight.

Thanksgiving Holiday Nov. 21-25

Week Fifteen: Political and Cultural Legacies of Lafayette and His Agenda
Nov. 26-30
Readings: Messing, A Son, pp. 96-108; Dunn, Sister Republics, chapter six;
Kramer, Lafayette, “Epilogue: Lafayette and Postrevolutionary Political Culture,” (e.g., Kramer’s 1996 comment [p. 278]: “You cannot kill people to make them free.”

Week Sixteen: Brief Summary and Review of the Course
Dec. 3

Final Exam: date to be announced by registrar
I do not post grades or communicate them by phone or e-mail for confidentiality considerations. I can respond if you provide a stamped self-addressed envelope.

Note: The instructor reserves the right to change any aspect of this course without the approval or prior notification of the class as circumstances warrant. Records gathered in this course are for the use of the instructor only and are not for commercial purposes (as consistent with South Carolina law).
Curriculum Committee

Proposal for a New Course

1. Department: HISTORY

2. Course Number and Title: HIST 299, The Historian's Craft
   Number of Credits: 3  Total hrs/week: 3
   Lecture: X  Lab:  Recitation:  Seminar: 

For Independent study courses:
   Research:  Field experience: 
   Clinical Practice:  Internship: 
   Practicum:  Independent Course Work: 

3. Semester and year when course will first be offered: Fall 2008

4. Catalog Description (please limit to 50 words):
   This is a topics based course in which students deal
   with different types of historical materials and
   techniques to develop skills in research, writing, critical
   thinking, and oral presentation, focused on the
   discipline of history. Topics will vary and will be
   selected by the professor.
   Check if appropriate:  Humanities: X  Social Science: 
   (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with: 
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department
   indicating that the department has discussed the proposal and
   supports it.

5. Prerequisites (or other restrictions):
Prerequisites: \textbf{HIST 101-102 or HIST 103-104}

6. Rationale/justification for course (consider the following issues):

(a) What are the goals and objectives of the course?
The goals and objectives of the course are to prepare History majors with the research and writing skills they need for upper level coursework in History. In particular, this course will better prepare students for the capstone research seminars.

(b) How does the course support the mission statement of the department and the organizing principles of the major?
The course supports the mission statement of the department and its organizing principles by focusing on the research and writing skills needed by every student as he or she progresses through the major. Until now, the department has been attempting to incorporate the acquisition of these skills in its 200 and 300 level classes, leading to the 400 level seminars. This has not provided majors with the skills needed; hence the development of a new required class to address this need.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
This course is required for all majors. Students will enroll in this course as soon as possible after declaring the major. It will provide an important required intermediate-level skills-based course. It will prepare students for the advanced research skills required in the capstone research seminar.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
This course will be required of history majors but will also be open to all students
who have completed the prerequisites, pending seat availability. The skills being taught would be equally applicable and helpful for majors in the humanities and social sciences.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it. NO

(b) Please explain overlap with any existing courses. N/A

9. Method of teaching: Lecture, seminar, directed assignments and independent work.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
Enrollment pattern shifts within the department will be relatively minor. The department anticipates offering as many sections as are needed each semester. The impact on other department offerings will be that each section will replace an upper division course offering that semester.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course:
Shifts in staffing will be minimal. Roster faculty will teach the class on a rotating basis.

(c) Frequency of offering:

<table>
<thead>
<tr>
<th>Each fall:</th>
<th>Each spring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>every two years:</td>
<td>every three years:</td>
</tr>
<tr>
<td>Other (Explain): One or more sections will be offered every</td>
<td></td>
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</tbody>
</table>
11. Requirements for additional resources made necessary by this course:

   (a) Staff: None anticipated

   (b) Budget: None anticipated

   (c) Library: None anticipated

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
13. Signature of Department Chair or Program Director: 
   [Signature]
   Date: February 17, 2008

14. Signature of Dean of School: 
   [Signature]
   Date: 

15. Signature of Provost: 
   [Signature]
   Date: 3/5/2008

16. Signature of Business Affairs Official: 
   [Signature]
   Date: 

17. Signature of Curriculum Committee Chair: 
   [Signature]
   Date: 

18. Signature of Faculty Senate Secretary: 
   [Signature]
   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
HISTORY 298
COURSE SYLLABUS
The Historian's Craft

Dr. W. M. Dulaney, Department of History, 315 Maybank Hall, 953-5711, email: dulaneyw@cofc.edu.
Office Hours: 11:00 a.m.-1:00 p.m., M-F or by appointment.

Course Texts: Fischer, *Historians' Fallacies.*
Brundage, *Going to the Sources: A Guide to Historical Research and Writing.*
Iggera, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge.*

All students should also consider buying Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations,* Sixth Edition.

Course Objectives: Students enrolled in this course will learn the methodologies and techniques of historical research and writing. Using an empirical approach, students will learn how to ask historical questions and design their own research methodologies, find and use primary and secondary sources, use the library, and organize and write a research paper. In addition, students will learn some of the major interpretations and methodologies of history.

Course Assignments: Students enrolled in this course will write five book reviews and complete two major assignments: a summary and critique of the work of a major historian (due March 16) and a research paper using primary sources from local archives and library collections (due May 8). In conjunction with the latter assignment, students will complete a research proposal, a bibliography, and an outline of their proposed research paper that will be due on the dates listed in the course schedule.

Course Format and Methods of Instruction: The instructor will combine the lecture-discussion and workshop formats to teach students historical research skills. The instructor will supplement class reading assignments with lectures and class discussions on the major interpretations and methodologies of history. This course will also consist of guest lectures by other faculty in the History Department who will share with students the wide variety of research fields and methodologies used by and available to scholars in the field of history. Part of the course will allow students to work independently gathering information and completing research on their own. Students will meet with the instructor on the dates listed in the course schedule to turn in assignments (bibliography, research paper outlines, etc.) and to discuss their progress on their research papers.

Student Responsibilities: Class attendance is mandatory for all scheduled meetings of the class. Students are also responsible for completing reading assignments for each scheduled class; the instructor will assume that all students have completed reading assignments for class discussions. Students must also submit all assigned work on the dates that they are due. The instructor will penalize students one letter grade for each day that an assignment is late.

Grading: Each review will make up 10% of the final grade. The report on a historian will be worth 20% of the course grade. Completion of the assignments (i.e. the research paper proposal, bibliography, note cards, research paper outline, and first draft) related to the course research paper will also make up 10% of the grade. The completed research paper will make up the final 20% of the course grade.

Course Schedule and Reading Assignments
Jan. 20 - Course Introduction. How to use the library. First in class writing assignment.


Feb. 3 - Course topic: Note taking. Read and review Brundage.


Feb. 25 - LAST DAY TO DROP THE COURSE WITH A 'W'!!!

Mar. 2 - Finding and using primary and secondary sources. Guest speaker: Dr. McCandless.

Mar. 9 - No class: Spring Break.

Mar. 16 - Historical Writing. Report on a major historian due!

Mar. 23 - Discussion of Fischer, chs. I-V. Paper Proposal due

Mar. 30 - Discussion of Fischer, VI-Conclusion. Review of Fischer due.

Apr. 6 - Bibliography due!

Apr. 13 - Note cards due!

Apr. 20 - Paper outline due. Individual consultation with the instructor on your research project.

Apr. 27 - First draft of research paper due!

May 3 - First draft of research papers returned.

May 8 (Saturday) All research papers are due by 12 p.m.!
Guidelines for Course Assignment
Report on A Major American Historian

Spring 2004
Dr. W. M. Dulaney

To complete this assignment students will choose a major historian and write a biographical summary and critique of his or her work.* Students will consult the appropriate historical journals, indexes, and bibliographical sources for biographical materials and critical reviews on their chosen historian. Suggested sources:

- Dictionary of American Biography
- American Historical Review
- The Historian
- Journal of American History
- Review of Reviews
- JSTOR
- Reviews in American History
- Journal of Negro History
- Journal of African History
- Journal of Social History
- Who's Who
- Journal of Modern History
- America; History and Life
- Journal of Urban History
- Journal of Women's History
- Journal of Southern History
- Civil War History
- Journal of World History
- Southwestern Historical Quarterly
- American Scholar
- Historical Abstracts
- Dictionary of National Biography
- Journal of Asian Studies
- Slavic Studies Review
- Ethnohistory
- Russian Review
- Hispanic American Historical Review
- Journal of Interdisciplinary History
- Economic History Review
- History of Education Quarterly

Content - The report should consist of the following:
1. A brief biographical sketch of the historian.
2. A discussion of his or her major area of research and major publications in the field.
3. A summary of how other historians view his or her work.
4. A short critique of one of the historian's major publications.

Style - The report should be typed, double-spaced and have a one inch margin on all sides of each page. Your paper should contain citations for each source used and cited. A bibliography is not required. The report should be a minimum of five pages and a maximum of ten pages with notes. (Endnotes should be single spaced within the notes, but double-spaced between each note.)

For examples on how to complete this report, see the following:


REMEMBER, THIS REPORT IS DUE ON March 16! NO EXCEPTIONS.
The historian that you choose must be approved by the instructor.

**History 298**

**GUIDELINES FOR COURSE RESEARCH PAPER**

Spring 2004

Dr. W. M. Dulaney

One of the objectives of this course is to teach students how to complete and present research. There is no better way to achieve this objective than to have students research and complete a research paper on a topic of their choice. Since the research paper is an important part of the course and 30% of the grade, students should pay particular attention to the following guidelines. Remember, this is a major research paper and should be at least 10-20, typed (double-spaced) pages.

Choosing A Topic: Students are limited to choosing a topic that they can actually complete in the allotted amount of time.* Students must also choose topics that will enable them to use primary sources or original historical documents. Thus, the availability of documents and sources should also determine what research topics students can choose. A note of caution: students should choose topics in which they have some interest! Do not choose a topic simply because you cannot think of anything else and desire just "to get this paper out of the way." This will make the research not only boring, but also especially hard. Be sensible, think about where your interests lie and what you will enjoy doing. You will have almost two months to consider a topic; spend the time to investigate the available sources at area libraries that will support your research project.

(*The instructor will approve only topics in which the student puts together a good research design indicating the ability to complete the project without much assistance and within the allotted time frame.)

Completing the Research Proposal: This proposal is due on March 23 and should include the topic of the proposed paper, the sources available (a short bibliography listing some of the sources that you will use), and the historical questions that you will ask. The research proposal should be written in narrative form, propose a thesis, summarize what you expect to find, and address why you want to write a paper on this topic. The instructor will provide you a sample research proposal in class. Please type your research proposal before you submit it.

Completing a Bibliography: This is the part of the historical research that will allow you to use the 'nuts and bolts' approach that will be discussed in class. One of your first tasks in completing a research paper is to find the appropriate primary and secondary sources. For each source you should complete a 3x5 bibliography card listing the author's name (last name, first), the title of the source, the city of publication, the publisher, the date of publication, and whether the source is primary or secondary. Bibliography cards or a list of the sources in your bibliography are due on April 6.

Completing the Research Paper Outline: This is also an important step in the research process. By completing an outline you are giving yourself a guideline as to the direction that you are going to take your actual paper. In addition, it will assist you in organizing your notes and filling in possible gaps in your research. You will submit a detailed outline of your paper on April 20. Please type your outline before you submit it.

All of the above steps in completing your research paper are important and you must turn in the proposal, the bibliography cards or list of sources, and the outline on the dates that these assignments are due. You will be graded for completing these three steps in the research process and failure to complete them on time will result in the lowering of your final grade.

On April 20, the instructor will meet with each student during class time for progress reports as well as consultation on your research. Please be present and prepared to discuss what you have done on your research paper.
The first draft of your paper is due on April 27. The first draft should be typed, include footnotes (preferably endnotes), use the appropriate grammar and style, and be fairly close to the final draft of your paper.

Please note that an important step in the research process has been omitted: the completion and submission of 5x8 note cards reflecting the notes that you have taken from both primary and secondary sources. Completing note cards is covered in Brundage (as well as in Marius and Page for an electronic format) and the instructor will trust each student to read this section and use the process appropriately.

The instructor will read and return your paper to you on May 3. Please pick up your paper by that date!

The final revised and corrected draft of your paper is due on Saturday, May 8, 2004 by 12 Noon! But the instructor will accept your paper any time before this date.

Sources: Be sure that you make good use of the suggestions and examples in Marius & Page and Brundage and Turabian, A Manual for Writers. All three of these sources will provide you tips on writing, organizing research, and completing the final paper. You should especially follow the style for endnotes as presented by Turabian for books, articles, manuscript collections, public or government documents, recordings, and multi-volume works. In other words, Turabian is the bible for the style of your endnotes.

A FINAL WORD OF CAUTION

Do not waste time! Observe all deadlines. Writing a research paper is a task that requires a lot of time, discipline, and a commitment to completing it. If you stumble along the way (fail to complete bibliography cards, take notes on sources, etc.), you will not be able to recover in time in order to complete the paper. Please start your research as soon as possible! This is a learning experience, so the instructor will always be available to assist you.
Curriculum Committee

Proposal for a New Course

1. Department: HISTORY

2. Course Number and Title: HIST 350: Special Topics in Comparative/Transnational History
   Number of Credits: 3 Total hrs/week: 3
   Lecture: X Lab: _____ Recitation: _____ Seminar: _____

   For Independent study courses:
   Research: ______ Field experience: ______
   Clinical Practice: ______ Internship: ______
   Practicum: ______ Independent Course Work: ______

3. Semester and year when course will first be offered: Fall 2008

4. Catalog Description (please limit to 50 words):
   Intensive examination of a specific topic. Topic will be listed with the course title when offered.
   Prerequisites: HIST 101-102 or HIST 103-104

   Check if appropriate: Humanities: X Social Science: ______
   (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with: ________________
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   Prerequisites: HIST 101-102 or HIST 103-104
6. **Rationale/justification for course (consider the following issues):**

   (a) **What are the goals and objectives of the course?**
   Courses offered under this head will consist of area studies and thematic concentrations of which an example is Comparative Slavery in the Americas (currently History 366). At this level, students will acquire an enhanced appreciation of history as a discipline and familiarity with concepts and processes of cultural, political, and economic development including state-building and class structure, democratization, and industrialism, and the role of ideas – theism, empiricism, romanticism, liberalism, nationalism, socialism, and fascism – studied broadly and comparatively considered.

   (b) **How does the course support the mission statement of the department and the organizing principles of the major?**
   These courses and the new **Area of Distribution** (Comparative/Transnational History) of which they are parts will contribute importantly to the Department’s (and the College’s) mission by developing competent students of history while furthering the internationalization of students, faculty, and curriculum.

7. (a) **For courses in the major, how does the course enhance the beginning, middle, or end of the major?**
   As components of a new **Area of Distribution** (Comparative/Transnational History), these courses will serve as gateways to other courses in their fields.

   (b) **For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:**
   More generally, these courses will support institutional efforts on behalf of
international education and the knowledge and skills required in an interdependent world.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it. **No.**

(b) Please explain overlap with any existing courses. **N/A**

9. Method of teaching: Lecture and discussion with emphasis on researching and communicating historical materials.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: **None-no increase in overall course offerings**

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: **None-no increase in overall course offerings**

(c) Frequency of offering:

<table>
<thead>
<tr>
<th>each fall:</th>
<th>each spring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>every two years:</td>
<td>every three years:</td>
</tr>
<tr>
<td>Other (Explain):</td>
<td>Will vary according to staff availability and</td>
</tr>
</tbody>
</table>

11. Requirements for additional resources made necessary by this course:

(a) Staff: None

(b) Budget: None
12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
13. Signature of Department Chair or Program Director: [Signature]  
    Date: February 14, 2008

14. Signature of Dean of School: [Signature]  
    Date: [Signature]

15. Signature of Provost: [Signature]  
    Date: 3/5/2008

16. Signature of Business Affairs Official: [Signature]  
    Date: 3-6-08

17. Signature of Curriculum Committee Chair: [Signature]  
    Date: 3/9/08

18. Signature of Faculty Senate Secretary: __________________________  
    Date Approved by Senate: __________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
"Born Irish, I observe the world through Irish sensibilities, take for granted an Irish way of doing things"
–William Trevor, *Excursions in the Real World*

"Their Hearts in Tipperary wherever they go"
"Where we go, we celebrate the land that makes us refugees . . .”
–Shane McGowan, "The Broad Majestic Shannon" and "Thousands are Sailing"

“At school, kids kept asking; What are you? I thought I was American, but in those days in Brooklyn, when you were asked what you were, you answered with a nationality other than your own. Since my parents were from Ireland, I was from a group called Irish.”
–Pete Hamill, *A Drinking Life*

**Course Description**

This course will examine the experience of Irish of all denominations and traditions around the Atlantic rim between 1500 and the present; from the United States and Canada, to the Caribbean, Europe, Latin America and Africa. It will also examine Ireland’s place in, and impact on, the Atlantic World. Particular attention will be paid to the role of Irishmen and women in the Lowcountry and the American South as a whole. The course will coincide with a major conference on the Irish in the Atlantic World to be held here at the College. Those taking the course for U.S. history credit will complete a paper focusing on a U.S. topic, while those taking it for European credit will do one primarily focused on Ireland or the Irish in Western Europe. In line with the institutional goals of the College of Charleston, this class has a major emphasis on critical thinking expressed through clear written and oral communication. Therefore, along with knowledge of content, good writing and participation in discussion are major elements in the assessment of your grades. There is no textbook as such for this class, but for background material one can consult Moody and Martin, *The Course of Irish History*, O’Sullivan, *The Irish World-Wide*, 6 vols., Miller, *Emigrants and Exiles*, MacRaild, *Irish Migrants in Modern Britain*.

**Required Texts**


**Office Hours**

T, R, 8:15-9:15, 3-4, or by appointment. I encourage you to make every effort to come and discuss your work with me. If you do not understand any feedback I write on your papers, exams, etc., please do not hesitate to make an appointment.

**Exams and Grading**

The grade in this course will be based on the following:

- Midterm Exam------------------------20%, Feb. 20*
- Book/film responses-----------------25%—see outline
- Paper------------------------------15%, April 19*
- Participation----------------------10%, team project, conference participation and class discussion
- Final Exam------------------------30%, Tuesday May 1, 8 a.m.

A=90-100, B+=88-89, B=82-87, B- = 80-81, C+=78-79, C=72-77, C- = 70-71, D+= 68-69, D=62-67, D- = 60-61, F=0-59

The term paper accounts for 15 percent of your total grade. Please take it seriously. In consultation with the instructor, you will write a paper on any element of the Irish Atlantic. If you are taking the class for HIST 310 credit you must do a topic on U.S. history. If you are taking the class for HIST 347 credit you must focus on Ireland and/or Europe. Please follow the instructions for notes and bibliography in Kate Turabian’s *A Manual for Writers*. You must choose a topic by February 8. **NB—only one person per topic.** The paper must be at least twelve pages (text and notes) and include a bibliography. It must also include at least ten sources.

You will write a 3-4 page response review of each required book and the *Out of Ireland* video. Each is worth five percent. Your lowest response grade will be dropped. You will use your responses as a basis for discussion on the days assigned. Please follow closely the response questions and response paper guide. It is advisable, therefore, not to skip a response for your drop grade. Writing questions/problems will also be a part of our discussions. You will also be asked on occasion to lead discussion on the assigned readings. Your participation grade depends on your being prepared for **all discussion**. You may be called on to speak during every discussion. You will also participate in a group presentation of a film dealing with the Irish in the
Atlantic World. For the Irish Atlantic conference you will also prepare a 2 page paper on one of the sessions for the Irish in the Atlantic World Conference. See www.cofc.edu/atlanticworld Click on conferences. There may be quizzes on the readings. Exams will be essay and based on lectures, discussions, and all readings.

Policies

- **Attendance** will be taken in each class and three (3) or more unexcused absences will lead to the loss of a letter grade from your final average (with the exception of a drop from D- to F). Written proof of excused absences (e.g., death in the family, illness, military duty, family commitments, etc.) is required.

- If you arrive more than ten minutes late without a valid excuse (see above) it will count against you as an unexcused absence. If you have a valid reason to leave class early, you must inform the instructor before class begins. If you are more than 15 minutes late for an exam, the make-up policy will apply.

- Assigned work will be accepted no later than class time on the date due. Please see the instructor prior to the due date for discussion of exceptions to this policy. Only serious excuses (see attendance policy above) will be approved.

- Make-up exams will be provided only when arranged prior to the exam date. Emergencies on the day of an exam will also require written proof for you to receive a make-up exam.

- **Incompletes** will not be given for the convenience of the student.

- Consumption of food and beverages which disrupt class is not permitted.

- Cheating and plagiarism are absolutely unacceptable. The Honor Code of the College of Charleston specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing, and plagiarism. A student found guilty of these offenses will receive a failing grade for the course. Additional penalties may include suspension or expulsion from the College at the discretion of the honor board. See the student handbook for definitions of these offenses.

- Disruption of class will not be tolerated and will result in expulsion from the classroom and the class. Please turn off all cell phones.
HIST 350—OUTLINE AND READINGS

Week 1 Introduction and Why the Irish Atlantic?

Week 2 Ireland in the Early Atlantic World
Response due—Canny, Kingdom and Colony due Jan. 18

Week 3 The Irish in Colonial America
Response due—Griffin, The People With No Name due Jan. 25

Week 4 The Irish in Latin America, reserve readings—from Bielenberg, The Irish Diaspora

Week 5 The Irish in the Caribbean
Response due—Akenson, If the Irish Ran the World due Feb. 8

Week 6 The Irish in United States I—Economics and Society
reserve readings from Roediger, The Wages of Whiteness

Week 7 Midterm Exam, February 20 + Out of Ireland video

Week 8 Out of Ireland Response due Feb 27 and The Irish in the Atlantic World Conference

Spring Break

Week 9—The Irish in United States II—Politics and Culture
Irish Atlantic Session response due March 15

Week 10—The Irish in Canada and the Irish in the South
Response due—Gleeson, The Irish in the South, March 22

Week 11 The Irish in Britain and Continental Europe
Response due—Scally, The End of Hidden Ireland, March 29

Week 12 The Irish in Africa
Movie Presentations

Week 13—Movie Presentations


Final paper due April 19

Final Exam—Tuesday, May 1, 8 a.m.

Reading Response Papers for HIST 310/347
Your reading responses will be graded on two areas 1) Content—50% 2) Style—50%

**Content**

Please **answer fully** the response questions given for each book. Blend them, using paragraphs and good transition sentences into a coherent essay. No subheadings or “bullets.” Be critical in your answers. Always use evidence to back up opinion. Be aware of the sources the author uses. Do not use too many quotes. Paraphrase as much as possible. You will get more points by using your own words. If you quote from the book, use the following citation method.

All quotations must be enclosed in quotation marks “ ” and the person you quote should be identifiable in your paper. Put the citation in parentheses, inside the period, at the end of the sentence in which you used the quote, e.g. (29).

**Style**

Pay close attention to the following:

1. **Heading**
   You do not need a cover page. Type your name in the top right hand corner. Head your paper with the title as illustrated below. Staple your pages together.


2. **Length and Format**
   Reviews are to be three pages long, typed, and double spaced. Use 1 inch margins on the top, bottom, and left and right-hand sides of the page. Number **all** pages in the upper right-hand corner, **except** the first page of the paper. Left justify your text. Please use an 11 pt. or 12 pt. standard font. Do not use very thin or very wide fonts. Examples of standard fonts are Times New Roman, Arrus BT, Courier, and Schoolbook.

3. **Spelling, Grammar, and Style:**
   Please check your spelling and grammar carefully before turning in the final draft of your paper. Papers littered with errors will lose points. When proofreading your paper, check to make sure that your sentences are complete and that your verb tenses agree. Sentences running longer than three lines are probably too long. If your writing is wordy, awkward, and unclear you will lose points. Organization shows effort and thought. Therefore, organize your thoughts in paragraphs. If your paper jumps around without any clear direction, it will hurt your overall grade. Remember that **history happened in the past**. Therefore, use the past tense when describing historical events. Your criticisms, however, should be in the present tense.

4. **Plagiarism**
   Plagiarism is the taking of another’s writing, thoughts, or ideas and using them as one’s own. Do
not, under any circumstances, present work to this instructor that you did not research, organize, and write yourself. Changing a couple of words here and there in paraphrasing will not suffice. Put all information in your own words. Plagiarism is cheating. Anyone caught deliberately plagiarizing all or part of a paper will automatically receive an F for the course, and the case will be referred to the honor court. Anyone who plagiarizes accidentally will receive an F for the paper.
Curriculum Committee
Proposal for a New Course

1. Department: HISTORY

2. Course Number and Title:  HIST 450: Research Seminar in Comparative/Transnational History
   Number of Credits: 3  Total hrs/week: 3
   Lecture: ____  Lab: ____  Recitation: ____  Seminar: __X
   For Independent study courses:
   Research: ______  Field experience: ______
   Clinical Practice: ______  Internship: ______
   Practicum: ______  Independent Course Work: ______

3. Semester and year when course will first be offered: Fall 2008

4. Catalog Description (please limit to 50 words):
   A topical seminar focused on central historical problems with a major research paper required. Specific topic will be listed with the course title when offered.
   Prerequisites:  HIST 101-102 or HIST 103-104, HIST 299, and at least one 300-level course in History.
   Check if appropriate:  Humanities:  __X__  Social Science:  _____
   (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with:  ________________
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.
5. Prerequisites (or other restrictions):
Prerequisites: HIST 101-102 or HIST 103-104, HIST 299, and at least one 300-level course in History.

6. Rationale/justification for course (consider the following issues):

(a) What are the goals and objectives of the course? Students will study intensively history as philosophy, hone skills in historical methods and techniques, and perfect expertise in completing and presenting historical materials, both orally and in writing. A substantial research paper is required.

(b) How does the course support the mission statement of the department and the organizing principles of the major? Courses in the History curriculum divide naturally into general and thematic courses designed to introduce students to historical issues and sources in a variety of societies and epochs as they have developed and interacted over time, and courses like this one designed to teach philosophy of history, historical research and interpretation, and historical writing. All are part of a holistic approach designed to teach the skills of a historian while aiding understanding of historical processes, awareness of the diversity of human experience, and a fuller comprehension of historical and contemporary worlds.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major? This is a capstone course satisfying a basic requirement for Majors and Minors. It involves reading, discussion, and shared experience as well as a substantial research
paper and as such is a kind of summation of all that went before.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines: Not applicable.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it. No

(b) Please explain overlap with any existing courses. N/A

9. Method of teaching: Seminar, colloquium, workshop

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: None-no increase in overall course offerings

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: None-no increase in overall course offerings

(c) Frequency of offering:

<table>
<thead>
<tr>
<th>each fall:</th>
<th>Each spring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>every two years:</td>
<td>every three years:</td>
</tr>
<tr>
<td>Other (Explain): Will vary depending on enrollment demand.</td>
<td></td>
</tr>
</tbody>
</table>

11. Requirements for additional resources made necessary by this course:

(a) Staff: None
(b)  Budget:  None
(c)  Library:  None

12.  Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
13. Signature of Department Chair or Program Director: 
   Date: February 19, 2008

14. Signature of Dean of School: 
   Date: 3/11/08

15. Signature of Provost: 
   Date: 3/5/08

16. Signature of Business Affairs Official: 
   Date: 3/6/08

17. Signature of Curriculum Committee Chair: 
   Date: 3/9/08

18. Signature of Faculty Senate Secretary: 
   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
The College of Charleston
History 450 Senior Seminar: The Portuguese in Africa.

Professor Timothy Coates
Maybank 304
Maybank 325
Telephone: 953-8031
Fax: 953-6349
e-mail: coatest@cofc.edu
Office Hours: T 2:30-5, W/R 2:30-4, and by appointment.

Course Description:
Interactions between the Portuguese and African peoples from 1415 until the end of
decolonization in 1976 will be the focus of this class. Topics will include: the maritime voyages,
port cities and commerce, the slave trade, missionary efforts, African responses, New
Imperialism, convict and other forced labor, recent development, and independence. Students
will be encouraged to use primary sources on convict labor.

About half of the classes will be devoted to the subject of the Portuguese in Africa, while
the other half will be dedicated to research skills.

Course Requirements:
Each student will produce an original paper of 30 pages, using primary and secondary
sources. Students MUST also complete their Department files by including copies of their
seminar papers and reflective essays. Students who do not complete their files will receive an “I”
for the class, which will become an “F” in 60 days.

In order for this class to accomplish its major goal of guiding students through the
process of writing a longer, original paper; students MUST submit each of the four major
assignments ON TIME. I will not accept ANY of the four assignments late. In regard to the final
paper, I will be leaving the country shortly after this class is over. For these reasons, it is very
important that all students understand that they cannot submit work late.

<table>
<thead>
<tr>
<th>Assignments and grading:</th>
<th>due (class)</th>
<th>value (points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar leader</td>
<td>as assigned</td>
<td>2@5 each</td>
</tr>
<tr>
<td>Thesis statement and bibliography</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>First draft of paper</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Second draft of paper</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>Final version of paper</td>
<td>28</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Course grades will be based on percentages as follows: 100-94=A, 93-90=A- 89-87=B+; 86-84=B;
83-80=B-, 79-77=C+, 76-74=C, 73-70=C-; 69-67=D+, 66-64=D, 63-60=D-; less than 60=F.

Required Texts:
Birmingham, David. Portugal and Africa.
Chabal, P. History of Post-Colonial Lusophone Africa.
Presnell, Jenny L. The Information-Literate Historian.
We will use sections of these works, which are available on the Internet and on reserve in the library:
Rodney, W. *A History of the Upper Guinea Coast*

**Schedule of classes:**

1. Tuesday January 9. **First day of class. Expectations.**
2. Thursday January 11. **Library orientation**

3. Tuesday January 16. Crafting your thesis and bibliography
   Seminar leaders (1): ______________________________

   Seminar leaders (2): ______________________________
6. Thursday January 25. Group A meets with me in library

7. Tuesday January 30. Group B meets with me in library
   Seminar leaders (3): ______________________________

   Seminar leaders (4): ______________________________

    Seminar leaders (5): ______________________________

12. Thursday February 15. Group B meets with me in library.

    Seminar leaders (6): ______________________________

    Seminar leaders (7): ______________________________
15. Tuesday February 27. For this session, read: Birmingham, *Portugal and Africa*, chapters 7 and 8, pp. 63-93

Seminar leaders (8): _______________________

16. Thursday March 1. **First draft due.** Individual consultations

**Spring Break March 4-10**

17. Tuesday March 13. **Discussion of first drafts.**  
18. Thursday March 15. For this session, read: Birmingham, *Portugal and Africa*, chapters 9 and 10, pp. 94-121.  

Seminar leaders (9): _______________________

19. Tuesday March 20. Individual consultations  
20. Thursday March 22. Individual consultations

21. Tuesday March 27. **Second draft due.**  
22. Thursday March 29. **Discussion of second drafts.**

23. Tuesday April 3. Group A meets with me in library.  
24. Thursday April 5. Group B meets with me in library.

25. Tuesday April 10. Individual consultations  

Seminar leaders (10): _______________________


Seminar leaders (11): _______________________


Seminar leaders (12): _______________________

Curriculum Committee
Proposal to Change Degree Requirements
For the Major

1. Department: HISTORY

2. Degree: B.A.

3. Semester and year in which degree change(s) will go into effect: Fall 2008

4. Change(s) Desired:
   a. Adding a course required for the major
   b. Change in the distribution of the requirements

5. Justification for Change(s):
The Department wants to add a new, required course to the major, *The Historian's Craft* (numbered History 299). This class would be required of all majors and must be successfully completed before enrolling in the capstone seminar. The objectives of this class are to teach research and writing skills needed by majors for longer papers, particularly to better prepare majors for the 400 level research seminars (please refer to the attached New Course Proposal for more details). This class would be a prerequisite for all 400 level seminars and would be added to the major without increasing the 30 credit hour requirement.

In regard to the change in the distribution of the requirements, the Department currently divides all of its courses into one of four areas of distribution: pre-1500, Modern Europe, Asia/Africa/Latin America, and U.S. Students are currently required to take one class in each of the four areas. The proposed change would add a fifth required area: Comparative/Transnational. The rationale for this change is that we are already offering courses that fall into this category. Such a change also reflects current scholarship trends. One of the goals of requiring majors to take one class in each of the four areas was to ensure they graduated with a broad understanding of history beyond one narrow region. This change would further that goal. Finally, we are currently cross-listing courses combining two or more of these areas (e.g., HIST 241/261), showing that

(Form was approved by FCC on 4/18/06 and replaces all others.)
they do not stay neatly in the four categories that we created. This change would eliminate that problem because our cross-listings in fact cover multiple countries and cross territorial borders. Under this proposed change, all History Department courses would be in one and only one of the five areas of distribution.

These two proposed changes will better prepare history majors for conducting the research necessary for writing longer papers and will provide more of the broader vision and understanding of history that we wish our majors to experience. Neither change alters the goals of the mission of the major; in fact they better clarify the major, both in terms of the skills needed as well as in the scope of History. These changes, particularly adding the fifth area of distribution, will widen the major’s larger liberal arts arena and they will strengthen and define the major at the beginning. The Historian’s Craft class will have the benefit of giving the department a research-oriented starting point in the major, something we have been lacking to date. These additions and modifications will strengthen the middle courses in the major and improve the quality of the capstone research seminar.

Since we are already offering a number of classes that fall under this new area of distribution, its staffing impact will be minimal. The Historian’s Craft class will be rotated annually among all interested faculty, both to provide students with a wide array of topics (the course will be skills-based, but on a theme, such as The Irish in the Atlantic) as well as to minimalize its staffing impact on the Department.
6. Signature of Department Chair or Program Director: 
   Date: February 18, 2008

7. Signature of Dean of School: 
   Date: 3/1/08

8. Signature of Provost: 
   Date: 3/16/2008

9. Signature of Curriculum Committee Chair: 
   Date: 3/29/08

10. Signature of Budget Committee Chair: 
    Date: 3/1/08

11. Signature of Planning Committee Chair: 
    Date: 3/12/08

12. Signature of Faculty Senate Secretary: 
    Date Approved by Senate: 

13. Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the change will be sent by the Registrar to:
   a. Department Chair or Program Director
   b. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
   c. College Relations (addition to Undergraduate Catalog)
   d. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
   e. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
HISTORY COURSE IN COMPARATIVE/TRANSNATIONAL CATEGORY

256 History of Science and Technology
291 Disease, Medicine, and History
292 Disease, Medicine, and World History
359 Modern Jewish History
366 Comparative Slavery in the Americas
250 Special Topics in Comparative/Transnational History
350 Special Topics in Comparative/Transnational History
450 Research Seminar in Comparative/Transnational History
The committee requested more information from Dr. William Olejniczak, Chair, and Dr. David Gleeson, both of the Department of History, about the proposed changes to the major in History. We learned:

1. The History department graduates about 85 majors each year.
2. The new required class, HIST 299, will replace an existing 200-level course for a year or more, then rotate and replace another 200-level course. Thus there is no increase in the number of 200-level courses that are taught, nor in the number of 200-level classes taught per year.
3. The addition of the required HIST 299 plus an additional required course in the new “Comparative and Transnational” field is balanced by a reduction in the number of required electives.
4. The History department already offers at least one course in each of the five areas each semester, so no increase appears needed.

The committee approved the proposal.

Sincerely,

Norris W. Preyer, Jr.
Chair, Budget Committee
The Graduate School ~ College of Charleston
Faculty Committee on Graduate and Continuing Education
Proposal to Change a Graduate Program

1. Department: History

2. Graduate Program: History MA

3. Program Change(s) will go into effect: Fall 2008

4. Change(s) Desired: Present Requirement: Requirement Change: please see attached

5. Justification for change: These changes are meant to rationalize the program to continue to foster the student's ability to earn a masters degree.

6. Signature of Program Director: Date: 1-14-08

7. Date approved by the Department: 1-14-08

8. Signature of Department Chair: Date: Jan 18, 2008

9. Signature of School Dean: Date: 1-18-08

10. Signature of Provost: Date: 1-28-08

RETURN FORM TO THE GRADUATE SCHOOL OFFICE FOR FURTHER PROCESSING

11. Signature of Chair of the Faculty Committee on Graduate and Continuing Education: Date: 2-12-08

12. Signature of Chair of Graduate Council: Date: 3-15-08

13. Signature of the Faculty Secretary: Date: 

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(Form approved by FCCE on April, 2001 and replaces all others)
Changes in the History MA

Current History MA requirements:

“A minimum of 33 semester hours of graduate work is required with a cumulative GPA of at least 3.0. All students take historiography (3 hours); 6 courses (18 hours) in their chosen major concentration: United States, Europe or Developing World (Asia/Africa/Latin America); and one course (3 hours) each in their two minor areas (i.e., the two geographic fields not chosen for major concentration). Students must complete either a thesis (800-level, 6 hours or two seminar papers (700-level, 6 hours)."

Proposed Changes:

1.) The current minors fields (2) will be reduced to a single minor field made up of six hours of work in one of the areas of concentration.

2.) Six hours of coursework (not including the minor field) must be taken outside of the student’s area of concentration. Students must take at least three of these hours outside of their concentration and their minor field.

3.) Students may choose either a thesis or a non-thesis track. Thesis students will not take a comprehensive exam as part of their capstone requirement. Non-thesis students, as part of their capstone requirement, will take a comprehensive exam in their major field of concentration. Currently, all students take a comprehensive exam in a major field and two minor fields.
The Graduate School - College of Charleston
Faculty Committee on Graduate and Continuing Education
Proposal to Change a Graduate Program

1. Department: History
2. Graduate Program: History MA
3. Program Change(s) will go into effect: Fall 2008
4. Change(s) Desired:
   Present Requirement: 
   Requirement Change: please see attached
5. Justification for change:
   These changes are meant to revitalize the program by creating a new study track.
6. Signature of Program Director: Date: 1-14-08
7. Date approved by the Department: 1-14-08
8. Signature of Department Chair: Date: Jan 18, 2008
9. Signature of School Dean: Date: 11-18-03
10. Signature of Provost: Date: 12-23-03

RETURN FORM TO THE GRADUATE SCHOOL OFFICE FOR FURTHER PROCESSING
11. Signature of Chair of the Faculty Committee on Graduate and Continuing Education: Date: 2-12-08
12. Signature of Chair of Graduate Council: Date: 3-15-08
13. Signature of the Faculty Secretary: Date: 

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(Form approved by FCCE on April, 2001 and replaces all others)
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Proposed Changes:

1.) The current minors fields (2) will be reduced to a single minor field made up of six hours of work in one of the areas of concentration.

2.) Six hours of coursework (not including the minor field) must be taken outside of the student's area of concentration. Students must take at least three of these hours outside of their concentration and their minor field.

3.) Students may choose either a thesis or a non-thesis track. Thesis students will not take a comprehensive exam as part of their capstone requirement. Non-thesis students, as part of their capstone requirement, will take a comprehensive exam in their major field of concentration. Currently, all students take a comprehensive exam in a major field and two minor fields.
Curriculum Committee
New Course Proposal

1. Department: International and Intercultural Studies, a department of the School of Languages, Cultures, and World Affairs

2. Course Number and Title: HNDI 101: Elementary Hindi I

   Number of Credits: ___3___  Total hrs/week: ___3___
   Lecture: _X___  Lab: ________  Recitation: ________
   Seminar: ________

   For Independent study courses:
   Research: ________  Field experience: ________
   Clinical Practice: ________  Internship: ________
   Practicum: ________  Independent Course Work: ________

3. Semester and year when course will first be offered: Fall 2008

4. Catalog Description (please limit to 50 words):

   Introduces the fundamental structures of Hindi with emphasis on acquisition of basic language skills: reading/listening comprehension and oral/written expression. (Currently, the Hindi language sequence does not fulfill the foreign language general education requirement.)

Check if appropriate: Humanities: ___  Social Science: ___

Check if appropriate:

   This course will be cross listed with: ______________
   Rationale for cross listing:

   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):

   None. Open only to beginning students of Hindi.

(Form was approved by FCC on 04/18/06 and replaces all others.)
Midterm: 25%
Final exam: 25%

A: 93-
A-: 90-92
B+: 87-89
B: 83-86
B-: 80-82
C+: 77-79
C: 73-76
C-: 70-72
D+: 69
D: 66-68
D-: 65
F: Below 65......

<table>
<thead>
<tr>
<th>Week</th>
<th>Classwork</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Devanagari script and Hindi sound system.</td>
<td>Listen to Unit 1, 2, 3, and 4 on CD.</td>
</tr>
<tr>
<td>2</td>
<td>1. Forming words using the 'Matra' system</td>
<td>Review of Unit 1 - 4.</td>
</tr>
<tr>
<td></td>
<td>2. Vocabulary - nouns (basic objects), pronouns, verbs</td>
<td>Oral Drills</td>
</tr>
<tr>
<td></td>
<td>3. Simple sentence construction</td>
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</tr>
<tr>
<td></td>
<td>4. Yes/no questions</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1. Lesson 1a</td>
<td>Greetings</td>
</tr>
<tr>
<td></td>
<td>2. Grammar: Personal pronouns</td>
<td>Introduce yourself</td>
</tr>
<tr>
<td></td>
<td>3. Exercise 1a</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1. Lesson 1b</td>
<td>Short essay/speech:</td>
</tr>
<tr>
<td></td>
<td>2. Grammar:</td>
<td>My Room</td>
</tr>
<tr>
<td></td>
<td>a) Nouns (gender, number)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Adjectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Homework:</td>
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<tr>
<td></td>
<td>a) Sentences with adjectives and nouns</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1. Lesson 2a</td>
<td>Dialogue drills:</td>
</tr>
<tr>
<td></td>
<td>2. Grammar:</td>
<td>a) Form questions</td>
</tr>
<tr>
<td></td>
<td>a) Interrogative words</td>
<td>b) Answer questions</td>
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<td>3. Exercise 2a.1</td>
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<td>4. Homework:</td>
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<td>a) Exercise 2b.1</td>
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<td>6</td>
<td>1. Lesson 2b</td>
<td>Writing a short letter about yourself</td>
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<td>2. Grammar:</td>
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<td></td>
<td>a) More on adjective and noun agreement</td>
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<tr>
<td>Lesson</td>
<td>Grammar</td>
<td>Homework</td>
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<tr>
<td>3a</td>
<td>simple postpositions</td>
<td>Exercise 3a.1</td>
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<tr>
<td>3b</td>
<td>Adjectives with postpositions</td>
<td>Exercise 3b.1</td>
</tr>
</tbody>
</table>
| 4a     | Past tense of 'to be' | Exercise 4a.2 and 4b.1 | 1. Dialogues 4b.2  
2. Writing a letter ex. 4b.3 |
| 4b     | Construction with 'ko' | Short essay/presentation: Pratap. |
| 5a     | Commands and requests | Oral drills. Story reading |
| 5b     | Possession with 's | | |
|        | Direct and indirect objects | | |
|        | Forms of pronouns | | |
|        | Exercise: 5b.1 | | |
|        | Homework: 5a.1 and 5a.2 | | |
| 6      | Essay/speech: Describe your house using postpositions. | | |
| 7      | Review | | |
| 8      | Grammar: simple postpositions | | |
|        | Nouns with postpositions | | |
| 9      | Practice test | | |
| 10     | Midterm | | |
| 11     | Lesson 4b | | |
|        | Grammar: Construction with 'ko' | | |
|        | Exercise 4a.2 and 4b.1 | | |
| 12     | Lesson 5a | | |
|        | Grammar: Commands and requests | | |
|        | Homework: 5a.1 and 5a.2 | | |
| 13     | Lesson 5b | | |
|        | Grammar: Possession with 's | | |
|        | Direct and indirect objects | | |
|        | Forms of pronouns | | |
|        | Exercise: 5b.1 | | |
|        | Homework: 5b.2 | | |
| 14     | Review | | Final Exam |
| 15     | Vocabulary/spelling bee | | |
| 16     | Practice test. | | |
1. A vocabulary quiz (oral/written) is given at the beginning of the week starting from the 3rd week.
2. Each student should do at least 5 short speech presentations by the end of the semester.
3. The midterm and the final exam will consist of the oral and the written portions. Students are required to complete both.
4. Some practice sessions in the lab are required, but students are encouraged to do more.
5. On-line Hindi newspapers will be read occasionally in the classroom. Students are encouraged to visit these newspaper websites frequently.
Curriculum Committee
New Course Proposal

1. Department: International and Intercultural Studies, a department of the School of Languages, Cultures, and World Affairs

2. Course Number and Title: HNDI 102: Elementary Hindi II

   Number of Credits: ___3____ Total hrs/week: ___3___
   Lecture: ___X____ Lab: ________ Recitation: ________
   Seminar: ______

   For Independent study courses:
   Research: ________ Field experience: ________
   Clinical Practice: _____ Internship: ________
   Practicum: ________ Independent Course Work: ________

3. Semester and year when course will first be offered: Spring 2009

4. Catalog Description (please limit to 50 words):
   Continuation of HNDI 101. Introduces the fundamental structures of Hindi with emphasis on acquisition of basic language skills: reading/listening comprehension and oral/written expression. (Currently, the Hindi language sequence does not fulfill the foreign language general education requirement.)

   Check if appropriate: Humanities: ____ Social Science: ___

   Check if appropriate:
   This course will be cross listed with: _______________
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   HNDI 101 or placement.

6. Rationale/justification for course

(Form was approved by FCC on 04/18/06 and replaces all others.)
(consider the following issues):

(a) What are the goals and objectives of the course?

Broadening the School of Languages, Cultures, and World Affairs' language offerings, especially critical language offerings, is an important initiative of the school. Hindi is a critical language targeted by the National Security Language Initiative (NSLI), a US government initiative which supports critical foreign language instruction for the purposes of deepening cultural understanding, cultural respect, and developing new overseas markets. This initiative offers wonderful opportunities to College of Charleston students studying critical languages. (See attachments.)

This course will also provide language training to support directly the growing needs of students and faculty with an interest in the study of South Asia, an important focus in the Asian Studies minor. Offering Hindi instruction here at the College will allow our students comparable study abroad opportunities that we offer our students of Japanese and Chinese. Finally, since the senate has approved any study abroad course for support of gen ed goal IV.1, knowledge of contemporary international and global contexts, if the complete general education proposal passes, then offering Hindi broadens study abroad possibilities by which students can meet this important educational goal.

(b) How does the course support the mission statement of the department and the organizing principles of the major?

The School of Languages, Cultures, and World Affairs is committed to fostering and growing its area studies programs, which form an integral part of the School’s mission. (See attached mission statement.) Asian Studies will benefit from this two semester sequence (HNDI 101-102) as it adds an important element of culture through language to the curriculum, emphasizing the important Indian peninsula in South Asia.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

There is no major in Hindi or in Asian Studies. There is, however, a proposed major in International Studies, with an Asian Studies concentration which this course will benefit.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

Language by nature is interdisciplinary. There is no major in Hindi or Asian Studies. There is, however, a proposed major in International Studies, with an Asian Studies concentration which this course will benefit. The course is proposed for non-majors in an interdisciplinary minor program, so its linkage across disciplines is invaluable.

(Form was approved by FCC on 04/18/06 and replaces all others.)
8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

Since there is no major in Hindi or Asian Studies, only the latter program will be affected, and the effect is positive, as outlined above.

HNDI 101 and 102 are proposed as a two semester sequence that adds to the Asian Studies offerings. Since only 2 semesters are currently proposed, students will not be able to fulfill their gen ed requirements in Hindi. The impact on other language programs that do offer 4 semesters for the gen ed requirement will be negligible.

(b) Please explain overlap with any existing courses.

None.

9. Method of teaching: Like all language skills courses, HNDI 102 will be highly interactive. Students will be responsible for making oral presentations, completing reading and writing assignments, and working frequently in small groups on grammatical exercises.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

As second semester Hindi will just be offered as an elective at this point, it should only compete with other language courses and departments as a second foreign language choice for students who have or will meet their gen. ed. foreign language requirement another way. To date, second semester Hindi instruction has been offered twice as a special topics course. Enrollments were 4 in fall 07 and 4 in spring 08.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course:

One adjunct with an appropriate background for instruction of the language currently instructs second semester Hindi as a special topics course. A new hire is not required. With nearly half of the College’s current undergraduates enrolled in one of twelve other foreign language offerings during any given semester, the school’s reliance on adjunct instruction is the norm for accomplishing much of its contributions to general education requirements.

(Form was approved by FCC on 04/18/06 and replaces all others.)
(c) Frequency of offering:
   each fall: ___   each spring: ____
   every two years: ___   every three years: ___
   other (Explain): ___

11. Requirements for additional resources made necessary by this course:

   (a) Staff: No additional resources. The adjunct instructor is already here.

   (b) Budget: No additional resources.

   (c) Library: No additional resources.

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

13. Signature of Department Chair or Program Director: C. M. Phillips
    Date: 3/11/08

14. Signature of Dean of School: David J. Smith (cm)
    Date: 3/11/08

15. Signature of Provost: Susan J. Menden
    Date: 3/11/2008

16. Signature of Business Affairs Official:
    Date: 3/12/08

17. Signature of Curriculum Committee Chair: Ernest C. Landis
    Date: 3/14/08

18. Signature of Faculty Senate Secretary: _______________________
    Date Approved by Senate: __________

Completed form should be sent by the Faculty Senate Secretary to the Registrar

(Form was approved by FCC on 04/18/06 and replaces all others.)
Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Elementary Hindi II

Instructor: Mrs. Mrunalini (Leena) Karambelkar
Office: J C Long Room 123
Office hours: By appointment or Tuesday/Thursday 1:30 to 3:00 p.m
Email: karambelkarl@cofc.edu
Phone: Office: 843-953-4984
       Cell: 843-813-8135

Class Goals:

This course focuses on developing the language skills learned in Elementary Hindi I. Class activities also include short presentations, poetry recitals, conversation drills, watching films, and reading Hindi newspapers. From time to time, computer software designed for language instruction will be used in class. This software is also available in the language lab for students to use independently. Frequent usage there is encouraged. ACTFL (American Council for the Teaching of Foreign Languages) proficiency guidelines were followed to develop the syllabus for this course. It is a college expectation that a student will study independently at least two hours for each hour spent in class. (Currently, the Hindi language sequence does not fulfill the foreign language general education requirement.)

Prerequisite: Elementary Hindi I

Attendance Policy:

Students are expected to attend all classes and participate often. You will be allowed TWO (2) excused or unexcused absences during the semester. If you are absent more than TWO times, your final grade will be lowered. If you are absent more than THREE times, you will be dropped from the course. In the event of an emergency during the semester, you should call the instructor as soon as possible; whenever possible, arrangements will be made for you to continue in the class. As a courtesy to your instructor and your classmates, please TURN OFF all cell phones, and other sources of electronic devices. The instructor should be notified by email of any excused or unexcused absences.

Required Textbook:

Teach Yourself Hindi by Rupert Snell with Simon Weightman

Grading:

Classwork and Homework 15%
<table>
<thead>
<tr>
<th>Week</th>
<th>Classwork</th>
<th>Activities</th>
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<tbody>
<tr>
<td>1 and 2</td>
<td>1. Review of the previous semester</td>
<td>Extra Reading: My Day</td>
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<td>2. Vocabulary Test</td>
<td>Presentation: My Daily Routine</td>
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<td>3. Reading Practice</td>
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<td>3</td>
<td>1. Lesson 6a</td>
<td>Essay Presentation:</td>
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<td>2. Grammar:</td>
<td>a) Kumar Family</td>
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<td></td>
<td>a) Imperfective present tense</td>
<td>b) About My Family</td>
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<td>b) Verb Drills</td>
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<td>3. Homework:</td>
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<td>6a.1</td>
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<td>4</td>
<td>1. Lesson 6b</td>
<td>a) Role Play 7b.2</td>
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<td>2. Grammar:</td>
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<tr>
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<td>a) One's own</td>
<td>b) Reading a Short Story</td>
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<td>b) For and forms of pronouns</td>
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<td>3. Exercise: 6a.2 and 6b.1</td>
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<td>4. HW: 6b.2</td>
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<td>5</td>
<td>1. Lesson 7a</td>
<td>a) Re-narrating a short story</td>
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<td>2. Grammar:</td>
<td>b) Oral drills using 'need' and 'want'</td>
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<td>a) Tense: past perfective</td>
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<td>3. Exercise: 7b.1</td>
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<td>4. HW: 10 Sentences using past perfective tense</td>
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<td>6</td>
<td>1. Lesson 7b</td>
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<td>2. Grammar:</td>
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<td>a) 7.2</td>
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<td>b) Ordinal numbers</td>
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<td>3. Exercise 7a.1</td>
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<td>4. HW: 7a.2</td>
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<td>1. Lesson 8a</td>
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<td>2. Grammar:</td>
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<td>a) The Continuous Tenses</td>
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<td>b) Expression 'to have'</td>
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<td>3. Exercise 8a.1</td>
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<td>4. HW: 8a.3</td>
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<th>1. Lesson 8b</th>
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<tr>
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<td>2. Grammar:</td>
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<tr>
<td></td>
<td>a) Some adverbial phrases</td>
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<td>3. Exercise 8b.1</td>
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<tr>
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<th>1. Review</th>
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<td>2. <strong>Midterm</strong></td>
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<th>1. Lesson 9a</th>
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<tr>
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<td>2. Grammar:</td>
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<tr>
<td></td>
<td>a) Future Tense</td>
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<td>b) Future Tense and Auxiliary Verbs</td>
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<td>c) Presumptive uses of future tense.</td>
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<td>3. Exercise 9a.1, 9a.2, and 9a.3</td>
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<td>2. Grammar:</td>
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<td>a) Emphatic words and pronouns</td>
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<td>b) Verb form as verbal nouns</td>
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<td></td>
<td>3. Exercise 9b.2 and 9b.3</td>
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<td>4. HW: 9b.1</td>
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<th>1. Lesson 10a</th>
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<td>2. Grammar:</td>
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<tr>
<td></td>
<td>a. The Subjunctive</td>
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<td>b. to want someone to do something</td>
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<td>3. Exercise: 10a.1 and 10a.2</td>
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<td>4. HW: 10b.2</td>
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<tr>
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<th>1. Lesson 10b</th>
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<tr>
<td></td>
<td>2. Grammar:</td>
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<tr>
<td></td>
<td>a. Conditional sentences</td>
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<td>b. The suffix with a noun</td>
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<td>3. Exercise: 10a.3 and 10b.1</td>
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<th>Review</th>
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<td>Practice test</td>
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<th>Final Exam</th>
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Notes:

1. A vocabulary quiz (oral/written) is given at the beginning of the week starting from the 3rd week.
2. Each student should do at least 5 short speech presentations by the end of the semester.
3. The midterm and the final exam will consist of the oral and the written portions. Students are required to complete both.
4. Some practice sessions in the lab are required, but students are encouraged to do more.
5. On-line Hindi newspapers will be read occasionally in the classroom. Students are encouraged to visit these newspaper websites frequently.
School of Languages, Cultures, and World Affairs
843-953-5770
www.lcwa.cofc.edu

David Cohen, Interim Dean
C. Michael Phillips, Interim Associate Dean
Marilyn Tharp, Assistant to the Dean

At the College of Charleston, competence in a foreign language is considered fundamental to a liberal arts education and a means to attaining the global perspective required of 21st-century graduates. The language program at the College is one of the most comprehensive in the southeastern U.S., with in-depth majors in classical and modern languages, overseas study programs, specialized programs for future language professionals, and offerings in several less commonly taught languages. Depending on their level of skills upon admittance to the College, students are required to take as many as four semesters of language study or its equivalent. When students graduate with majors or minors from the School, they will have had direct experience with diverse societies, regions, and cultures. They will be able to communicate competently and confidently in at least one foreign language, be knowledgeable about world affairs, and have holistic understanding of one or several cultures.

Mission Statement
The School of Languages, Cultures, and World Affairs prepares students to become knowledgeable, engaged citizens in an increasingly interconnected global society. The mission of the school requires students to critically examine themselves and their place in the world.

Literature in Translation
The College offers courses which, in English translation, provide access to the literature of other languages. They can be applied to the general education requirement in humanities, but not in foreign language. Typically, several such courses are scheduled each semester, covering significant authors and literary works from Western Europe, Russia, China, Japan, Latin America and the Arabic world. They are listed in this catalog under the original languages in which the works were written. Consult the Schedule of Courses under each language for courses offered in any given semester. Types of literature in translation courses include the following:

Literature in Translation: Gallery of World Literatures
Study of selected works from a number of literatures that offer different perspectives on the world and humankind.

Literature in Translation: A Foreign Literature
Study of selected works, representing major literary periods and genres, which illuminate another language and culture or era of a shared human condition (e.g., LTRF 250 French Literature of the 18th Century).

Literature in Translation: A Foreign Author
Study of selected works by an author whose influence is felt in the world at large (e.g., LTRS 350 Dostoyevsky).

Literature in Translation: Comparative Literature (3)
A study of selected works by major authors representing different cultures with emphasis on common themes as viewed from the perspectives of these writers.

Teacher Education Program:
Beginning July 2005, certification will be grades K–12

After declaration of a major in Latin, French, German, or Spanish, students interested in teacher certification in foreign language must meet with the director of certification and clinical practice, School of Education, 953-5613. Students should apply for acceptance into this program no later than the second semester of their sophomore year.

Candidates in all languages must meet with Shawn Morrison, 418 J.C. Long Building, morrisonsh@cofc.edu, for additional information as soon as possible. Requirements include admission to and successful completion of the approved Teacher Education Program, passing score on PRAXIS II Written and Speaking Tests, and passing an oral proficiency interview with a rating of “Advanced Low.”

Requirements for specific languages and education courses can be obtained at:

Beginning fall 2004, specific general education requirements in the humanities and social sciences were eliminated; thus, they are the same as for the general student body. This policy change affects the majors of PEHD and EDFS, and the secondary-education minors of BIOL, CHEM, ENGL, GEOL, HIST, MATH, PHYS, POLS, SOCY, and foreign languages.

Degrees offered (majors):
Bachelor of Arts
Classical Studies
French
German
Latin American and Caribbean Studies
Spanish

Minors
Classics
French
German
Greek
Italian
Latin
Spanish

Interdisciplinary Minors
African American Studies
African Studies
Archaeology
Asian Studies
British Studies
Comparative Literature
European Studies
French Studies
German Studies
Italian Studies
Japanese Studies
Jewish Studies
Language and International Business
Latin American and Caribbean Studies
Linguistics
Russian Studies

Teacher Education Programs
Classics
French
German
Spanish

Additional Language Studies and Programs
Arabic
Chinese
Greek
Hebrew
Hindi
Italian
Japanese
Portuguese
Russian
President Bush Brings Languages Front and Center

Here is additional information from President Bush's announcement concerning new language education initiatives in the United States.

Related Information

From the U.S. Department of State
National Security Language Initiative

Fact Sheet
Office of the Spokesman
Washington, DC
January 5, 2006

National Security Language Initiative

Briefing by Dina Powell, Assistant Secretary of State for Education and Cultural Affairs and
Barry Lowenkron, Assistant Secretary of State for Democracy, Human Rights and Labor

President Bush today launched the National Security Language Initiative (NSLI), a plan to further strengthen national security and prosperity in the 21st century through education, especially in developing foreign language skills. The NSLI will dramatically increase the number of Americans learning critical need foreign languages such as Arabic, Chinese, Russian, Hindi, Farsi, and others through new and expanded programs from kindergarten through university and into the workforce. The President will request $114 million in FY07 to fund this effort.

An essential component of U.S. national security in the post-9/11 world is the ability to engage foreign governments and peoples, especially in critical regions, to encourage reform, promote understanding, convey respect for other cultures and provide an opportunity to learn more about our country and its citizens. To do this, we must be able to communicate in other languages, a challenge for which we are unprepared.

Deficits in foreign language learning and teaching negatively affect our national security, diplomacy, law enforcement, intelligence communities and cultural understanding. It prevents us from effectively communicating in foreign media environments, hurts counter-terrorism efforts, and hampstrings our capacity to...
work with people and governments in post-conflict zones and to promote mutual understanding. Our business competitiveness is hampered in making effective contacts and adding new markets overseas.

To address these needs, under the direction of the President, the Secretaries of State, Education and Defense and the Director of National Intelligence have developed a comprehensive national plan to expand U.S. foreign language education beginning in early childhood and continuing throughout formal schooling and into the workforce, with new programs and resources.

The agencies will also seek to partner with institutions of learning, foundations and the private sector to assist in all phases of this initiative, including partnering in the K-16 language studies, and providing job opportunities and incentives for graduates of these programs.

The National Security Language Initiative has three broad goals:

Expand the number of Americans mastering critical need languages and start at a younger age by:

- Providing $24 million to create incentives to teach and study critical need languages in K-12 by re-focusing the Department of Education’s Foreign Language Assistance Program (FLAP) grants.
- Building continuous programs of study of critical need languages from kindergarten to university through a new $27 million program, which will start in 27 schools in the next year through DOD’s NSEP program and the Department of Education, and will likely expand to additional schools in future years.
- Providing State Department scholarships for summer, academic year/semester study abroad, and short-term opportunities for high school students studying critical need languages to up to 3,000 high school students by summer 2009.
- Expanding the State Department Fulbright Foreign Language Teaching Assistant Program, to allow 300 native speakers of critical need languages to come to the U.S. to teach in U.S. universities and schools in 2006-07.
- Establishing a new component in State’s Teacher Exchange Programs to annually assist 100 U.S. teachers of critical need languages to study abroad.
- Establishing DNI language study “feeder” programs, grants and initiatives with K-16 educational institutions to provide summer student and teacher immersion experiences, academic courses and curricula, and other resources for foreign language education in less commonly taught languages targeting 400 students and 400 teachers in 5 states in 2007 and up to 3,000 students and 3,000 teachers by 2011 in additional states.

Increase the number of advanced-level speakers of foreign languages, with an emphasis on critical needs languages by:

- Expanding the National Flagship Language Initiative to a $13.2 million program aiming to produce 2,000 advanced speakers of Arabic, Chinese,
Russian, Persian, Hindi, and Central Asian languages by 2009.

- Increasing to up to 200 by 2008 the annual Gilman scholarships for financially-needy undergraduates to study critical need languages abroad.
- Creating new State Department summer immersion study programs for up to 275 university level students per year in critical need languages.
- Adding overseas language study to 150 U.S. Fulbright student scholarships annually.
- Increasing support for immersion language study centers abroad.

Increase the number of foreign language teachers and the resources for them by:

- Establishing a National Language Service Corps for Americans with proficiencies in critical languages to serve the nation by:
  1. Working for the federal government; and/or
  2. Serving in a Civilian Linguist Reserve Corps (CLRC); and/or
  3. Joining a newly created Language Teacher Corps to teach languages in our nation's elementary, middle, and high schools.

This program will direct $14 million in FY07 with the goal of having 1,000 volunteers in the CLRC and 1,000 teachers in our schools before the end of the decade.

- Establishing a new $1 million nation-wide distance-education E-Learning Clearinghouse through the Department of Education to deliver foreign language education resources to teachers and students across the country.

- Expand teacher-to-teacher seminars and training through a $3 million Department of Education effort to reach thousands of foreign language teachers in 2007.

2006/12

Released on January 5, 2006
Faculty,

I'd like to make sure that you are aware of a wonderful opportunity for CofC students (any major) who want to study a critical language, especially ones for which we offer limited coursework. The opportunity is fully funded by the Dept of State. The student goes to country where the language is spoken and participates in intensive language instruction (all coursework is pre-arranged by the Dept of State). The deadline for online applications is next Friday, Jan. 25 (letters of rec and transcripts are due Feb 8). The applications are not difficult and I am happy to work with students on preparing them.

The language options are

Arabic (Beg, Inter, Adv)
Bangla/Bengali (Beg, Inter, Adv)
Chinese (Inter, Adv)
Hindi (Beg, Inter, Adv)
Korean (Beg, Inter, Adv)
Persian (Inter, Adv)
Punjabi (Beg, Inter, Adv)
Russian (Inter, Adv)
Turkish (Beg, Inter, Adv)
Urdu (Beg, Inter, Adv)

Website is: http://www.clscholarship.org/home.php -- Go here for info about eligibility and details on applying. See announcement from Dept of State below for more information as well.

Trisha Folds-Bennett, PhD
Associate Dean of the Honors College
Coordinator of Nationally Competitive Awards
College of Charleston
10 Green Way
Charleston, SC 29424

Office Location: 130 Robert Scott Small Building
843.953.7154
843.953.1824 (fax)
Dear Fulbright Program Advisers,

On behalf of our colleagues at the U.S. Department of State and the Council for American Overseas Research Centers, I am forwarding the following.

The United States Department of State and the Council of American Overseas Research Centers (CAORC) are pleased to announce the availability of scholarships for intensive overseas study in the critical need foreign languages of Arabic, Bangla/Bengali, Chinese, Hindi, Korean, Persian, Punjabi, Russian, Turkish, and Urdu for Summer 2008.

As part of the National Security Language Initiative (NSLI), a U.S. government interagency effort to expand dramatically the number of Americans studying and mastering critical need foreign languages, the Department of State Critical Language Scholarships will provide funding for U.S. citizen undergraduate, Master’s and Ph.D. students to participate in beginning, intermediate and/or advanced level summer language programs at American Overseas Research Centers and affiliated partners.

Recipients of these scholarships will be expected to continue their language study beyond the scholarship period and later apply their critical language skills in their professional careers.

Eligibility: All applicants must be U.S. citizens. Applicants must be either currently enrolled in a degree-granting program at the undergraduate* or graduate level or have graduated from an undergraduate or graduate program no more than 2 years ago (May 2006). Students in all disciplines including business, engineering, science, the social sciences and humanities are encouraged to apply. Current undergraduate students must have completed at least one year of general college course-work by program start date (one year is defined as two semesters or three quarters). The U.S. Department of State and CAORC welcome all eligible applications and do not discriminate on the basis of race, color, national origin, gender, age, or handicap condition.

Duration: Programs range from 7 weeks to 11 weeks, beginning in early to mid-June with a pre-departure orientation in Washington, DC. Students must attend the full program and participate in all program activities.

Grant benefits: All program costs are covered for participants. This includes travel between the student’s home city and program location, pre-departure orientation costs, applicable visa fees, room, board, travel within country and all entrance fees for program activities. Note: U.S. passport fees will not be paid by the scholarship.

*Only graduate students and recent graduates are eligible to apply to the summer 2008 Persian program.

Deadlines: On-Line Application must be submitted by Friday, January 25, 2008

Supporting Materials must be postmarked by Friday, February 8, 2008
College of Charleston Languages Departments Policy on Placement Credit

To fulfill the language requirement, entering students may take any language, other than English and Hindi, offered by the College. However, students who wish to continue a language studied in high school or elsewhere must take a placement test (approved by the department) in the language unless they have scored a 3 or higher on the AP language test. Note that students of Spanish do not take a placement test, rather are placed according to their years of high school study of the language (see http://lcwa.cofc.edu/hispanicstudies for placement procedures). The placement test score determines the level at which the student will continue his or her study of the language. Transfer students with college credit in a foreign language, who wish to continue in the same language, should not take the placement test.
Curriculum Committee
Proposal to Change Degree Requirements
For the Minor

1. Department: French and Francophone Studies

2. Name of the Minor: French

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired: After the new courses are approved, the changes listed below need to be made on items 2 and 4 of the Catalog Description for the Minor:

   New Required Courses:
   On item 2, under "One course selected from:"
   ADD: FREN 320, 321, 326, and 327
   DELETE: FREN 322-323; FREN 324-325

   On item 4
   DELETE: "literature or"
   NEW WORDING: "One course from the 400-level."

5. Justification for Change(s):

   After the requested changes are approved, FREN 322-323 and FREN 324-325 will no longer be available.
6. Signature of Department Chair or Program Director: [Signature]
   Date: 2/28/08

7. Signature of Dean of School: [Signature]
   Date: 2/14/08

8. Signature of Provost: [Signature]
   Date: 3/15/2008

9. Signature of Business Affairs Official: [Signature]
   Date: 3/7/08

10. Signature of Curriculum Committee Chair: [Signature]
    Date: 3/30/08

11. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: [Signature]

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
Curriculum Committee
Proposal for a New Course

1. Department: Political Science

2. Course Number and Title: HONS 165 American Government
   Number of Credits: 3   Total hrs/week: 3
   Lecture: x  Lab:  Recitation: Seminar:

   For Independent study courses:
   Research:  Field experience:
   Clinical Practice:  Internship:
   Practicum:  Independent Course Work:

3. Semester and year when course will first be offered:
   This course has been offered as a special topic in Fall 2006.
   It will be taught during even year Fall semesters.

4. Catalog Description (please limit to 50 words):
   This is the Honors equivalent of POLS 101. The course investigates national American Government at all levels including its functions and challenges.

   Check if appropriate: Humanities: Social Science: X
   (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with:
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   Student must be admitted to the Honors College.

6. Rationale/justification for course
   (consider the following issues):

   (Form was approved by FCC on 04/18/06 and replaces all others.)
(a) What are the goals and objectives of the course?

This course is designed to serve the needs of an honor student majoring in political science and to take the place of the required POLS 101 for that student.

(b) How does the course support the mission statement of the department and the organizing principles of the major?

As an honors course, this course supports the department's goal to recruit, retain and graduate the best quality students possible.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

This course or POLS 101 is a requirement for all Political Science majors.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

* As the Honors equivalent of POLS 101 this course introduces students to the organizations, structure, and function of American Government which assists in understanding American society and culture through the line of politics.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

No other departments are affected.

(b) Please explain overlap with any existing courses.

This course is an honors version of the existing POLS 101. There is no overlap.

9. Method of teaching:

This course will be taught by lecture, student participation, structured class activities, case reviews and all methods necessary to respond to an honors caliber student. Syllabus is attached.

10. (a) Address potential enrollment pattern shifts in the

(Form was approved by FCC on 04/18/06 and replaces all others.)
department or college-wide related to the offering of this course:

There should be no enrollment shifts.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: No shifts in staffing are presented.

Students would otherwise enroll in POLS 101.

(c) Frequency of offering:

<table>
<thead>
<tr>
<th>each fall:</th>
<th>each spring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>every two years:</td>
<td>every three years:</td>
</tr>
<tr>
<td>other (Explain):</td>
<td><strong>Every other Fall (even years)</strong></td>
</tr>
</tbody>
</table>

11. Requirements for additional resources made necessary by this course:

(a) Staff: *none*

(b) Budget: *none*

(c) Library: *none*

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

*A syllabus is attached.*

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director: Norell  
   Date: 2-27-08

14. Signature of Dean of School: Norell  
   Date: 2-27-08

15. Signature of Provost: Marcon  
   Date: 3/10/08

16. Signature of Business Affairs Official:   
   Date: 3-11-08

17. Signature of Curriculum Committee Chair:   
   Date: 3/30/08

18. Signature of Faculty Senate Secretary:   
   Date Approved by Senate:  

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Do you think it matters that one in five adults surveyed in March of 2006 believe the right to own and raise pets and the right to drive a car are First Amendment rights? And in the same poll, more than half of the respondents could name two of the five main characters from “The Simpsons” while only 28% could name two or more of the five fundamental freedoms in the First Amendment—should we care? What does it say about American “democracy” when the United States ranks 21st lowest of 22 democratic countries in voter turnout, but 1st highest among 18 in incarceration rates? Are we still a “democracy” when only 15 percent of the national legislature’s seats are held by women? Will there be consequences for you as a result of the differential voting rates of those over 65 (79% in 2004) and those between the ages of 18-24 (47% in 2004)? Can you have real political equality when the top 1% of Americans—who earn an average of $862,000 each after tax (or $1.3m before tax)—receives more money than the 110 million Americans in the bottom 40% of the income distribution, whose income averages $21,350 each year?

These are some of the many questions we’ll confront this semester in this course about American politics and government. We’ll also closely watch the congressional midterm elections scheduled for November 7th—will there be a shift in partisan control of one or both houses? What will that mean for the presidential election and the quality of the candidates who decide to seek the presidency in 2008? Although this course will focus on the structural and procedural aspects of government and governing, the real action is found in “politics.” Politics is all about making choices. As students in a social science course, we’ll also spend some time talking about and analyzing how decisions are made. One of the guiding principles of social science is capacity to make reasoned judgments based on systematic inquiry and the appropriate use of evidence. In politics, emotional appeals often trump systematic inquiry and evidence—we’ll focus on how to tell the difference and how to build a solid argument to support a personal position.

What matters most in really enjoying this class is that you engage yourself in public affairs and politics. We’ll begin each class with a discussion of politics and current events related to domestic (and international) affairs. To be informed, at a minimum, you have to commit to reading a national newspaper daily. The College has an offer for a subscription to the New York Times for only $26.40 for the term (M-F, see the flyer for details). If you live in a residence hall, you can pick up the paper for free. You can also read the New York Times or the Washington Post online. Regardless of how you access the paper, you will be required to read a national newspaper daily.

Required Course Materials


System Under Stress: Homeland Security and American Politics, Donald F. Kettl

Culture War? The Myth of Polarized America 2nd edition, Morris P. Fiorina

Annual Editions: American Government 06/07, Stinebrickner (AE)

Additional reading assignments noted on the syllabus can be found on Electronic Reserve (ER). The password is “Vote.” Remember that the password is case sensitive.
Course Goals

Conceptual tools for a lifetime. A basic goal of the course is to provide you with the basic conceptual tools that will allow you to stay informed about American politics for a lifetime. While this entails learning some basic facts about American politics, a more important skill is developing the analytical tools and social science disposition that will allow you to understand, interpret, and use standard sources of information on American politics.

Normative vs. positive analysis. A second goal is to understand the difference between "normative" and "positive" analysis of politics. "Normative" analysis means trying to establish what is good; "positive" analysis means trying to understand how things work—whether or not they are good. For example, it may be possible for both liberals and conservatives to agree that voter turnout increases when registration laws are relaxed—although they may disagree strongly on whether lenient voter registration laws are a good idea. Although political scientists inevitably have differing normative perspectives, the discipline is grounded in a shared belief that positive analysis of politics can advance our understanding of politics through logical argument, the statement of testable hypotheses, and careful empirical investigation of those hypotheses. We also hope that the more we understand about politics, the more likely we are to reach normative agreement. For example, the more we understand about the relationship between poverty and crime, the more we may be able to agree on the appropriate policies to follow.

Free and open dialogue. This nation is founded on an ideal of freedom of speech that is often difficult to implement and practice. This course should provide you with the experience of having a free and open dialogue on constitutional, political, and policy issues. One of the premises of democratic government is that it is possible to have such a debate, even involving people with diametrically opposed views, without rancor or harmful emotional attacks. This ideal is sometimes more difficult to carry out in times when the nation is engaged in military action, as it has been since September 11. The College has a special responsibility to demonstrate the possibility and power of free and democratic discourse, in which individuals are respected and encouraged to present their opinions. The only ground rule for debate in our class is respect for other people and their point of view, no matter how different from your own. You should feel that your views are challenged this semester, but you should never feel personally threatened or belittled.

Course Orientation

Class sessions will involve some lecture and film, but mostly a collective and critical discussion of course concepts based on the assigned reading material. Much of the time, I will begin and facilitate the early discussion, but then I will hand off the discussion to someone in the class. Participants in this course should consider themselves members of a learning community. As such, you all have certain rights and responsibilities in relation one another and with regard to the work we will be doing together. The first of these is that you come to class having read the assigned material, thought about the significant themes, and prepared yourself to ask questions and engage in discussion.

Student Responsibilities

Regular class attendance, on-time arrival, and careful preparation for each class are required. I will not take formal attendance, but you will be held accountable for your choices regarding attendance. While I would rather you come late than not at all if rare circumstances conspire against you, chronic tardiness is not acceptable. If you attend class and do the readings, but still have difficulty, I will do everything I can to help you understand the material. Don't expect much sympathy though if you are not holding up your end of the deal by reading, completing the class assignments and coming to class. If a crisis arises, get into see me immediately--don't wait, thinking it will go away. Students are expected to participate in discussions of the material and to conduct themselves in a manner consistent with the Classroom Code of Conduct.
Special Circumstances

If you have any kind of special circumstances that I should be aware of, please let me know right away. If you have SNAP accommodations of any kind, please make the appropriate notifications and arrangements with the Center for Students with Disabilities within the first week of class. Alternatively, if you have any sort of undiagnosed learning disability, a physical impairment of any kind that will require special arrangements for exams or papers, if you are an athlete or member of any club or organization that will travel, let me know. I will keep the information you share with me strictly confidential, but in order to create the best environment for your academic success, I need to know if there are circumstances that may interfere with your performance in the course.

Office Hours and Ways to Contact Me

I have posted office hours every week. You can find these at the top of this syllabus (Monday and Wednesday from 10-12). During these hours I make a Herculean effort to be in my office as promised. On the rare occasions that I will not be available during office hours, I will do my best to let you know that in advance. That said, you should feel free to simply stop by during my office hours—no appointment necessary. If my posted hours do not fit your schedule, I will be more than happy to make an appointment with you or you can simply stop by at another time—I will usually be in my office (or nearby) between 8:30a-5:00p aside from meetings, classes and other forms of College business. I am very accessible by email for quick questions or by phone. Please take the initiative to contact me if you have questions, problems, or special circumstances arise. I would also encourage you to use my office hours to come in and introduce yourself. I have given you my office phone number at the top of the syllabus and my home number is 723-6910. You should feel free to call me at home if an emergency arises or you have questions that cannot wait until the next day. Please call between 8:30 and 10pm if at all possible and only when you have a question or emergency that cannot wait until the next day. Both of my phone numbers have Voice Mail. When you leave a message be sure to speak slowly and clearly and to leave your full name and a phone number so that I can return your call.

Electronic Reserves

This course will occasionally make use of the library’s electronic reserves. Access this service from http://ereserve.cofc.edu or from the library’s homepage. To access our course material, choose my name from the Instructor pull-down menu (Ford), then HONS 392. The password is “Vote” with a Cap V.

Course Requirements

There will be two in-class examinations and a final examination given in December, a series of critical analysis writing assignments, two participation essays, and a “getting involved” exercise required for the course. There will be other assignments that you complete during class time.

Examinations There will be two examinations during the semester and a final exam scheduled by the College in December. The exam format for all three will be short-answer and essay. I will distribute the major essay questions on a study guide one week in advance of each exam for the first exam and for the final exam. The second exam will be a take-home format and you will have one week to complete the exam and submit your answers.

Critical Reading Assignment In order to better integrate the concepts introduced in the reading assigned with our discussion in class and your consumption of political information outside of class, each of you will produce a short (2-4 double spaced pages) critical assessment of the reading for any day/topic linked to an article (or articles) of your choice from a national (or international) daily newspaper. The literature on every aspect of American politics is vast. This assignment affords you the opportunity to read beyond the syllabus, contribute to the classroom discussions from a different perspective, and to develop the ability to read for comprehension and critically evaluate a theory or an argument. Your paper should be a critical (aka “analytical” rather than descriptive) analysis of an argument or a relevant concept or idea presented in the reading that you’ve chosen, informed by one or more of the other readings assigned in
that section or in a previous section, and linked to a live issue being covered by political journalists. At
the conclusion of your paper, you should pose two interesting questions for discussion prompted by your
critical analysis. In addition to producing the paper, I will expect you to contribute substantively and
considerably to that day's discussion. This element of participation will be factored into your grade on
each Critical Reading Assignment. Each of you will produce two of these papers over the course of the
semester, but which topic or set of reading and when you complete each is up to you. The first paper must
be submitted on or before October 3rd, and the second must be submitted on or before November 28th.
WARNING: The paper can only be submitted on the day that the topic of your chosen reading is
discussed in class. I will not accept late papers under ANY circumstance. If you miss class on that day,
you'll have to write a new paper. No extensions—do NOT put this off until the last possible day.

**Getting Involved Assignment** This exercise, worth 20% of your final grade, is designed to introduce you
to the community, to local, state or national politics, and to one another—face to face. The assignment
requires that you engage in a political activity—some of the options are more involved than others—and
then write me a paper explaining what you did and reflecting on the various incentives or barriers to
participation, and including some reflection on what your activity meant to you. There are lots of options
to choose from—see the assignment sheet at the end of the syllabus for details.

**Participation Essays (2 @ 5% each)** In order to help assess the quality of your participation in the
seminar and in other aspects of our work this semester, you will write two essays detailing and assessing
your own participation in and outside of class. This exercise is described in more detail on the assignment
sheet at the end of the syllabus.

**Paper Policies and Due Dates**

Unless otherwise specified, all writing assignments are due at the start of class on the date noted on the
syllabus or paper assignment sheet. For each day an assignment is late, 5% will be deducted from the final
grade. This applies to everyone, no exceptions. You should print out a copy of your work a full 24 hours
before it is due to avoid any delays due to computer problems or other glitches. Make sure to keep a hard
copy of your work until I have graded and returned the paper you submitted. No work of any kind will be
accepted after 5:00 p.m. on December 12, 2005.

**Important Dates**

- Examination #1 (in class): Thursday, September 21 (15%)
- Critical Reading Paper #1—due on or before September 28th (10%)
- Participation Essay #1: Due at the start of class on, October 3, 2006 (5%)
- Examination #2 (take home): due no later than November 2, 2006 (15%)
- Getting Involved Exercise: Due at the start of class on October 26, 2006 (20%)
- Critical Reading Paper #2—due on or before November 28th (10%)
- Participation Essay #2: Due at the start of class on November 30, 2006 (5%)
- Final Examination (in classroom): Tuesday, December 12 @ 8-11am (20%)

**Grades** As you are no doubt aware, the College has adopted a new grading scale that now includes a full
range of +/- grades. Grades for individual assignments and the final grade in the course will be based on
the following scale: 93-100 A; 90-92 A-; 88-89 B+; 83-87 B; 80-82 B-; 78-79 C+; 73-77 C; 70-72 C-; 68-
69 D+; 63-67 D; 60-62 D-; below 60 F. If you have any questions, please let me know.

**Academic Dishonesty** This subject is very important! When you enrolled in the College of Charleston,
you signed an Honor Code. I expect you to abide by that code and it is the only way for you to maintain
the integrity and value of your degree. If you are found to have cheated on an exam, plagiarized any
portion of a paper, or engaged in any other form of academic fraud, you absolutely fail this course and I
will vigorously pursue prosecution under the Honor Code. Penalties may include expulsion. Ignorance is
never a defense—if you have questions, please ask.
Schedule of Topics and Reading Assignments

August

22: Introductions and Syllabus Review

I. Foundations of American Government: Assumptions, Values and Structures

   RDG: Chapter 1, AG
   “Thinking About Government,” Article 5, AE;
   “The Government Point,” Article 9, AE
   In-class exercise: Applying the five principles of politics to the day’s events. Bring the NYT to class and
   make sure you have read the front page stories and the “National” section prior to class.

29: An Emerging Philosophy of Government: a statement of principles and the first constitution
   RDG: Chapter 2, AG, pp. 36-43; The Declaration of Independence, Article 1, AE;
   Articles of Confederation, Appendix AG, A 7-12

31: no class—no office hours, American Political Science Association meeting

September

5 - 7: The U.S. Constitution—why so complicated? Why so anti-democratic?
   RDG: Chapter 2, AG, pp. 43-77; US Constitution, AG Appendix A 13-24

12 - 14: Mechanisms of a Compound Republic: Federalism and the Separation of Powers
   RDG: Chapter 3, AG; “Hands Off Our Homes,” Article 13, AE
   Film: Moment in Crisis—System Failure

CONSTITUTION DAY LECTURE: Monday, September 18, 2006; 7:00pm Stern Center Ballroom.
   Attorney Aaron Tobias Polkey, “

19: Evaluating the U.S. Constitution—is it time for change?
   RDG: excerpt from How Democratic is the American Constitution? ER
   “On America’s Double Standard,” Article 10, AE

21: Examination #1—in class

II. Government’s Limits and Obligations: Civil Liberties and Civil Rights

26: Limits on Government: Civil Liberties
   RDG: Chapter 4, AG, pp. 118-133; “Future Shock Awaiting the Court,” Article 14, AE:
   “How to Treat a Captured Terrorist,” Article 11, AE

28: Loosening the Limits—Civil Liberties vs National Security
   RDG: See folder “Civil Liberties vs National Security” on ER

October

3 - 5: Rights and Obligations: Civil Rights (Participation Essay # 1 due in class today)
   RDG: Chapter 4, AG, pp. 133-159; “A Compromise on Gay Marriage,” Article 12, AE

(October 3 is W-day, the last day to withdraw from a class)

(October 7 is the last day to register to vote in SC in order to be eligible for November 7, 2006)
III. Politics in Life: Engaging Citizens with Government through Politics

10: Public Opinion—What does the public want and does it really matter?
   RDG: Chapter 9, AG;

12: *Culture War? The Myth of a Polarized America* (entire)

17 - 19: Campaigns and Elections—are there any competitive elections left?

19: *Political Science Fall Lecture: Mayor Joe Riley, 7:00pm Wachovia Auditorium, Beatty Center*

24: Voting: Should Everybody Vote? Are you better off participating in some other way?
   RDG: “Vote or Else” Article 38, AE; “Postmodern Protests,” Article 42, AE;

26: Political Parties (*Getting Involved Paper due today in class*)
   RDG: Chapter 11, AG; “The Chieftains and the Church,” Article 30, AE; “The Framing Wars,” Article 32, AE

31: Interest Groups (Take home exam distributed)
   RDG: Chapter 12, AG; “New Heaven, New Earth.” Article 40, AE.

IV. Political Institutions and Institutional Behavior

November

2 - 9: Congress
   RDG: Chapter 5, AG; “The Case for Congress,” Article 22, AE
   (**Completed Take-Home examination due no later than November 2, 2006**)  

November 6-7 Fall Break, no classes

14 - 16: President and the Executive Branch
   RDG: Chapters 6 and 7, AG; “George W. Bush, FDR, and History,” Article 15, AE; “He’s Done,” Article 16, AE.

21: US Supreme Court and the Judiciary
   RDG: Chapter 8, AG; “Ask Not,” Article 27, AE; “The Once and Future Court,” Article 24, AE

Wednesday, November 22 – Sunday November 26 Thanksgiving Break

28 - 30: “Does American Democracy Still Work?” (*Participation Essay #2 Due 11/30 in class*)
   RDG: *System under Stress: Homeland Security and American Politics.* (entire)

*Tuesday, December 12, 8-11am—FINAL EXAMINATION*
Curriculum Committee
Proposal for a New Course

1. Department: Political Science

2. Course Number and Title: HONS 166 Honors World Politics
   Number of Credits: 3   Total hrs/week: 3
   Lecture: x  Lab: Recitation: Seminar:

For Independent study courses:
Research: Field experience:
Clinical Practice: Internship:
Practicum: Independent Course Work:

3. Semester and year when course will first be offered:
   This course has been offered as a special topic in Fall 2007. It will be taught during odd year Fall semesters.

4. Catalog Description (please limit to 50 words):
   This is the Honors equivalent of POLS 103. The course takes an in-depth look at international politics and affairs. Topics include the nature of the state system, globalization, international cooperation and conflict and human rights.

   Check if appropriate: Humanities: Social Science: X
   (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with:
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   Student must be admitted to the Honors College.

6. Rationale/justification for course
   (consider the following issues):

   (Form was approved by FCC on 04/18/06 and replaces all others.)
(a) What are the goals and objectives of the course?

This course is designed to serve the needs of an honor student majoring in political science and to take the place of the required POLS 103 for that student.

(b) How does the course support the mission statement of the department and the organizing principles of the major?

As an honors course, this course supports the department's goal to recruit, retain and graduate the best quality students possible.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

This course is an elective for Political Science majors.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

* As the Honors equivalent to POLS 103, this course introduces students to international politics and affairs which contributes to a better understanding of global issues.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

No other departments are affected.

(b) Please explain overlap with any existing courses.

This course is an honors version of the existing PHIL 175. There is no overlap.

9. Method of teaching:

This course will be taught by lecture, student participation, structured class activities, case reviews and all methods necessary to respond to an honors caliber student. Syllabus is attached.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this

(Form was approved by FCC on 04/18/06 and replaces all others.)
course:

There should be no enrollment shifts since students are otherwise accommodated in POLS 103.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: No shifts in staffing are presented.

(c) Frequency of offering:
   each fall:  each spring:
   every two years: every three years:
   other (Explain): Every other Fall (odd years)

11. Requirements for additional resources made necessary by this course:

   (a) Staff: none
   (b) Budget: none
   (c) Library: none

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

   A syllabus is attached.

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director:  
   Date: 2-29-08  

14. Signature of Dean of School:  
   Date: 2-29-08  

15. Signature of Provost:  
   Date: 3/10/08  

16. Signature of Business Affairs Official:  
   Date: 3-11-08  

17. Signature of Curriculum Committee Chair:  
   Date: 3-30-08  

18. Signature of Faculty Senate Secretary:  
   Date Approved by Senate:  

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair  
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)  
3. College Relations (addition to Undergraduate Catalog)  
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)  
5. Undergraduate Studies (SNAP, ONCOURSE)
HONORS 1XX
WORLD POLITICS

Dr. Guoli Liu
Fall 2008
Tuesday and Thursday 10:50 am-12:05 pm
Office: 114 Wentworth Street, Room 103
Office Hours: 9-11 am Monday and Wednesday; 3-4 pm Thursday or by appointment
Telephone: 843-953-5883; E-mail: Liug@cofc.edu

COURSE OBJECTIVES

This course provides an overview of theoretical approaches to international relations and examines their applicability to real-world policy problems. World politics has been in a state of extraordinary transition. Today's world of international relations is an arena that links domestic and foreign affairs around the globe, raising a host of complex issues and questions. As an introduction to the dynamics of international politics, this course includes in depth analysis of the actors, structures, and issues that make up the essence of international relations. We are going to study competing theoretical perspectives, state and non-state actors, the evolution of international system, cooperation and conflict, globalization and interdependence, international institutions, human rights, environmental pressures, populations problem and other important issues in world affairs. The goal is to enhance students' ability to think critically about the basic forces that shape international politics, thereby improving their ability to understand and evaluate important real-world issues.

COURSE REQUIREMENT AND GRADING POLICY

Students are expected to (1) complete and study carefully all required reading; (2) address significant questions and articulate well-informed positions on key issues, and (3) follow current events and news analysis.

Students will be evaluated on the basis of their performance of one midterm exam (20%), class participation including two participation reports (10%), one 5-6 page analysis papers (10%), presentation of the papers (10%), one research paper (20) and presentation (10), and a final exam (30%). You will also have opportunities to do additional work. The lowest ten percent of your grade will be dropped from your grade for the course. Class participation is desired and highly encouraged. Detailed guidelines for papers and exams will be provided. No late paper or exam will be accepted without prior written permission.

As the lectures and classroom discussions are an essential part of the course, attendance is mandatory. A class sign-up sheet will be distributed at the beginning of each class. You are allowed a maximum of two unexcused absences during the semester; additional absences, unless you can clearly prove personal emergencies or illnesses, will result in a loss of 2 points each additional time.
Baylis and Smith, Part 3.
Duncan, Jancar-Webster & Switky, Chapter 2.
Harf and Lombardi, Parts 3 & 4.

3. Power Factors in International Relations
Duncan, Jancar-Webster & Switky, Chapter 3.

4. Foreign Policy Formation and Execution
Duncan, Jancar-Webster & Switky, Chapter 4.
Baylis and Smith, Chapter 17.

5. Intergovernmental Actors
Duncan, Jancar-Webster & Switky, Chapter 5.
Baylis and Smith, Chapter 18.

6. Corporate and Non-governmental Actors
Duncan, Jancar-Webster & Switky, Chapter 6.
Baylis and Smith, Chapter 19.

7. Political Geography
Duncan, Jancar-Webster & Switky, Chapter 7.

8. Nationalism and Regionalism
Duncan, Jancar-Webster & Switky, Chapter 8.
Baylis and Smith, Chapter 23.

9. Global Violence: Wars and Terrorism
Duncan, Jancar-Webster & Switky, Chapter 9.
Baylis and Smith, Chapters 21-22.

Duncan, Jancar-Webster & Switky, Chapter 10.
Baylis and Smith, Chapters 25-28.

11. International Political Economy I: The Advanced Industrial Countries
Duncan, Jancar-Webster & Switky, Chapter 11.
Baylis and Smith, Chapters 14 & 32.

12. International Political Economy II: The Politics of Development
Duncan, Jancar-Webster & Switky, Chapter 12.
Baylis and Smith, Chapters 29-30.

Duncan, Jancar-Webster & Switky, Chapter 13.
Baylis and Smith, Chapter 20.

14. The Future of World Politics
Baylis and Smith, Chapter 33.
Curriculum Committee
Proposal for a New Course

1. Department: Philosophy

2. Course Number and Title: HONS 180 Honors Business and Consumer Ethics
   Number of Credits: 3   Total hrs/week: 3
   Lecture: x   Lab:   Recitation: Seminar:

   For Independent study courses:
   Research:   Field experience:
   Clinical Practice:   Internship:
   Practicum:   Independent Course Work:

3. Semester and year when course will first be offered:
   This course has been offered as a special topic in Fall 2007. It will be taught each Fall.

4. Catalog Description (please limit to 50 words):
   This is the Honors equivalent of PHIL 175. It is designed to introduce the student to the ethical issues of the marketplace.

   Check if appropriate: Humanities: X   Social Science: (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with:
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   Student must be admitted to the Honors College.

6. Rationale/justification for course (consider the following issues):

   (Form was approved by FCC on 04/18/06 and replaces all others.)
(a) What are the goals and objectives of the course?

This course is designed to serve the needs of an honor student majoring in business and to take the place of the required PHIL 175 for that student.

(b) How does the course support the mission statement of the department and the organizing principles of the major?

The department's mission is to serve its students and prepare them for a path in business. As an honors course, this course supports the department's goal to recruit, retain and graduate the best quality students it can.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

This course is required for students participating in the Honors Business Program through the Honors College. PHIL 175 is an elective for Business Administration majors.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

It is taught in sequence with a business law class that introduces students to the legal, ethical and regulatory environment of business.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

No other departments are affected. Philosophy supports this course and would teach these students in either this class or PHIL 175.

(b) Please explain overlap with any existing courses.

This course is an honors version of the existing PHIL 175. There is no overlap with other courses.

9. Method of teaching:

This course will be taught by lecture, student participation, structured class activities, case reviews and all methods necessary to respond to an honors caliber student. Syllabus

(Form was approved by FCC on 04/18/06 and replaces all others.)
is attached.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

There should be no enrollment shifts.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: No shifts in staffing are presented.

(c) Frequency of offering:
   each fall: x  each spring: 
   every two years: every three years: 
   other (Explain): 

11. Requirements for additional resources made necessary by this course:

   (a) Staff: none 

   (b) Budget: none 

   (c) Library: none 

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

   A syllabus from Fall 2007 is attached.

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director:  
   Date: 2-29-06

14. Signature of Dean of School:  
   Date: 2-29-06

15. Signature of Provost:  
   Date: 3-10-2006

16. Signature of Business Affairs Official:  
   Date: 3-1-06

17. Signature of Curriculum Committee Chair:  
   Date: 3-10/06

18. Signature of Faculty Senate Secretary:  
   Date Approved by Senate:  

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

   1. Department Chair
   2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
   3. College Relations (addition to Undergraduate Catalog)
   4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
   5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
"Business ethics" is not a contradiction in terms, as this course will make clear. Indeed, ethics and business are so interrelated that the old joke is more misleading than funny. In this course we will look to historical and modern economic sources in order to investigate the nature of business and profit. Once we have garnered a general understanding of what business involves and what the market requires, we will be prepared to ask how "ethics" is pertinent to business. Of course, what we mean by "ethics" will have to be decided. In the final portion of the course we will be reading work done by contemporary business ethicists and attempting to think critically about both their approach and the issues being addressed. My hope is that by the end of the semester each of you will have developed a framework of thought with which to (in this class and outside of it) approach the initially bewildering array of issues that intersect business and ethics.

The readings for this course are available online, through WebCT.

**There are two general goals of this course:** One is for philosophy to be shown in its best light, as a useful tool when it comes to sorting out what it is to act right in a situation as complex as those presented to us by business. The second goal is for students to become philosophers themselves, capable of critically engaging what has been written on these topics as well as capable of defending their account of what it is to be ethical in business.

**Reading for this course:** You will not do well in this course unless you recognize that the readings assigned will take hours of your time to study each week. If you put real effort forth in understand the reading before you attend class, it will make a difference. Why? Philosophy cannot just be presented to you (no matter how many classes you attend); you must come to grips with the ideas on your own. Because I expect you to do much of this before class, in my lectures, I will not spend much time presenting the material in the readings, but will expect the class to be prepared to discuss the issues the reading raises. You will not be able to follow the lecture or participate in class if you have not done the reading. You will not be able to make up for not reading by merely taking notes in class.
first draft should be 6 pages. The final draft should be 6-8 pages (double spaced, normal font.) They must be turned in on paper (not online.)

Oct 30th: draft due, 50% of total paper grade
Last class: final version due, 50% of total paper grade

HERE ARE THE PAPER TOPICS FROM WHICH TO CHOOSE:
1. What is the nature of business? Review some popularly held views on the nature of business and assess them. Eventually propose your own account of business’ nature. Test your own proposal against at least two possible criticisms.

2. Can a good person succeed in business? Review different views on what is involved in being a good person. Are these compatible with what you think it takes to succeed in business? Eventually propose your own account of a good person and explain the relationship you think there is between being good and being a good business person.

3. To what degree should business be socially responsible? Review different things that the social responsibility of business could mean. Assess these and then eventually propose your own account of what it would be to be “socially responsible.” Test your proposal against at least two criticisms.

4. Is profit ethical? Review different answers to this question (including Aristotle’s and Marx’s and Smith’s), and then propose your own. In order to defend or criticize “profit” you will need to explain how you think “profit” comes about (that is, you will agree (in part at least) with either Aristotle, Marx or Smith.) Consider two criticisms to your proposal.

5. How ought business practices to change in order to be ethical? If writing this paper, look to an example of a contemporary business practice and assess its morality using the ethical theories presented in class (later in the semester) or your own take on ethics.

6. There was an ancient debate over whether one could be considered moral if one sold bread to a famine-torn land (having brought it by ship) without telling those attempting to buy bread that other ships were behind you, soon to arrive and to (as a result of the competition) ensure that the price of bread would lower. Some ancient ethicists thought it was immoral to not disclose this information to customers, others argued that, given an existing norm and expectation about the rules of trade, customers would not expect to be told such information. Not failing to meet an expectation, you are not being immoral if you keep the information to yourself. Explain, using the resources you have from class, what you think about this moral dilemma.*
   After doing this, explain whether this moral dilemma captures the dilemma of being ethical in business or not, today.
   If you think it does not-- come up with a better dilemma (but keep it simple, like this one)
   If you think it does capture the challenges of being ethical in business today, explain why.

II. 15% Reading response assignments (and other group assignments, reports, and quizzes)
For every NEW reading assignment, a description and a criticism of the reading’s argument or main ideas is due. These answers can be very short if they are thoughtful. You do not need to edit very carefully, and may type them up as you think.
Tuesday 4th Reading Four. The CEO of Whole Foods gets caught…also, CEO’s on education.

Thursday 6th Reading Five. Aristotle. Politics book 1-2. Please try to read all of this. Give the sections headings so that you can more easily navigate through this strangely ordered text.


Tuesday 18th Reading Eight. Some critics of Smith and reports on 19th century industrialists.

Thursday 20th Reading Nine. Karl Marx.

Tuesday 25th Quiz and review.

Thursday 27th Viewing of Wal-Mart documentary. BY NEXT CLASS: Analytical film review due.

October
Tuesday 2nd First midterm exam.


Tuesday 9th Film on Hayek and economic history.

Thursday 11th Reading eleven. Tullock, Gordon, Adam Smith and the Prisoner's Dilemma.

Fall Break, no class Tuesday

Thursday 18th Reading twelve. Franz Kafka’s Metamorphosis and Sinclair Lewis’ Babbitt. What are people’s opinions about business? We’ll think about literature and movies. We’ll watch part of the movie Wall Street.
Quiz on Tullock and Hayek.


Tuesday 30th Reading fifteen. Ayn Rand.
Four approaches we are not going to take in studying morality and business...

A. In this course, we are not going to use a case-based approach to business ethics for five reasons. Here is a summary of these five reasons:

First: There is all sorts of disagreement on the proper solution to particular cases.

Second: The opinions people have on what to do in a case shift over time.

Third: If there can be a connection made between cases, this is most easily formulated in terms of a principle (like, from class, "uphold your reputation") and no one principle can be followed in every case.

Fourth: Those working in business have complained that they have found no connection between cases they have studied in an ethics class and actual cases they encounter.

Fifth: People who act immoral in business seem to KNOW they are doing so. If this is the case, why would we spend time trying to tell people what it would be right to do? Wouldn’t it be better to spend time trying to tell people why being ethical would be in their interest?

B. We are also not going to apply Aristotle's, Kant's, and then Mill's ethical theory to issues or cases in business ethics. Why not? Well, we want to first figure out what it takes to succeed in business (at least in theory) and then TEST these ethical theories against what we figure out. It may be that Aristotle, Kant and Mill (writing in the 4th, 18th, and 19th centuries respectively) were not capable of taking into account modern understandings of business practices. (That is, maybe what they require for morality is not compatible with business practices, or maybe they merely fail to tell us what it takes to be moral in business.)

C. We are not going to use “stakeholder theory” as if it is true in this class for reasons I will review in the next class. But, as this is a philosophy class, it is easy enough to understand that we would not want to work with just one approach to business ethics and not question it (no matter how popular “stakeholder theory” might be.)

D. We are going to attempt to really figure out what it means for a company and business people to function morally. That is, we will eschew the vague phrasings of the BSR and CSR (Business Social Responsibility and Corporate Social Responsibility) movements. The articles we are reading by Jon Entine explain why we would want to do this.

E. What we are going to do is come up with an ethical framework that lets us ethically assess the following... McDonald's, the corporation; Martha Stewart; Business's policies; The choices you have when faced with a dilemma like: How much should I reveal in a sale?; Our behavior as consumers.
Curriculum Committee  
Proposal for a New Course

1. Department: Accounting and Legal Studies

2. Course Number and Title: HONS 210 Honors Business Law

   Number of Credits: 3   Total hrs/week: 3
   Lecture: x   Lab:   Recitation:   Seminar:

   For Independent study courses:
   Research:   Field experience:
   Clinical Practice:   Internship:
   Practicum:   Independent Course Work:

3. Semester and year when course will first be offered:

   This course has been offered as a special topic in Spring 2007. It will be taught each spring.

4. Catalog Description (please limit to 50 words):

   This is the Honors equivalent of BLAW 205. It is designed to introduce the student to the legal, ethical and regulatory environment of business. Students will focus on the laws of contract, property and torts once a foundation of the legal system is established. Analysis of ethical considerations in a business environment will strengthen the student’s ability to make critical decisions in the strategic arena of business.

Check if appropriate: Humanities:   Social Science:
(meets minimum degree requirements)

Check if appropriate:
   This course will be cross listed with:
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

(Form was approved by FCC on 04/18/06 and replaces all others.)
5. Prerequisites (or other restrictions):

Student must be admitted to the Honors College.

6. Rationale/justification for course
   (consider the following issues):

   (a) What are the goals and objectives of the course?

   This course is designed to serve the needs of an honor student majoring in business and to take the place of the required BLAW 205 for that student.

   (b) How does the course support the mission statement of the department and the organizing principles of the major?

   The department’s mission is to serve its students and prepare them for a path in business. As an honors course, this course supports the department’s goal to recruit, retain and graduate the best quality students it can.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

   This course fulfills a core requirement for Business Administration and Accounting majors.

   (b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

   It is taught in sequence with a philosophy course dealing with business ethics. Issues of social responsibility are key to all students in a liberal arts environment.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

   No other departments are affected.

   (b) Please explain overlap with any existing courses.

   This course is an honors version of the existing BLAW 205. There is no overlap with any other courses.

(Form was approved by FCC on 04/18/06 and replaces all others.)
9. Method of teaching:

This course will be taught by lecture, student participation, structured class activities, case reviews and all methods necessary to respond to an honors caliber student. Syllabus is attached.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: There should be no enrollment shifts.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: No shifts in staffing are presented.

(c) Frequency of offering:
   each fall:       each spring:  x
   every two years: every three years:
   other (Explain):

11. Requirements for additional resources made necessary by this course:

   (a) Staff: none

   (b) Budget: none

   (c) Library: none

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

   A syllabus from spring 2007 is attached.

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director: [Signature]
   Date: 2-29-08

14. Signature of Dean of School: [Signature]
   Date: 2-29-08

15. Signature of Provost: [Signature]
   Date: 3/10/08

16. Signature of Business Affairs Official: [Signature]
   Date: 3-11-08

17. Signature of Curriculum Committee Chair: [Signature]
   Date: 3/30/08

18. Signature of Faculty Senate Secretary: [Signature]
   Date Approved by Senate: [Signature]

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Text:

Business Its Legal, Ethical, & Global Environment, Seventh Edition. Marianne M. Jennings (2005). Be aware that there is a shortened version of the text which is used in general legal environment courses at the College: either version is acceptable. Chapter readings are from this text and should be read prior to class. These readings will serve as the basis for discussion. Other assigned readings which follow topics will either be supplied in class or made available at the library.

Course Objectives:

(1) To introduce students to the legal framework within which businesses must operate;
(2) To provide students with an awareness of the legal limitations and consequences of strategic business decisions; and
(3) To introduce students to the social and ethical implications and responsibilities of business operating within this framework.

Policies and Guidelines:

A student must be enrolled in the honors program at the School of Business to be in this course.

Students are expected to act appropriately in class. Cell phones and all electronics should be turned off. No electronics, cell phones, laptops, blackberrys etc… will be allowed during class or during exams. Students should be respectful of their colleagues and the forum. If it becomes necessary for a student to leave the classroom they should do so quietly and without disturbing others.

If a student misses an exam it is the student’s responsibility to meet with the professor as soon as possible. Since three exams will be given but only two counted towards the final grade, students can elect not to take the final exam which is not comprehensive. Students are encouraged not to miss an exam. Final exams will be rescheduled only with the permission of the Dean of Undergraduate Studies.
I do not give extra credit: there is enough regular credit offered in this course. If a student wants to do well in this class the student should read the assigned material, attend regularly and do the work.

**Academic Honesty:**

The student is bound to follow the College of Charleston Honor Code at all times. Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

**Course Mechanics:**

Students will be expected to read the assigned chapters and attend class. Power point slides of lectures will be posted on Webct prior to class. The student is encouraged to download those lectures in a format upon which they can take notes during class. These outlined notes can be used to study for exams and for preparation of written assignments. Three **formal** small group assignments will be made during the semester. These in class assignments will require written work to be done by the individual student working within a group, and will comprise 20% of your final grade. Three exams will be given but only two will count towards your final grade at 25% each. A critical essay to be turned in on or before the date for the final class meeting will count for 20% of the final grade. During the semester informal in class assignments will be made from time to time: these informal assignments will not be graded but full credit will be given if completed. These informal assignments will count for 10% of your final grade.

**Formal Small Group Assignments:**

There are three scheduled in class assignments on the syllabus, "On the Island," "A Contract Negotiation" and "The Smartest Guys in the Room". Specific instructions for these assignments will be given in class and class time will be taken to conduct them. Students will be divided into small groups and will work together but each student will be required to turn in a work product for each assignment. The subject matter of these exercises is fair game for examination. **These formal assignments cannot** be made up.

**Informal Small Group Assignments:**

These assignments are not scheduled and can be assigned at anytime. For this reason class attendance is strongly encouraged. Students will be divided into groups, different each time, and assigned a case or issue to present and/or discuss. Groups will turn in a
single group work product. Full credit will be given for satisfactory completion. The subject matter of these exercises is also fair game for examination.

Exams:

Three exams will be given but only two will count towards the final grade. The final examination is the third exam and will not be comprehensive. Exams will cover all material from class, including formal and informal class assignments. Exams will be short answer with a possible short essay. Students are responsible for bringing bluebooks to the examinations. A review for each exam will take place the class period before which the exam is to be given.

Critical Essay:

The student will select a topic approved by the professor. The topic can be any issue related to business law, even those discussed in class. The essay must be new and original work of the student. It should be no longer than five pages, typed, double spaced and should have a works cited page. The works cited should be no more than ten items: at least half of which should come from outside class material.

An essay is just that: a central theme, broken down to points explained in paragraphs with a conclusion rounding out the work. The critical nature of the essay is that you have thought about the topic in a critical way, analyzed it and have come to a conclusion. Coming to a conclusion does not mean you have a definitive answer, it does mean that you can connect all your thoughts (points) in some logical manner. Sometimes a critical essay sets out a good question gleaned from observing a series of events.

The student may submit an outline of their proposed essay for review on the date identified below: this is not a requirement but a courtesy offered by the professor. The essay is due the last day of class. Essays turned in late will have ten points deducted from their grade for each day late. Do the math and turn it in on time!

Grading:


Your final grade will be computed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal in class assignments</td>
<td>20%</td>
</tr>
<tr>
<td>One Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Second Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Critical Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Informal class assignments</td>
<td>10%</td>
</tr>
</tbody>
</table>
Jan. 9: Read Chapter One.
         On the island… Formal In Class Assignment

Jan. 11: Conclusion of ‘On The Island’ in class assignment.
         Turn in assignment.

Jan. 16: Read Chapter Three.
         How the system works…..

Jan. 18: How the system works…

Jan. 23: Read Chapter Twenty One: Forms of Business

Jan. 25: Forms of Business;
         Read Chapter Five.
         Read the United States Constitution, in appendix of text.
         Business and the Constitution: The Basic framework

Jan.30: Read Chapter Five.
         Read the United States Constitution, in appendix of text.
         Business and the Constitution: The Basic framework

Feb 1: Putting it all together…..

Feb.6: Exam I over Chapters 1, 3, 5, 21

Feb.8: Read Chapter Ten
         Business Torts and Civil Wrongs
         Read the McDonald’s Coffee Spill Case Handout

Feb.13: Read Chapters Thirteen and Fourteen
         Contract Formation and Breach.

Feb.15: Contract Negotiation: Formal In Class Assignment
Feb. 20: Contract Negotiation concludes.
Turn in assignment.

Read Chapter Sixteen: Property

Feb 27: *Critical Essay topics approved and returned.*
Property continued.
Read Kelo decision.

Mar. 1: Finish Kelo.

Mar. 6-8: Spring Break-no class

Review for Exam II

Mar. 15: Exam II over Chapters 10, 13, 14, 16.

Mar. 20: Read chapter Two: Ethics and Social Responsibility

Mar. 22: *Smarest Guys in the Room: The Enron Story*

Mar. 27: *Formal In Class Assignment*

Mar. 29: Read Chapter Eighteen: Agency

Apr. 3: *Outline of Critical Essays may be submitted for Review.*
Agency and Employees continued

Apr. 5: Read Living Wage handout.

Apr. 10: Read Chapter Nineteen: Employee Welfare

Apr. 12: Employee Welfare

Apr. 17: Read Chapter Twenty: Employment Discrimination

Apr. 19: Last class:
Review for final
*Critical Essays Due*
Apr. 24: Reading Day

May 1: Final on 2, 18, 19, 20. (Scheduled from 8-11 but since it’s a regular exam it will begin at 9:30)

Students are advised to secure a College of Charleston e-mail account and check that account regularly. The instructor reserves the right to modify the syllabus during the course of the semester.
Curriculum Committee
New Course Proposal

1. Department: **MARKETING AND SUPPLY CHAIN MANAGEMENT**

2. Course Number and Title: **HONS 214 Honors Business Statistics**

   Number of Credits: 3 Total hrs/week: 3

   Lecture: X Lab: Recitation: Seminar:

   For Independent study courses:
   Research: Field experience:
   Clinical Practice: Internship:
   Practicum: Independent Course Work:

3. Semester and year when course will first be offered:

   **SPRING SEMESTER, 2009**

4. Catalog Description (please limit to 50 words):

   Advanced statistical analysis with applications in business and economics utilizing relevant computer software. Topics include business applications in descriptive and inferential statistics emphasizing such topics as simple and multiple regression, analysis of variance, hypothesis testing, quality control, decision making using software and non-parametric techniques.

   Check if appropriate: Humanities: ___ Social Science: ___

   Check if appropriate:
   This course will be cross listed with: ______________

   Rationale for cross listing:

   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):

   **MATH-250**

(Form was approved by FCC on 04/18/06 and replaces all others.)
6. Rationale/justification for course (consider the following issues):

(a) What are the goals and objectives of the course?

This course will enable those students in the honors college to make business decisions based on statistical analyses. It will help them to develop decision-making skills and to use statistics as a tool in this process. This course will give students the skills to solve business problems by choosing and solving the correct statistical tools such as regression, analysis of variance, hypothesis testing and quality control.

To that end, the following are the course objectives.

Students will:
1. Analyze raw data and transform it into information by using descriptive statistics.
2. Understand and solve linear regression problems both simple and multiple.
3. Understand and solve analysis of variance in business applications.
4. Understand and solve hypothesis testing applications in business.
5. Understand and solve quality control charts.
6. Use computer software for solving business problems.

(b) How does the course support the mission statement of the department and the organizing principles of the major?

This course will enable students to improve their problem solving ability which is one of the School of Business and Economics goals. It will allow honors students to have a higher level statistics background to use as a tool to better decision making in business. It will also provide them with the necessary quantitative tools to create professional data analyses.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

This course will be taken by all honors students with a major in business and/or economics. They can take it in their freshman or sophomore year to enhance critical and analytical thinking using statistical tools. It will help them in further courses for decision making based on quantitative analyses.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

Even though it is called business statistics, there is no such thing as differentiation in
statistical procedures based on different areas (i.e. biology, business, chemistry, etc). The main focus of the examples will be on business problems, but it can be taken by any major interested in learning about statistical tools to solve real problems.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

(b) Please explain overlap with any existing courses.

This course is a variation of the DSCI 232 (Business Statistics II) course currently taught in decision sciences. It will be a higher-level course with wider and deeper cover of the different topics.

9. Method of teaching:

Lecture, assigned reading, hands-on exercises, and cases. We will use e-learning as a support tools in the course, including the use of WebCT, Excel and other statistical software.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

As a honors course, the enrollment is expected to be 20 each spring semester.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course:

The course will be taught by a professor in decision sciences who is currently offering a similar course for undergraduates outside the honors college.

(c) Frequency of offering:

<table>
<thead>
<tr>
<th>Each Fall:</th>
<th>Each Spring:</th>
<th>Every Two Years:</th>
<th>Every Three Years:</th>
<th>Other (Explain):</th>
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</table>

11. Requirements for additional resources made necessary by this course:

No additional resources will be required.

(Form was approved by FCC on 04/18/06 and replaces all others.)
12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director: John Nevell  
   Date: 12-29-08

14. Signature of Dean of School: John Nevell  
   Date: 12-29-08

15. Signature of Provost: Susan Morrison  
   Date: 3/10/08

16. Signature of Business Affairs Official:  
   Date: 3-11-08

17. Signature of Curriculum Committee Chair: John Nevell  
   Date: 3/30/08

18. Signature of Faculty Senate Secretary:  
   Date Approved by Senate: __________

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
HONS 390-005. Honors Business Statistics
TR 12:15 p.m. to 1:30 p.m. (TCFE 130)

Professor: Dr. Gioconda Quesada
Office Hours: TR 8:15 a.m. - 10:45 a.m. or by appt.
Office: BCTR 434 (Beatty Center)
Phone: (843) 953-4277 (No home calls!)
E-mail: use WebCT email always!
WebCT: link at www.cofc.edu

Course Description:
Advanced statistical analysis with applications in business and economics utilizing relevant computer software. Topics include business applications in descriptive and inferential statistics emphasizing such topics as simple and multiple regression, analysis of variance, forecasting, decision making, quality control, and non-parametric techniques.

Prerequisite
MATH 250 (Elementary Statistics), which covered probability concepts, descriptive statistics, binomial and normal distributions, confidence intervals, and tests of hypotheses. Although knowledge on these topics is expected, we will briefly review the most important topics in class. HOWEVER, THE PROFESSOR WON'T EXPLAIN IN DETAIL WHAT WAS EXPECTED FROM THE STUDENT TO LEARN IN MATH 250. IT IS THE STUDENT RESPONSIBILITY TO REVIEW THE NECESSARY CONCEPTS TO DO SATISFACTORILY IN THIS COURSE (Chapters 1 to 6).

Course Objectives:
1. Compute and interpret sample mean and standard deviation
2. Determine confidence intervals for the population mean, and proportion
3. Test of hypotheses about population mean, and proportion
4. Test of hypotheses comparing two population means//proportions
5. One-way analysis of variance
6. Simple linear regression
7. Multiple regression
8. Chi square tests
9. Statistical Process Control
10. Decision Analysis

Course Expectations
As your teacher I have the following responsibilities:
1. Come prepared to every class.
2. Plan my class so you can accomplish the objectives listed in the syllabus.
3. Treat you as responsible adults.
4. Consider that it is not always your fault if you don’t understand the material.
5. Create a mutually respectful classroom environment.
6. Encourage you to ask and answer questions.

As students you have the following responsibilities:
1. Come prepared to every class.
2. Complete all work on time with proper thought.
3. Behave as responsible adults.
4. Consider that it is not always my fault if you don’t understand the material.
5. Treat others with respect.

Professor: Dr. Gioconda Quesada
Policies and Procedures

Attendance Policies (non-negotiable policy)

- Students are expected to attend classes. You cannot expect to have a thorough grasp of the material if you miss class. You are responsible for all material or assignments that are covered in class.
- Students are allowed to miss only one week of class without any penalty (two sessions). If you miss two sessions, the next session you miss will turn your grade one letter grade down and the next one, another letter grade down, and so on and so forth. This policy is NON-NEGOTIABLE. You don’t have to come to the professor to excuse your absence, any absence counts for this rule!!!
- Attendance will be taken randomly in different time periods of the class. If you are absent at the time of attendance signing, it is considered absence. If you come in late and the attendance has already been passed, you will be considered absent. Don’t bother to justify your absence since both justified and unjustified absences count for this rule.
- If you miss a session, the professor won’t repeat the missed material on office hours, it is your responsibility to read on your own and ask your classmates for missing concepts.
- If you miss a session and a quiz or homework was submitted, you don’t have the right to submit it late or to delete the 0 grade of that quiz/homework. If you are absent, and a quiz or homework in class is submitted, your grade will be 0, no exceptions to this rule.

Withdrawal Policy

Last day to withdraw is February 20th. The professor does not process instructor withdrawals for any reason.

Missing Exams/Quizzes

- No makeup exams will be given. It is impossible to make an equivalent exam without the student at either an advantage or disadvantage. If you miss an exam, with or without a legitimate excuse, you will have a zero for that exam. This policy is non-negotiable.
- No makeup quizzes will be given. This policy is non-negotiable. If you registered late for the course and you missed any quizzes, you will have zero on those missing quizzes. The professor cannot wait until the last day to add/drop to start the class.

SNAP Students/Special Accommodations/Athletes

- Students that require special accommodations for exams or athletes must talk to the professor no later than January 13th or as soon as they are approved for services and provide necessary documentation.
- SNAP students are responsible to remind the professor one week in advance before each exam to allow the professor enough preparation time. If a student fails to remind the professor one week in advance before each exam, the student will have the same evaluation time as the rest of the class for that particular exam.

College of Charleston Honor Code

All work that you submit in this course must be your own; unauthorized group efforts will be considered academic dishonesty. This is particularly important with regards to assignments and exams. The sharing or copying of program files (e.g., spreadsheets) is a form of plagiarism. Academic dishonesty is a serious offense, which may result in a failing grade for the course and/or report to the Honor Board for evaluation. If copying is involved, both parties will be judged equally guilty.

During exams, students are not allowed to go to the bathroom. Students should leave their cell phones on the table next to the classroom’s door and don’t take them with them to their seats. The same applies to any other electronic device such as ipods.

Professional Behavior Guidelines:

- Tardiness: Please arrive on time. If you are later than the start of the class for three times in the semester, it will count as one missed class. If you are late in a quiz day, you have until the other students finish the quiz, the time will not start when you come into the classroom.
- Side Conversations: Side conversations make it difficult for your classmates to actively listen and learn.
- Sleeping: Falling asleep in class is not considered professional behavior.

Professor: Dr. Gioconda Quesada
Excel that the professor asks for it during class exercises), your grade for that problem is 0, even though the final answer is correct. All work must be shown for credit.

- If you came late on homework due date, I don’t accept late homework. Therefore, don’t bother to submit it during class or after class. Homework must be turned in by 12:15 pm.
- Incomplete homework is not accepted. If you are missing even one problem, your grade for that homework is 0. This policy is to help you be responsible with your homework and avoid completing it 10 minutes before class.
- Feedback from homework will be given with posted solved problems on WebCT or by solving the homework problems in class. No individual feedback will be given in this examination. However, if after providing the general feedback you still have questions, please come and see me in my office. You should bring a Xerox copy of your homework on the due date, since we might solve it the same date it is turned in.

**Complaints about Exams/Quizzes/Homework Grading**

- The professor encourages students to review in detail when exams/quizzes are returned. You have one week after the graded evaluation is turned back to you to make any questions or complaints about it. If that time is passed, it means you have accepted the grade given and no further complaints are accepted.
- No complaints are accepted for any reason if the one-week period has passed (non-negotiable).
1. Department: Marketing and Supply Chain Management

2. Course Number and Title: HONS 394 Honors Research Methods
   Number of Credits: 3   Total hrs/week: 3
   Lecture: X   Lab: 0

3. Semester and year when course will first be offered:
   The course was offered in Fall 2007.

4. Catalog Description:
   In this course, students will use qualitative and quantitative methods in research. By the end of this course, students will be able to apply research methods for (1) understanding and articulating assumptions about the business world; and (2) helping to develop basic knowledge of the principal techniques in research.
   
   a. No cross-listing

5. Prerequisites (or other restrictions):
   HONS 390 (Honors Business Statistics) and junior standing

6. Rationale/justification for course:
   
   a. Goals and objectives of the course:

   This course is designed to help students develop their research design skills in qualitative methods. It focuses on the design of qualitative studies. Some of the topics covered include comparative case studies, within-case analysis, case selection, counterfactual reasoning, causal mechanisms, and process-tracing. We will also discuss the use of qualitative methods in other disciplines, and the varied methods of collecting qualitative data such as participant observation, interviewing, and archival research.

   This course will help students acquire the skills necessary to conduct independent research projects and to use these skills to develop a research proposal.
To that end the following are the course objectives:

Students will:

- Learn and apply different research methodologies
- Learn and understand the scientific method and its relationship to business issues
- Familiarization with writing and reporting issues in professional business administration
- Improvement of students' writing skills, especially those concerned with accurate communication of information and rational arguments
- Practice and use effective research and analysis techniques
- Develop skills in the analysis of available information
- Learn how to use, summarized and present data

b. How does the course support the mission statement of the department and the organizing principles of the major?

HONS 394 is a course where students will achieve skills in the area of decision making, using and analyzing data (quantitative/qualitative). Students will be required to use critical thinking by applying research techniques for information gathering and analysis, construct justification and report generation.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major?

This course prepares students to be more critical in the analysis of information and the preparation of technical reports, a very important aspect in the students' career goals.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition, including linkages with other disciplines?

This course is open to all students in the Honors College. It may be taken at any time during the junior years. This course requires creativity, independent research, collection of relevant data, and communication of
ideas that are central to the liberal arts tradition.

9. Method of teaching:

A variety of methods and sources: readings, class discussions, assignments, projects, and lectures. Considerable student participation is required, where students must prepare for each class session by reading chapters and completing projects prior to class.

The discussion and analysis of information method is the primary pedagogical approach used in this class. While a lecture may be conducted occasionally, the format of this course requires each student to proactively and significantly participate in a lively, engaging discussion with the professor and fellow classmates.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

The course is designed for students in the Honors College in the School of Business and Economics as a honors course. The regular enrollment will be 20 students. It should have no impact on enrollment in other courses. The Business School has sufficient faculty to staff this course without any increase in faculty.

Frequency of offering: this course will be offered each fall semester

11. No additional resources will be required.
12. See attached syllabus
13. Signatures

Department Chair or Program Director: Date: 2-27-08
Signature of Dean of School: Date: 2-29-08
Signature of Provost: Date: 3/10/2008
Signature of Business Affairs Official: Date: 3-11-08
Signature of Curriculum Committee Chair: Date: 3/30/08
Signature of Faculty Senate Secretary: Date Approved by Senate: 
Completed form should be sent by the Faculty Senate Secretary to the Registrar, who will hold it until approved by the Provost. Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
Research Methods in Business and Economics (HONS-390)  
FALL

Professor: TBA
Office Hours: _______________ or by appt.
E-mail: use WebCt email always!

Office: BCTR 432 (Beatty Center)
Phone: (843) 953-4277
WebCt: link at www.cofc.edu

Introduction

This course will help students acquire the skills necessary to conduct independent research projects, by employing qualitative and quantitative methods in research. The goal of the course is to help students develop proficiency in the use of qualitative/quantitative methods in two respects: one, understanding and articulating assumptions about the business and economics world and arguments about scientific knowledge on which qualitative/quantitative approaches in business are grounded, and two, helping students to develop basic knowledge of the principal techniques used in qualitative/quantitative research.

I. Course Description

This course covers experimental research methods in Business Administration (and, to some extent, related disciplines). Research design, data collection, analysis, validity, and report writing will all be covered. The format of the course will be a mixture of lecture and discussion. Students will be expected to complete writing assignments, and statistical demonstrations.

At the beginning of the semester, each student will choose a major research project in progress (i.e. a paper for another course) and, throughout the semester keep a log indicating how each of the techniques of research delineated in the readings could be applicable or inapplicable to that research project. The student must employ at least one new technique (e.g. archival research, field work, interviews, content analysis, focus group exchanges, content analysis) that may enrich his/her research project. A historical case study, for example, may be supplemented by one or two interviews, or a short field trip, the creation of a focus group, or design of a questionnaire. These choices will be made in close co-ordination with the instructor.

II. Course requirements:

HONS 390 (Honors Business Statistics)

III. Course Objectives

- Introduce students to research methods
- Understand science and its relationship to business issues
- Familiarization with writing and reporting issues in professional business administration
Improvement of students' writing skills, especially those concerned with accurate communication of information and rational arguments

IV. Course Expectations
As your teacher I have the following responsibilities:

- Come prepared to every class.
- Plan my class so you can accomplish the objectives listed in the syllabus.
- Treat you as responsible adults.
- Consider that it is not always your fault if you don't understand the material.
- Create a mutually respectful classroom environment.
- Encourage you to ask and answer questions.

As students you have the following responsibilities:
- Come prepared to every class.
- Have a dynamic and continuous participation in the class discussion and analysis.
- Complete all work on time with proper thought.
- Behave as responsible adults.
- Consider that it is not always my fault if you don’t understand the material.
- Treat others with respect.
- Be familiar with Microsoft Excel

V. Text (Potential textbook)

Required:


Recommended:


VI. Contents

- Introduction to research methods
- Research process
- Type of data
  - Theoretical versus Empirical Research Models
- Hypothesis formulation
- Analysis of data
  - Quantitative method
  - Qualitative methods
- Literature Review process
- Designing a questionnaire
- Writing empirical research reports
- Research presentation
  - Graphical presentations
  - Presenting results

VII Teaching Method

The format of the class will be group discussion and debate. The most important requirement for this course is for students to engage the readings, and to come prepared to discuss them in class. Everyone is expected to participate in class discussions.

VIII. Grading

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<thead>
<tr>
<th>Point distribution</th>
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<tbody>
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</tr>
<tr>
<td>Exam 2</td>
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IX. Class Attendance

Class attendance is the student's responsibility. Students are responsible for everything covered in class. This includes details about the tests or paper, changes, etc. Students are also responsible for the activities we do in class; including graded activities. If you miss them, you miss the points. Therefore, I strongly advise class attendance. If you have to miss a class, be sure to get any lecture notes from another class member. Please help each other out!
• Students are expected to attend classes. You cannot expect to have a thorough grasp of the material if you miss class. You are responsible for all material or assignments that are covered in class.
• Students ARE NOT ALLOWED TO MISS more than 2 classes. If you miss three sessions, your grade will be F. This policy is NON-NEGOTIABLE. You don’t have to come to the professor to excuse your absence, any absence counts for this rule!!!
• Attendance will be taken at the beginning or end of each period. Don’t bother to justify your absence since both justified and unjustified absences count for this rule.
• If you miss a session, the professor WON’T repeat the missed material during office hours, it is your responsibility to read on your own and ask your classmates for missing concepts.

Make-up tests and exams are rarely given and are difficult. DOCUMENTED problems should be discussed with the instructor PRIOR to the test, or, in the extremely rare case of an emergency which prevents contacting the instructor prior to the test, as soon as possible. I intend to be quite strict about this. Note that having other assignments, tests, or exams due, friends in town, vacation plans, hangovers and the like do not constitute acceptable excuses, neither for missing nor rescheduling a test, paper, or the exam. I will not move the test or exam times for individuals for any reason. This EXPRESSLY includes vacation/holiday plans. You have prior warning!

X Policies and Procedures

Note: Arriving late or leaving early will count as an absence. Leaving early - if you have to leave class early you must notify me at the beginning of the class and sit by the door so your departure will not disturb the class. Arriving late - if you are more than 5 minutes late to class, I reserve the right not to allow you into the classroom.

Withdrawal Policy

Last day to Withdraw is XXXXXX. The professor does not process Instructor Withdrawals for any reason.

Missing Exams/Quizzes

• No makeup quizzes will be given. This policy is non-negotiable. If you registered late for the course and you missed any quizzes, you will have zero on those missing quizzes. The professor cannot wait until the last day to add/drop to start the class.

SNAP Students/Special Accommodations/Athletes
• Students that require special accommodations for exams or athletes must talk to the professor no later than XXX and provide necessary documentation.
• SNAP students are responsible to remind the professor two days in advance before each exam to allow the professor enough preparation time. If a student fails to remind the professor two days in advance before each exam, the student will have the same evaluation time as the rest of the class for that particular exam.

College of Charleston Honor Code

All work that you submit in this course must be your own; unauthorized group efforts will be considered academic dishonesty. This is particularly important with regards to assignments and exams. The sharing or copying of program files (e.g., spreadsheets) is a form of plagiarism. Academic dishonesty is a serious offense, which may result in a failing grade for the course and/or report to the Honor Board for evaluation. If copying is involved, both parties will be judged equally guilty.

Professional Behavior Guidelines:
• Tardiness: Please arrive on time. If you are later than the start of the class for three times in the semester, it will count as one missed class. If you are late in a quiz day, you have until the other students finish the quiz, the time will not start when you come into the classroom.
• Side Conversations: Side conversations make it difficult for your classmates to actively listen and learn.
• Sleeping: falling asleep in class is not considered professional behavior.
• Inattention: Please don’t read other material (chat, browsing the web, books) or study for other courses during my class. It’s not polite. Please pay attention and join in the individual and group discussions. It will help you master the material.
• Cell Phone: Please set your cell phone to silent mode while you are in the class. Cell rings can disturb your classmates as well as me.
• Printing: Do not print outside work during class. I will turn off the printer at the beginning of class to prevent any interruption to the class.
• Navigating or other computer tasks different than class matters: It is not polite to be doing course work or assignments other than the ones required in class. Also, it is not polite to navigate internet or check email while in class. One point will be taken out from your final grade for every time you do this in class. If you finish your work before other classmates, you might ask for permission to do other work in the computer and until given, you should not do other work.

Miscellaneous Policies:
• Although I will try to maintain the class schedule and objectives, I may need to make adjustments. You are responsible to check WEBCT CALENDAR for the most recent calendar of activities and dates. Don’t ask the professor about quizzes or exams dates, since she will not give you as accurate information as the WebCT Calendar.
• I do not give additional projects to increase one's grade before or after the exam(s). The professor does not round grades; a 59.9 total grade is an F.
• No food or drinks allowed in the lab.

Quizzes Policies:

• If you came late on the quiz/exam date, you just have the remaining time left for your classmates to finish the quiz/exam, i.e. If you come 5 minutes late, and the quiz length is 10 minutes, you just have 5 minutes to complete the quiz.
• The student has the responsibility to know all the material covered in the book for exams and quizzes, lecture time is not enough to cover every single detail. If students have questions on material from the book not covered in class, they can come to the professor during office hours to clear their doubts.

CASES and WIC Policies:
• Cases and WIC must be turned in on time (beginning of class) for full credit. Late assignments will not be accepted.
• Include your name on each page and staple your report.
• Cases and WIC must be complete, correct, neat and well organized. Do not just copy answers from the book or from somebody else. All work must be shown for credit. Interpretation of final results is very important.
• Unless specified, Cases and WIC is individual work.
• If you came late on the Cases and WIC due date, your homework grade will be 0, unless you submit it the day before. No late Cases and WIC will be accepted for ANY reason.
• The instructor reserves the right of NOT going over the Cases and WIC problems during office hours before the due date of the Cases and WIC. If you have specific questions, I can help, but I won't solve your Cases and WIC or tell you if it is right or wrong.

Complaints about Exams/Quizzes Grading
• The professor encourages students to review in detail when exams/quizzes are returned. You have one day after the graded evaluation was given to you to make any questions or complaints about it. If that time is passed, it means you have accepted the grade given.
• No complaints are accepted for any reason if the one-day period has passed (non-negotiable).

A tentative Schedule is posted in the WebCT calendar. You will find the most updated schedule in WebCT calendar! It is the student's responsibility to keep checking the WebCT calendar for any changes everyday during Fall semester.

Topics, reading assignments, paper assignments
Curriculum Committee
New Course Proposal

1. Department: Jewish Studies

2. Course Number and Title: JWST 210, Jewish History I: Ancient to Modern
Number of Credits: 3
Total hrs/week: 3
Lecture: 3
Lab: _____
Recitation: _____
Seminar: _____

For Independent study courses:
Research: _____
Field experience: _____
Clinical Practice: _____
Internship: _____
Practicum: _____
Independent Course Work: _____

3. Semester and year when course will first be offered: Fall 2008 (the course will be entered first as a special topics class).

4. Catalog Description (please limit to 50 words): A survey of the social, economic, religious, and political experience of the Jewish people in the pre-modern world, emphasizing the diversity of the Jewish experience and the interaction between Jews and their surrounding environments. (Course has no prerequisite; students taking JWST 210 are not required to take JWST 215.)

Check if appropriate: X Humanities _____ Social Science (meets minimum degree requirements)
Check if appropriate: _____ This course will be cross listed with: ____________

5. Prerequisites (or other restrictions): None.

6. Rationale/justification for course (consider the following issues):

(a) What are the goals and objectives of the course?

To provide students with an understanding of the broad movement of Jewish history, to show how the experience of the Jewish people has changed through interaction with the cultures of the ancient, medieval, and early modern worlds.

(b) How does the course support the mission statement of the department and the organizing principles of the major?

(Form was approved by FCC on 04/18/06 and replaces all others.)
The course provides basic historical knowledge that will useful for any JWST minor. There is no JWST major.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? (N/A)

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

Jewish history is an important part of Western history more generally; learning about the specific history of the Jewish people provides important insight into the history of the larger Roman, Christian, and Muslim worlds. Besides Jewish Studies students, this class might also attract students interested in history, political science, and religious studies.

(b) Are other departments affected by this course? This applies if the course is to be cross listed. (Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.)

No.

9. Method of teaching: Lecture and discussion

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: We expect this to be a staple offering that attracts more students to JWST courses and to the minor.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: No shift in staffing expected. Joshua Shanes, who is Assistant Professor of Jewish Studies, is prepared to offer the course on a regular basis. We have now hired a second full-time faculty member in Jewish Studies, Adam Mendelsohn, who might also be able to offer the course.

(c) Frequency of offering:

  X each fall  _______ every two years
  _______ each spring  _______ every three years
  ___ other (Explain):

11. Requirements for additional resources made necessary by this course:

(a) Staff: None.

(Form was approved by FCC on 04/18/06 and replaces all others.)
(b) Budget: None.
(c) Library: None.

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory). (Syllabus attached.)

13. Signature of Department Chair or Program Director: [Signature] Date: 3-6-08

14. Signature of Dean of School: [Signature] Date: 3/6/08

15. Signature of Business Affairs Official: [Signature] Date: 3-6-08

16. Signature of Curriculum Committee Chair: [Signature] Date: 3/6/2008

17. Signature of Faculty Senate Secretary: [Signature] Date Approved by Senate: 3/7/08

18. Signature of Provost: [Signature] Date: [signature]

Completed form should be sent by the Faculty Senate Secretary to the Registrar, who will hold it until approved by the Provost. Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Jewish History I: Ancient to Modern

Instructor: Joshua Shanes
Office: 216 Jewish Studies Building, 953-3929
Email: shanesj@cofc.edu
Office Hours: Mondays/Wednesdays 1-2 and by appointment

Course Description:

This course offers an overview of the social, economic, religious and political experience of the Jewish people in the pre-modern world. We will start at the beginning, examining the biblical account of Jewish origins alongside other historical evidence. We will focus especially on the period just before and after the destruction of the second Temple (70 C.E.), when the foundations of both Diaspora ("Rabbinic") Judaism and Christianity were laid. We will continue through the medieval period – paying equal attention to the Jewish experience in the Christian and Islamic worlds – and end in the seventeenth century, in northwestern Europe, where in many ways the transformations of Jewish life in the modern era were already poised to begin. The emphasis of the whole course will be on the diversity of Jewish experience throughout history and the interaction between Jews and their surrounding environment.

Course Learning Objectives:

This course aims to provide you with a multifaceted understanding of the key events and issues at stake in pre-modern Jewish history. This history raises challenging issues concerning cultural identity, the question of nationality, continuity and change in Jewish religion, relationships between cultures and religions, and the nature of community life. You will be encouraged to reflect deeply on these historical issues, and to relate them to your own lives, opinions and beliefs. This course is about thinking, not just memorizing historical narrative. The course also aims to develop the more tangible intellectual skills of interpreting documentary evidence and developing an argument, both orally and on paper.

Class will typically consist of lectures on Mondays and Wednesdays followed by discussion on Fridays, however this schedule will sometimes change and discussion will often be integrated into the “lecture” periods.

Requirements:

All students must prepare each week’s readings in advance of class. Lectures assume that students have read the relevant chapters in Seltzer and will build on this background. Class discussions will similarly be based on the assigned discussion readings. In addition, students will write two short papers (2-3 pages) two medium-length analytic papers (5-6 pages) over the course of the semester. These papers should synthesize historical information from readings, lectures
and discussion and present them in a coherent, informed argument. Topics for each paper will be distributed 1-2 weeks before their due date. There will also be random quizzes on the assigned readings and a comprehensive final exam.

Students absent for legitimate reasons must provide me with written justification from the Office of the Associate Dean of Students. Students may access an Absence Memo form at http://www.cofc.edu/studentaffairs/pdf/absence_memo.pdf. NOTE: Students with an excessive number of unexcused absences should not expect to pass this course, regardless of their other grades. I will pass a sign-up sheet around the room each day – be sure to sign it. Late arrivals count as absences.

**Grade Assessment**

- **Attendance/Participation:** 20% (includes quizzes)
- **Short essays:** 20% (10% each)
- **Medium essays:** 30% (15% each)
- **Final Exam:** 30%

Late assignments will be penalized one full grade if submitted within one class session after the due date (e.g. A to B), and two grades thereafter. Absolutely no written work will be accepted for this course after the final exam.

**Assigned Reading**

There are three assigned texts for this course, all of which are available from the campus bookstores and on reserve at the library:


  This is one of the most highly-respected surveys of Jewish history and will serve as a background textbook for most of the course.


  A succinct and thoughtful comparative study of the medieval Jewish experience under Christendom and Islam.


  This is an excellent collection of primary source documents. We will often use this text in class. Please bring it with you during classes in which extracts are assigned.

- There is also a course pack of essential photocopied readings for this course, drawn from various sources. We will often use this text in class as well. Please bring it with you during classes in which extracts are assigned.
Schedule (subject to change with notice)

PART ONE — ANTIQUITY AND ITS LEGACY

Week 1: Beginnings - From the Egyptian Exodus to the Babylonian Exile

Seltzer, Jewish People, Jewish Thought, pp.7-46 (Pre-exilic History), 66-77 (Israelite Law)

The Tanakh / The Bible: I Kings 1-3
II Kings 24:8-17, 25:1-21 [Reading Pack #1]

Week 2: Jewish Life under Persian Rule

Seltzer, Jewish People, Jewish Thought, 77-96 (Role of Prophets), 112-131 (post-exilic history)

The Tanakh / The Bible: Lamentations 1, Psalm 137
Amos 5:21-24, 9:8-14
Jeremiah 23:3-8, 33:14-26
Ezekiel 36:16-38, 37
Isaiah 43
Jeremiah 29:1-14
Selections from Ezra 7-10; Nehemia 7-8, 10 [Reading Pack #2]

Week 3: Jews and Greeks - Maccabean Revolt, Hasmonean Rule and Varieties of Judaism in Late Antiquity

Seltzer, Jewish People, Jewish Thought, pp. 155-164, 171-83; 192-242

1 Maccabees 1-4, 14; 2 Maccabees 2:19-10:9 [Reading Pack #3]

**First Short Essay Due**

Week 4: Jews and Romans - From the Great Revolt (66-73) to Bar-Kokhba (135)

Seltzer, Jewish People, Jewish Thought, pp. 183-194, 243-9

Brief selections from Josephus, The Jewish War followed by Babylonian Talmud Gittin 56a-b (the rabbinic account of the siege of Jerusalem) in L. Schiffman, ed., Texts and Traditions: A Source Reader (1998) [Reading Pack #4]

Week 5: Jews in Babylonia - The Formation of Rabbinic Judaism

Seltzer, Jewish People, Jewish Thought, pp.249-314

**Second Short Essay Due**
PART TWO – THE MEDIEVAL ERA

Week 6: Jews under Christian Rule – The Early Encounter

Cohen, *Under Crescent and Cross*, 30-38


Marcel Simon, TBA

Marcus, *The Jew in the Medieval World*, chs. 1, 19-20, 22, 58

Week 7: Jews under Moslem Rule – The Early Encounter

Seltzer, *Jewish People, Jewish Thought*, pp.323-342

Cohen, *Under Crescent and Cross*, 52-74

Marcus, *The Jew in the Medieval World*, chs. 3, 38, 47

N. Stillman, *Jews of Arab Lands*, 113-4, 149-51, 165-6, 171-82 [Reading Pack #6]

Week 8: Judeo-Arabic Culture in the “Golden Age” of Islam

Seltzer, *Jewish People, Jewish Thought*, pp.342-49, 373-392

Cohen, *Under Crescent and Cross*, 107-136

Marcus, *The Jew in the Medieval World*, chs. 57-59

*First Medium Length Essay Due*

Week 9: The Medieval Church and the Jews

Seltzer, *Jewish People, Jewish Thought*, pp. 350-64

Cohen, *Under Crescent and Cross*, 38-51, 139-61


Marcus, *The Jew in the Medieval World*, chs. 5, 8-10, 23-31, 60-61, 74

Week 10: Jews in the Medieval Economy and Society

Cohen, *Under Crescent and Cross*, 77-103

Marcus, *The Jew in the Medieval World*, chs. 40, 41

Jacob Katz, *Exclusiveness and Tolerance*, 37-47 [Reading Pack #9]

Week 11: Medieval Jewish Thought and Culture – Philosophy and Kabbala

Seltzer, *Jewish People, Jewish Thought*, pp. 392-418 (philosophy); 419-450 (kabbala)

Marcus, chaps. 39, 62, 75; 49

PART THREE – JEWS IN THE EARLY MODERN WORLD, c. 1500-1700

Week 12: The Spanish Expulsion and the Rise of Sephardic Diaspora

Seltzer, *Jewish People, Jewish Thought*, pp. 364-72; 454-474

Marcus, chaps. 11, 12, 35, 52, 53, 83

*Second medium essay due*

Week 13: The Birth and Flowering of East European Jewry

Seltzer, *Jewish People, Jewish Thought*, 474-482

Marcus, chs. 43, 67, 70, 85, 90-96


Week 14: Jews in Renaissance Italy and Early Modern Ashkenaz (Germany)

Seltzer, *Jewish People, Jewish Thought*, pp. 496-505

Elliott Horowitz, “Families and their Fortunes: The Jews of Early Modern Italy” in *Cultures of the Jews*, 573-622 [Reading Pack #12]

Marcus, chaps. 32-34, 66, 68, 78, 81, 84, 88
Week 15: The Dawn of Modernity

Seltzer, *Jewish People, Jewish Thought*, 547-557

Marcus, chap. 14, 15, 69

“The Writ of Excommunication against Baruch Spinoza” followed by brief selections from *Theologico-Political Tractate* [Reading Packet #13]

David Gans, “The Benefits of Studying World History” [Reading Pack #14]
Curriculum Committee
New Course Proposal

1. Department: Jewish Studies

2. Course Number and Title: JWST 215, Jewish History Jr Modern to Present
   Number of Credits: ___ Total hrs/week: ___
   Lecture: ___ Lab: ___ Recitation: ___
   Seminar: ___

   For Independent study courses:
   Research: ______ Field experience: ______
   Clinical Practice: ______ Internship: ______
   Practicum: ______ Independent Course Work: ______

3. Semester and year when course will first be offered: Spring 2009 (the course has already been offered as a special topics class).

4. Catalog Description (please limit to 50 words): A survey of the social, economic, religious, and political experience of the Jewish people in the modern world, emphasizing the diversity of the Jewish experience and the interaction between Jews and their surrounding environments. (Course has no prerequisite; students taking JWST 215 are not required to have taken JWST 210.)

   Check if appropriate: ___ X ___ Humanities ___ Social Science (meets minimum degree requirements)

   Check if appropriate: ___ This course will be cross listed with: __________

5. Prerequisites (or other restrictions): None.

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course?

   To provide students with an understanding of the broad movement of Jewish history, to show how the nature of the Jewish people has changed with the development of modernity.

   (b) How does the course support the mission statement of the department and the organizing principles of the major?

   (Form was approved by FCC on 04/18/06 and replaces all others.)
The course provides basic historical knowledge that will useful for any JWST minor. There is no JWST major.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? (N/A)

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

Jewish history is an important part of Western history more generally; learning about the specific history of the Jewish people provides important insight into the history of the larger Christian, and Muslim worlds. Besides Jewish Studies students, this class might also attract students interested in history, political science, and religious studies.

(b) Are other departments affected by this course? This applies if the course is to be cross listed. (Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.)

Possibly but unlikely. The History Department has its own course, HIST 359, Modern Jewish History. However, History does not like to offer this course often, and the course is at a relatively high level. Jewish Studies needs to offer this course quite regularly, and to make it open to a wider set of students, so that it can play a central role in the Jewish Studies curriculum. The History Department also believes that students taking the course should have the 300-level History prerequisites, which will hamper our enrollments. The course is currently being offered in cross-listed form, but the overwhelming majority of the students enrolled signed up under JWST. We believe this course is best offered as a low 200-level course in Jewish Studies. If the History department would like to cross-list a particular offering of JWST 215 with HIST 359, we would welcome this.

9. Method of teaching: Lecture and discussion

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: We expect this to be a staple offering that attracts more students to JWST courses and to the minor.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: No shift in staffing expected. Joshua Shanes, who is Assistant Professor of Jewish Studies, is prepared to offer the course on a regular basis. We have now hired a second full-time faculty member in Jewish Studies, Adam Mendelsohn, who would also be able to offer the course.

(Form was approved by FCC on 04/18/06 and replaces all others.)
(c) Frequency of offering:

- Each fall
- Every two years
- Each spring
- Every three years
- Other (Explain):

11. Requirements for additional resources made necessary by this course:

(a) Staff: None.
(b) Budget: None.
(c) Library: None.

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory). (Syllabus attached.)

13. Signature of Department Chair
   or Program Director: [Signature] Date: 3/6/08

14. Signature of Dean of School: [Signature] Date: 3/6/08

15. Signature of Business Affairs Official: [Signature] Date: 3/6/08

16. Signature of Curriculum Committee Chair: [Signature] Date: 3/12/08

17. Signature of Faculty Senate Secretary: [Signature] Date Approved by Senate:

18. Signature of Provost: [Signature] Date:

Completed form should be sent by the Faculty Senate Secretary to the Registrar, who will hold it until approved by the Provost. Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/08 and replaces all others.)
Jewish History II: Modern to Present
Spring, 2008

Instructor: Joshua Shanes
Office Hours: Tuesday/Thursday 1-2pm and by appointment
Office: 216 Jewish Studies Building, 953-3929
Email: shanesj@cofc.edu

Course Description
This course traces the history of the Jews since the 17th century. This is the history of a diaspora minority group whose life unfolded (and outside the state of Israel continues to unfold) in relationship to a majority non-Jewish society. Conventional accounts of the modern period employ the category of "assimilation" and lament the supposed decline of Jewish identity and collective life. In contrast, this course emphasizes the multiple transformations of Jewish self-understanding evidenced in the constant creation and re-creation of identity. It does so by focusing on individuals. We study the major developments in Jewish history through the experience of individuals, asking how history shaped individual identity yet also enabled individuals to shape their own identity. The readings for the course thus emphasize individuals. They include biography, autobiography, diaries, an autobiographical novel and an historical novel as well as documents from the time.

The course considers the entire sweep of modern Jewish history. It is divided into four units: Europe (two units); Middle East, North Africa & Israel (one unit); America (one unit).

This course aims to provide you with a multifaceted understanding of the key issues at stake in understanding modern Jewish history, including cultural identity, the question of nationality, continuity and change in Judaism, relationships between Jews and surrounding cultures and religions, and the nature of community life. You will be encouraged to reflect deeply on these issues, and to relate them to your own lives, opinions and beliefs. The course also aims to develop the more tangible intellectual skills of interpreting documentary evidence and developing an argument, both orally and on paper.

Course Requirements
Completion of All Readings and Class Participation

Regular class attendance and careful preparation of all assigned readings are absolutely essential to this class. You are expected to be in class with the readings completed and prepared to contribute to class discussion in a meaningful way. Nearly every class will include some discussion of sources read for the day.

Students absent for legitimate reasons must provide me with written justification from the
Office of the Associate Dean of Students. Students may access an Absence Memo form at http://www.cofc.edu/studentaffairs/pdf/absence_memo.pdf. NOTE: Students with an excessive number of unexcused absences should not expect to pass this course, regardless of their other grades. I will pass a sign-up sheet around the room each day – be sure to sign it. Late arrivals count as absences.

Written Assignments

Other than periodic quizzes, there are no in-class examinations. Student evaluations (i.e. grades) will be based on participation in class discussion, including random unannounced quizzes, and a series of writing assignments of various lengths, which are designed to develop students’ ability to analyze primary documents and integrate them, intelligently and clearly, into broader historical narratives. There are three short (2-3 page) papers, two medium (4-5 page) papers and a final 6-8 page paper.

Please note: Email attachments are acceptable only in the event of a documented medical emergency. Likewise, extensions on the papers will be granted only in cases of documented medical emergency. Do not wait until the last minute to print your papers – any technical problems are your own responsibility. Late papers will be penalized one full mark (e.g. A to B, B to C) if submitted by the next class session, and thereafter two full marks until the final exam.

Grading

Attendance and participation: 20% (includes quizzes)
Short (2-3 page) papers: 30% (10% each)
Medium (4-5 page) papers: 30% (15% each)
Final (6-8 page) paper: 25%

Plagiarism

Please see the policy of the College of Charleston regarding plagiarism and its consequences, including the possible assignment of an “XF” for the course as well as other disciplinary actions.

Required Texts

- Lloyd Gartner, History of the Jews in Modern Times
- Frances Malino & David Sorkin, Profiles in Diversity: Jews in a Changing Europe, 1750-1870
- Miriam Akavia, An End to Childhood
- Albert Memmi, Pillar of Salt
- Arthur Koestler, Thieves in the Night*
- Mary Antin, The Promised Land

* Students will need to purchase Thieves in the Night on-line. Inexpensive used copies are available at amazon.com, abebooks.com, and many other sites.
**Schedule (subject to change with notice)**

**Unit 1 European Jewry, 1648-1870: The First Transformation**

**Week 1**

**Thursday, Jan 10**  
**European Jewry in 1648: The Autonomous Community & its Transformation**

**Week 2**

**Tuesday, Jan 15**  
**New Social Types in Western & Central Europe: Port and Court Jews**

Gartner, *Jews in Modern Times*, 1-25

P. Hyman, "The Life of Glikl of Hameln," in *Judaism in Practice*, 483-97 (e-reserves)

Mendes-Flohr/Reinharz, 10-17 (England), 17, 18; 22-27 (Prussia, 1750)

Menkis, "Patriarchs & Patricians" in Profiles, 11-45

**Thursday, Jan 17**  
**Haskalah: The Jewish Enlightenment**

Gartner, *Jews in Modern Times*, 39-60


Mendes-Flohr/Reinharz, 28-36 (Dohm), 36-40 (Joseph II), 70-74 (Wessely)

**Week 3**

**Tuesday, Jan 22**  
**Emancipation**

Gartner, *Jews in Modern Times*, 83-121

Malino, "The Right to be Equal" in *Profiles*, 85-106

Mendes-Flohr/Reinharz, 114-118 (France), 123-135 (Paris Sanhedrin), 141-45/150-153 (Germany), 146-50 (England/Macaulay)

**Thursday, Jan 24**  
**Cultural and Religious Change in Western/Central Europe**

Gartner, *Jews in Modern Times*, 128-149

Black, "Anglicization of Orthodoxy," in *Profiles*, 295-313

Mendes-Flohr/Reinharz, 161 (Hamburg Temple), 167-9 (Hamburg Court), 183-5 (Reform Conference), 194-7 (Frankel)

**FIRST SHORT PAPER DUE: Thursday, January 24**
Week 4
Tuesday, Jan 29  Society, Economy and Assimilation
Gartner, Jews in Modern Times, 149-161
Endelman, "The Chequered Career of Jew King," Profiles, 151-181
Loewenstein, "Jewish Upper Crust," Profiles, 182-201
Mendes-Flohr/Reinharz, 256-61 (conversion), 233 (Reform, Geiger), 313-15 (Damascus Affair), 316-21 (Alliance), 144-5 (Rieser), 85-6 (Sulamith), 401-2 (Society for Promotion of Culture)

Thursday, Jan 31  Western European Jewish Profile: Conclusion
Burns, "Majority Faith," in Profiles, 57-82

Week 5
Tuesday, Feb 5  Jews in Eastern Europe: The Shtetl and Beyond
Antin, Promised Land, 1-109

Thursday, Feb 7  Russian-Jewish Life in the 19th Century
Gartner, Jews in Modern Times, 162-90
Bartal, "Mordechai Aaron Guenzburg," Profiles, 126-47
Katz, "Towards a Biography of the Hatam Sofer," Profiles, 223-266
Mendes-Flohr/Reinharz, 390-93 (Hasidism), 375-79 (legislation), 381-86, 402-03 (Haskalah)

Unit II European Jewry, 1870-1945: The Second Transformation

Week 6
Tuesday, Feb 12  Mass Society: Migration and Urbanization
Gartner, Jews in Modern Times, 213-17, 258-66
Mendes-Flohr/Reinharz, 413-416; 705 (table), 708 (table)
Antin, The Promised Land, 110-142

FIRST MEDIUM PAPER DUE: Tuesday, Feb 12
Thursday, Feb 14  Mass Politics and the Birth of “Anti-Semitism”
Gartner, Jews in Modern Times, 217-38
Mendes-Flohr/Reinharz, 331-33 (Marr); 334-6 (Toussenel); 340-2 (Stoecker); 343-46 (Tretiach); 350 (Fritsch)

*Jud Suss* (Film: Available at library media room or this evening in class)

Thursday evening, 7pm: *Jud Suss* will be screened at Jewish Studies Library

**Week 7**

**Tuesday, Feb 19**  Post-Liberal Politics and Political Antisemitism

**Thursday, Feb 21**  The Revolution in Jewish Politics
Gartner, Jews in Modern Times, 238-58
Mendes-Flohr/Reinharz, 417-19 (Autonomism); 419-23 (Bund); 262-5
Eduard Bernstein; 532 (Bnila); 533-38 (Herzl); 538-40 ("Protestrabbiner")

**Week 8**

**Tuesday, Feb 26**  World War I and Inter-war Europe
Gartner, Jews in Modern Times, 267-76, 281-304
Mendes-Flohr/Reinharz, 432 (Russian Revolution), 582 (Balfour); 430-32
(Stalin), 432-33 (emancipation), 433-36 (Jewish sections); 437-39 (Minorities
Treaty), 440-42 (Constitution of Poland), 442-46 (Minorities Bloc)

**Thursday, Feb 28**  Weimar & Hitler’s Ascent
Gartner, Jews in Modern Times, 304-18, 349-82

**Week 9**

**Week 10**

**Tuesday, March 11**  The Final Solution (I)
Miriam Akavia, *An End to Childhood* (entire book)
Mendes-Flohr/Reinharz, 636-9 (Hitler); 645-47, 649 (Nuremberg laws); 651-
53 (Kristallnacht); 656-58 (prophecy of annihilation); 662-665 (Wannsee);
696 (statistics)

**Thursday, March 13**  The Final Solution (II)
Unit III North Africa, the Middle East and the State of Israel

Week 10
Tuesday, March 18  The Jews of Islam & the Encounter with Europe
Gartner, Jews in Modern Times, 35-6, 191-201
Rodrigue, "Abraham de Camondo of Istanbul," in Profiles, 46-56

SECOND MEDIUM PAPER DUE: Tuesday, March 18

Thursday, March 20  Jews of Islam, continued
Memmi, Pillar of Salt, 1-126

Week 11
Tuesday, March 25  The Maghreb & the Middle East
Merami, Pillar of Salt, 127-342

Thursday, March 27  TBA

Week 12
Tuesday, April 1  Zionism: From the Old Yishuv to the New
Gartner, Jews in Modern Times, 333-46
Mendes-Flohr/Reinharz, 532 (Bila), 556 (Hapoel Hazair), 577 (Hashomer Hazair)

SECOND SHORT PAPER DUE: Tuesday, April 1

Thursday, April 3  The British Mandate
Gartner, Jews in Modern Times, 383-95
Koestler, Thieves in the Night, 1-178

Week 13
Tuesday, April 8  The State of Israel
Gartner, Jews in Modern Times, 421-36
Koestler, Thieves in the Night, 179-end
Unit IV: The Jews of America

Thursday, April 10  Foundations & Jewish Life during "German" Migration

Garner, Jews in Modern Times, 126-7, 201-12

Mendes-Flohr/Reinharz, 452-54 (New Amsterdam); 457-9 (George Washington); 468-9 (Pittsburgh Platform); 469-70 (Orthodox Union)

THIRD SHORT PAPER DUE: Thursday, April 10

Week 14
Tuesday, April 15  The Great Migration: Religious, Political and Social Transformations after 1881

Garner, Jews in Modern Times, 383-95

Antin, The Promised Land, 143-286

Hester Street (Film: Available at library media room or this evening in class)

Tuesday evening, 7pm: Hester Street will be screened at Jewish Studies

Thursday, April 17  World War I to the Present

Garner, Jews in Modern Times, 270-80, 322-33, 410-20

Mendes-Flohr/Rzeharz, 472 (table); 481-2 (sweatshops); 483-4 (economic conditions); 486-7 (German and Russian Jews), 515-17 (educational change), 517-19 (Columbus Platform)

Week 15
Tuesday, April 22  Final Discussion and Conclusions

FINAL ESSAY DUE: In my mailbox at Jewish Studies Building, Wed, April 30. 5pm
Curriculum Committee
New Course Proposal

1. Department: Jewish Studies

2. Course Number and Title: JWST 230, The Holocaust
   Number of Credits: 3       Total hrs/week: _3_
   Lecture: _3_    Lab: _____    Recitation: _____
   Seminar: _____

   For Independent study courses:
   Research: _______   Field experience: _____
   Clinical Practice: _____  Internship: _______
   Practicum: _______  Independent Course Work: ______

3. Semester and year when course will first be offered: Spring 2009 (the course has already been taught several times as a special topics class).

4. Catalog Description (please limit to 50 words): A historical examination of the genocide carried out in Nazi Germany from 1933-1945: its causes, its specific operation, its relation to other forms of political violence, and its significance for Jewish and non-Jewish understandings of politics, history and the nature of evil.

   Check if appropriate:  X__Humanities _______Social Science (meets minimum degree requirements)

   Check if appropriate: ___ This course will be cross listed with: ____________

5. Prerequisites (or other restrictions): None.

6. Rationale/justification for course (consider the following issues):

   (a) What are the goals and objectives of the course?
   To allow students more closely to examine one of the most significant historical events of the 20th century, and thereby to develop a deeper understanding of the phenomena of totalitarianism, political violence and genocide, racism and anti-Semitism.

   (b) How does the course support the mission statement of the department and the organizing principles of the major?

   (Form was approved by FCC on 04/18/06 and replaces all others.)
The course provides students with an opportunity to examine one of the central events in the history of the Jewish people, one that profoundly affected its demography, politics and even its theology. The course would be useful for any JWST minor (there is no JWST major).

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? (N/A)

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

Once again, the course is concerned with one of the most significant historical events of the 20th century. It is difficult to imagine a liberal arts college that did not provide a course which allowed students to examine this event and assess its significance for our understandings of politics, history, morality and even theology. Besides Jewish Studies, this class might also attract students interested in history, political science, and religious studies.

(b) Are other departments affected by this course? This applies if the course is to be cross listed. (Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.)

No.

9. Method of teaching: Lecture and discussion

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: No significant enrollment changes expected. The course has been offered for the past several years and has been especially popular, filling every time. We expect that this will continue.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: No shift in staffing expected. Ted Rosengarten, who has a special adjunct appointment in Jewish Studies to teach each spring, teaches this course and a special topics class in the area every year. In the event that Ted might not be available in a particular year, others in Jewish Studies (especially Joshua Shanes and Rich Bodek) are qualified to teach the course.

(c) Frequency of offering:

_________each fall _______every two years

X________each spring _______every three years

___ other (Explain):

(Form was approved by FCC on 04/18/06 and replaces all others.)
11. Requirements for additional resources made necessary by this course:

(a) Staff: None, assuming Ted Rosengarten's appointment to be permanent.

(b) Budget: None. The course requires no new or special resources.

(c) Library: None. The Holocaust is an area already recognized to be of importance for our collection.

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory). (Syllabus attached.)

13. Signature of Department Chair or Program Director: [Signature] Date: 3/6/08

14. Signature of Dean of School: [Signature] Date: 3/6/08

15. Signature of Business Affairs Official: [Signature] Date: 3/6/08

16. Signature of Curriculum Committee Chair: [Signature] Date: 3/12/08

17. Signature of Faculty Senate Secretary: [Signature] Date Approved by Senate:

18. Signature of Provost: [Signature] Date:

Completed form should be sent by the Faculty Senate Secretary to the Registrar, who will hold it until approved by the Provost. Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Instructor: Ted Rosengarten

Course Description

We will explore in depth the German assault on Jewish life in the 20th century, the murder of six million European Jews—as well as five million non-Jews who were swept up by the Nazi killing machine—and the destruction of Jewish culture in its east European heartland. We will place the Holocaust in the context of two thousand years of anti-Semitism while we focus on post-Enlightenment reactions to the emancipation of Jews, the rise of “scientific” and racist Judeophobia, and political eruptions of Jew-hatred in the decades preceding the rise of Nazism. From Hitler’s career as an underemployed soldier in the beer halls of Munich after World War I to chancellor of Germany in 1933; from the herding of Jews into ghettos to their removal to concentration and death camps; from post-World War II trials of perpetrators to current Holocaust controversies, we will investigate this tragic chapter in Jewish life in its broad and intimate dimensions. We will evaluate the resistance of Jewish people to overwhelming oppression and efforts by some nations and many individuals to rescue Jews from the German onslaught. We will touch on the impact of the Holocaust on personal faith, organized religion, and philosophy, and the difficulties of sorting out the competing ideals of justice, truth, and retribution in the post-Holocaust era.

Required Work

Students are required to complete assigned readings in a timely manner. Graded work includes a take-home mid-term, a take-home final examination, and four essays in response to issues raised by primary sources. Participation in class discussions and attentiveness in general substantially impact course grades.

Required Reading


(map, documents, essays, and excerpts from other sources will be handed out in class)
Schedule of Classes

Jan  8 M  Introduction – Anti-Semites’ Petition
       10 W  *Seared* Souls (v) – Who Are the Jews?
       17 W  *Confessions of a Hitler Youth* (v) – A Short History of Anti-Semitism
       22 M  Fritz Voll: a dissent
       24 W  Adolf Hitler and the Rise of National Socialism
       29 M  *Mein Kampf*
       31 W  The Jews of Europe – *Image Before My Eyes*

Feb  5 M  The Nuremberg Laws
         7 W  Kristallnacht
         12 M  The Hitler-Stalin Pact and the Invasion of Poland
         14 W  Ghettoes – Jews in Captivity
         19 M  Warsaw and Lodz
         21 W  Invasion of Russia – Einsatzgruppen
         26 M  Einsatzgruppen documents
         28 W  Death Camps – *Healing by Killing* (v)

Mar  5 M, 7 W  SPRING BREAK
          12 M  Auschwitz
          14 W  Treblinka
          19 M  Rudy Herz – Odyssey of a Camp Survivor
          21 W  Primo Levi’s *Survival in Auschwitz*
          26 M  Hungary, 1944
          28 W  *The Bielski Brothers* (v) – Jewish Resistance
Apr  2 M  Abandonment and Rescue in France and Italy
        4 W  The Catholic Church and the Holocaust
        9 M  Madanek (v) and the Cold War
       11 W  What Americans Knew and When They Knew It
        16 M  The Trial of Adolf Eichmann (v)
       18 W  Pincus Kolander and Joe Engel – Trial by Fire
       23 M  This Way for the Gas, Ladies and Gentleman – Tadeuz Borowski
Curriculum Committee
Proposal to Delete a Course

1. Department: French and Francophone Studies

2. Course Number and Title: LTFR 350: "French Literature in Translation"

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course:

We already offer LTFR 150; there is no need to offer it at each of the other levels, since it is taught in English and does not count towards the French major.
5. Signature of Department Chair or Program Director: [Signature]
   Date: 2/28/08

6. Signature of Dean of School: [Signature]
   Date: 2/28/08

7. Signature of Provost: [Signature]
   Date: 3/5/2008

8. Signature of Business Affairs Official: [Signature]
   Date: 3/7/08

9. Signature of Curriculum Committee Chair: [Signature]
   Date: 3/20/08

10. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: ______

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
Curriculum Committee
Proposal to Delete a Course

1. Department: French and Francophone Studies

2. Course Number and Title: LTFR 450: "French Literature in Translation"

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course:

   We already offer LTFR 150; there is no need to offer it at each of the other levels, since it is taught in English and does not count towards the French major.
5. Signature of Department Chair or Program Director: \\
   Date: 2/28/08

6. Signature of Dean of School: \\
   Date: 3/4/01

7. Signature of Provost: \\
   Date: 3/15/2008

8. Signature of Business Affairs Official: \\
   Date: 3/7/08

9. Signature of Curriculum Committee Chair: \\
   Date: 

10. Signature of Faculty Senate Secretary: \\
    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)
Curriculum Committee
Proposal to Change a Course

1. Department: __Mathematics__________________

2. Course Number and Title: MATH 103, Contemporary Mathematics with Applications

3. Semester and year when the course change(s) will go into effect: __Fall 2008__________

4. Change(s) Desired:
Catalogue description change (deletion of topic):

A course designed to introduce a variety of mathematical topics and applications, including mathematical logic, counting methods and combinatorics. Additional topics may include graph theory, set theory, voting and apportionment, geometry, financial mathematics, and management science. Primarily intended for students who are not planning to take more advanced mathematics courses. F, S, Su. Prerequisites: MATH 101 or placement.

5. Justification for Change(s):

MATH 103 is part of the 6-credit general education mathematics requirement for most students at the College of Charleston.

Probability was introduced as a required topic in MATH 105 at a time when coverage of probability was not required for all sections of MATH 104 (Elementary Statistics). Which most students take to fulfill the remaining 3 credits of mathematics general education requirements.

Probability is now a required topic in all sections of MATH 104, making it a redundant requirement for MATH 103. Further, while Probability is a central topic in introductory Statistics courses, it is not central to a course focus on critical thinking and modeling such as MATH 103. Deleting probability as a required topic will allow time for better coverage of additional topics that are more suitable to the nature of this course.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: [Signature]
   Date: 3/12/2008

7. Signature of Dean of School: [Signature]
   Date: 3/12/08

8. Signature of Business Affairs Official: [Signature]
   Date: 3/14/08

9. Signature of Curriculum Committee Chair: [Signature]
   Date: 3/18/08

10. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: [Signature]

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/08 and replaces all others.)
Curriculum Committee
Proposal to Change Degree Requirements
for a Minor/Concentration

1. Department(s) or School(s): Psychology / Biology

2. Name of the Minor/Concentration: Neuroscience

3. Semester and year in which degree change(s) will go into effect:
   Fall 2008

4. Change(s) Desired:
   Please remove the course PSYC384, Eating and Drinking as an
   elective for the Neuroscience Minor.

5. Justification for Change(s):
   The faculty member that taught this course is no longer employed
   by the college. No other faculty members in the Department of
   Psychology plan to teach this course.

(Form was approved by FCC on 4/18/06 and replaces all others.)
Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information will be sent by the Registrar to:

1. Department Chair

2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change a Course

1. Department: __Psychology / Biology__________________________

2. Course Number and Title: __BIOL/PSYC448 Research in Neuroscience__

3. Semester and year when the course change(s) will go into effect: __Fall 2008________________

4. Change(s) Desired:

Please change the title for BIOL/PSYC448 from "Research in Neuroscience" to "Bachelor's Essay in Neuroscience".

5. Justification for Change(s):

We have had a number of students from the Honors College minoring in Neuroscience. Because students in the Honor's Program can complete this minor we propose to change the title of the course so that it is clear that they are completing a comparable project. This course title change has been developed in collaboration with Dean Newell of the Honor's College.

Currently a loophole exist that allows students to get double credit if they are enrolled in both the Honor's Program and complete the departmental Bachelor's Essay. So, students can receive double credit for both BIOL/PSYC448 Research in Neuroscience and BIOL/PSYC499 Bachelor's Essay. We would prefer that students not receive duplicate credit for the same project. Beth Meyer-Bernstein and I (Neuroscience Program co-directors) developed this change with Dr. Newell.

(Form was approved by FCC on 4/18/06 and replaces all others.)
1. Signature of Department Chair
   or Program Director: [Signature]
   Date: 3-Mar-2008

2. Signature of Dean of School: [Signature]
   Date: 3-Mar/08

3. Signature of Provost: [Signature]
   Date: 3/4/08

4. Signature of Business Affairs Official: [Signature]
   Date: 3.7.08

5. Signature of Curriculum Committee Chair: [Signature]
   Date: 3/27/08

6. Signature of Faculty Senate Secretary: ____________________________
   Date Approved by Senate: ____________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information
will be sent by the Registrar to:

1. Department Chair

2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for
   necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change Degree Requirements for a Minor/Concentration

1. Department(s) or School(s): Psychology / Biology

2. Name of the Minor/Concentration: Neuroscience

3. Semester and year in which degree change(s) will go into effect: Fall 2008

4. Change(s) Desired:

Please change the course listing that the title of BIOL/PSYC448 has a new title "Bachelor's Essay in Neuroscience".

5. Justification for Change(s):

For consistency in the course catalog, the new course title needs to be reflected in the lists for the Neuroscience requirements.

(Form was approved by FCC on 4/18/06 and replaces all others.)
1. Department Chair

2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal for a New Course

1. Department: Health and Human Performance

2. Course Number and Title: PEHD 352-L “Physical Education Field Experience in Elementary Schools”
   Number of Credits: ___1___  Total hrs/week: ___3___
   Lecture: _______  Lab: ___X___  Recitation: _______
   Seminar: _______

   For Independent study courses:
   Research: _______  Field experience: _______
   Clinical Practice: _______  Internship: _______
   Practicum: _______  Independent Course Work: _______

3. Semester and year when course will first be offered:
   fall 2008

4. Catalog Description (please limit to 50 words):
The course is designed to engage candidates to a structured field experience in K-5 public schools. Candidate are required to complete at least 30 hours divided into three phases: 1. Observations, 2. Assistant teaching and 3. Full teaching - where interns are responsible of planning, implementation, and assessment of student performance.

Check if appropriate: Humanities: ___  Social Science: ___
(meets minimum degree requirements)

Check if appropriate:
This course will be cross listed with: _______________
Rationale for cross listing:
Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
Co requisite with PEHD 352

6. Rationale/justification for course
(consider the following issues):

(Form was approved by FCC on 04/18/06 and replaces all others.)
(a) What are the goals and objectives of the course?

Course Objectives: 1. Identify various components of effective management and instructional strategies
   a. using managerial routines that create smoothly functioning learning experiences that lead to desired student outcomes
   b. designing and implement learning experiences that are safe, developmentally appropriate, relevant, and based on principles of effective instruction as it relates to cognitive and affective development.
   c. Developing plans with strategies to help learners demonstrate responsible personal and social behaviors that promote positive relationships and a productive learning environment
   d. Defining and describing various legal terms and actions associated with lawsuits that may be brought against physical educators
   e. Discovering the range of technology available for use by the classroom teacher in the field of physical education
   f. Analyzing skill performance and providing feedback
   g. Demonstrating the ability to individualize instruction to accommodate the developmental levels of all learners, including learners with disabling conditions
   h. Demonstrating reflective teaching practices through the use of journals, planning, dialogues, self evaluation, and evaluation by other students
   i. Evaluate fundamental motor skills and provide feedback from videos

(b) How does the course support the mission statement of the department and the organizing principles of the major? The course support the required field experience that must be engaged in by all students seeking to become certified teachers in nationally accredited program.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major? This course allows candidates to gain valuable experience that will assist them in making the transition from clinical intern to professional educator.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages With other disciplines: This course is for majors only.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each

(Form was approved by FCC on 04/18/06 and replaces all others.)
department indicating that the department has discussed the proposal and supports it.  
No other department is affected by this course.

(b) Please explain overlap with any existing courses.  
There is no overlap with existing courses.


10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: None

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: None

(c) Frequency of offering:
   each fall: X  each spring: __
   every two years: ___  every three years: ___
   other (Explain):

11. Requirements for additional resources made necessary by this course:

   (a) Staff: None

   (b) Budget: None

   (c) Library None

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director: 
   
   Date: 3/11/08

14. Signature of Dean of School: 
   
   Date: 3/12/08

15. Signature of Provost: 
   
   Date: 3/12/2008

16. Signature of Business Affairs Official: 
   
   Date: 3/12-08

17. Signature of Curriculum Committee Chair: 
   
   Date: 3/30/08

18. Signature of Faculty Senate Secretary: 
   
   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
College of Charleston

PEHD 352-L PHYSICAL EDUCATION FIELD EXPERIENCE IN ELEMENTARY SCHOOLS
Fall 2008, 1 Semester Credit Hours

Time & Place: 2:00 – 4:30 PM R; Rm 307 Silcox Physical Education and Health Center

Instructor: Karen M. Smail Ph.D.

Office: Rm 312, Silcox Physical Education and Health Center

Office Hours: MWF 10-10:50 AM; T/R 11:00-12:00, or by appointment

Phone/fax/email: (843) 953-8247/fax (843) 953-6757/email smailk@cofc.edu

Prerequisites: Co requisite with PEHD 352 and acceptance into the School of Education, Health, and Human Performance


Course Description: The course is designed to engage and expose student candidates to a structured field experience in a K-5 public school environment. The course requires candidates to complete at least 30 hours and will be divided into three phases: 1. Observation of class structure, 2. Assistant teaching and general class operations, and 3. Full teaching experience where the intern is responsible for planning, instructional implementation and assessment of student performance. Focus will be on constructing and implementing developmentally appropriate movement and fitness experiences for elementary school learners from diverse backgrounds.

Course Text:

Conceptual Framework:

Standard 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The candidates will show an appreciation for human diversity and for varied talents by individualizing their approach to teaching.
Standard 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. The candidates will demonstrate an understanding of the principles and techniques associated with various instructional strategies by including cooperative, guided discovery, interval training, and subject matter integration activities in their lesson plans.

Standard 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The candidates will create lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each to progress in the areas of health related and skill related fitness.

### Instructional Strategies:

- Direct instruction, questioning, guided discovery, interactive technology, College supervisor feedback, and field experiences evaluations using ADEPT.

### Course Objectives:

1. Identify various components of effective management and instructional strategies

   a. using managerial routines that create smoothly functioning learning experiences that lead to desired student outcomes
   b. designing and implement learning experiences that are safe, developmentally appropriate, relevant, and based on principles of effective instruction as it relates to cognitive and affective development.
   c. Developing plans with strategies to help learners demonstrate responsible personal and social behaviors that promote positive relationships and a productive learning environment
   d. Defining and describing various legal terms and actions associated with lawsuits that may be brought against physical educators
   e. Discovering the range of technology available for use by the classroom teacher in the field of physical education
   f. Analyzing skill performance and providing feedback
   g. Demonstrating the ability to individualize instruction to accommodate the developmental levels of all learners, including learners with disabling conditions
   h. Demonstrating reflective teaching practices through the use of journals, planning, dialogues, self evaluation, and evaluation by other students
   i. Evaluate fundamental motor skills and provide feedback from videos

### Requirements:

- 20% Disposition's evaluation
- 10% ADEPT evaluations
- 30% Supervising Teacher's evaluation
- 40% College supervisor's evaluation
Description of Projects:

1. **Class participation**: contribution to class discussions are expected and each candidate will be held responsible for ALL class assignments. Each student is responsible for assigned class readings and the content of such prior to the class. All assignments (written and oral) should reflect creativity, originality and be computer generated.

2. **Field Experience/Observation**: Candidates are required to do at least 30 hours in elementary observation/participation teaching activities which include planning and implementing a program in a full inclusion setting. Candidates are required to keep a log for each session that occurred during each visit of the field experience.

Evaluation Scale:

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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>A-</td>
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<tr>
<td>B+</td>
<td>85-57%</td>
<td>B</td>
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<tr>
<td>C+</td>
<td>75-77%</td>
<td>C</td>
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<tr>
<td>D+</td>
<td>66-67%</td>
<td>D</td>
</tr>
<tr>
<td>F</td>
<td>&lt;62</td>
<td></td>
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</tbody>
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ATTENDANCE POLICY:

Your presence is required in each class. If you are absent more than TWO times 15 points per additional unexcused absence will be deducted from your final grade average. Excused absences may be granted for: Documented Student illness by Campus Wellness Center or written notice from an off campus health professional, Death in the family or close friend, Student hospitalized, Documented personal tragedy, Documented athletic events, and others. If you are not present when roll is called and choose to enter class late, you are considered tardy. Being tardy two times equal one absence. Students will not be withdrawn for excessive absents, but will lose points as per stated above.

PROVISIONS FOR STUDENTS WITH SPECIAL NEEDS:

The College of Charleston and I are committed to the full inclusion of all students. Students who by nature of a documented disability, require academic accommodations should contact the professor immediately. Please do not wait till a difficulty is encountered to communicate such requests.

MAKE UP POLICY:

Late assignments will not be accepted beyond the due date. All make up exams must be made up within one week of the original exam date. This is the student's responsibility.

HONOR SYSTEM:

See the most current issue of the College of Charleston Student Handbook (Academic Honor System)

PEHD 352-L Physical Education Field Experiences in Elementary Schools
**PROPOSED COURSE CALENDAR FALL- 2008**

COURSE TOPICS: Date: Class #1
A. Welcome and Course Overview
B. Discuss field experience policies, procedures, general expectations

Date: Class #2
A. How to Implement appropriate program structure
B. Guiding principles of Elementary physical education
C. Discuss Field Experiences Contracts, Location, and Jump Rope.

Date: Class #3
A. The "Why" of assessment
B. The assessment process

Date: Class #4
A. On site field experience

Date: Class #5
A. On site field experience

Date: Class #6
A. On site field experience

Date: Class #7
A. On site field experience

Date: October ?? LAST DAY TO DROP WITH A GRADE OF "W"

Date: Class #8
A. On site field experience

Date: Class #9
A. On site field experience

Date: October ?? FALL BREAK

Date: Class #10
A. On site field experience

Date: Class #11
A. On site field experience

Date: Class #12
A. On site field experience

Date: Class #13
A. On site field experience

Date: Class #14
A. On site field experience

Date: Class #15
A. Classroom meeting for closure and review
Curriculum Committee
Proposal for a New Course

1. Department: Health and Human Performance

2. Course Number and Title: PEHD 452-L "Physical Education Field Experience in Middle/Secondary Schools"
   Number of Credits: ___  Total hrs/week: ___
   Lecture: ______  Lab: ___  Recitation: ______
   Seminar: ______

   For Independent study courses:
   Research: ______  Field experience: ______
   Clinical Practice: ______  Internship: ______
   Practicum: ______  Independent Course Work: ______

3. Semester and year when course will first be offered:
   fall 2003

4. Catalog Description (please limit to 50 words):
   This course emphasizes planning for teaching and evaluating movement in middle/secondary school physical education. Focus is on constructing and implementing developmentally appropriate movement and fitness experiences. Candidates must complete 5 hours in a health education class, 15 hour in a Middle school and 10 hours in the high school environment.

   Check if appropriate: Humanities: ___  Social Science: ___
   (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with: ________________
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   Co requisite with PEHD 452

6. Rationale/justification for course
   (consider the following issues):

   (Form was approved by FCC on 04/18/06 and replaces all others.)
(a) What are the goals and objectives of the course?
Competencies within the course should prepare candidates to:
1. describe the contributions of middle/secondary school physical education to the
goals of general education as part of the school experience.
2. demonstrate the use of technology in their pre-service teaching on a regular and
   continuing basis.
3. determine the essential interrelationship of scope and sequence in effective planning
   aligns with the current state instructional materials.
4. determine appropriate strategies for maintaining a safe environment and effective
   management and organizational techniques for students in physical education and
   athletics.
5. demonstrate the ability to individualize instruction to accommodate the
   developmental levels of all learners, including learners with disabling conditions.
6. create and implement developmentally and instructionally appropriate lesson plans
   to enhance effective planning and teaching.
7. implement teaching objectives and teaching strategies to promote multicultural
   education, reflection, and collaboration in middle/secondary school physical
   education.

(b) How does the course support the mission statement of the department and the organizing principles of the major?
The course support the required field experience that must be engaged in by all students seeking to become certified teachers in nationally accredited program.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
This course allows candidates to gain valuable experience that will assist them in making the transition from clinical intern to professional educator.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines: This course is for majors only.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.
No other department is affected by this course.

(Form was approved by FCC on 04/18/06 and replaces all others.)

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: None

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: None

(c) Frequency of offering:
   - each fall:___
   - each spring: X
   - every two years: ___
   - every three years: ___
   - other (Explain):

11. Requirements for additional resources made necessary by this course:

   (a) Staff: None

   (b) Budget: None

   (c) Library None

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director: [Signature]
   Date: 3/11/08

14. Signature of Dean of School: [Signature]
   Date: 3/12/08

15. Signature of Provost: [Signature]
   Date: 3/12/2008

16. Signature of Business Affairs Official: [Signature]
   Date: 3/12/08

17. Signature of Curriculum Committee Chair: [Signature]
   Date: 3/12/08

18. Signature of Faculty Senate Secretary: [Signature]
   Date Approved by Senate: [Signature]

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
College of Charleston

PEHD 452-L PHYSICAL EDUCATION FIELD EXPERIENCE IN MIDDLE/SECONDARY SCHOOLS

Spring 2009, 1 Semester Credit Hours

TIME & PLACE: 2:00-4:30PM, Monday; Room 307, Silcox Physical Education and Health Center

INSTRUCTOR: Andrew H. Lewis, Ph.D.

OFFICE HOURS: Monday and Wednesday 10:00 - 11:00 AM and by appointment

OFFICE: Room 309, Silcox Physical Education and Health Center

PHONE/FAX/Email (843) 953-8250 / (843) 953-6757/ lewisa@cofc.edu

PREREQUISITES: Co requisite with PEHD 452


COURSE DESCRIPTION: This course is designed to place emphasis on curriculum development and planning for teaching and evaluating movement in middle/secondary school physical education. Focus is on constructing and implementing developmentally appropriate movement and fitness experiences for middle/secondary school learners from various backgrounds. The course involves field experiences of at least 20 hours in the Middle school and at least 15 hours of experience in the high school environment.


COURSE OBJECTIVES: Competencies within the course should prepare candidates to:
1. describe the contributions of middle/secondary school physical education to the goals of general education as part of the school experience.
2. demonstrate the use of technology in their pre-service teaching on a regular and continuing basis.
3. determine the essential interrelationship of scope and sequence in effective planning aligns with the current state instructional materials.
4. determine appropriate strategies for maintaining a safe environment and effective management and organizational techniques for students in physical education and athletics.
5. demonstrate the ability to individualize instruction to accommodate the developmental levels of all learners, including learners with disabling conditions.
6. create and implement developmentally and instructionally appropriate lesson plans to enhance effective planning and teaching.
7. implement teaching objectives and teaching strategies to promote multicultural education, reflection, and collaboration in middle/secondary school physical education.

REQUIREMENTS: 20% Disposition’s evaluation
10% ADEPT evaluations
30% Supervising Teacher’s evaluation
40% College supervisor’s evaluation

DESCRIPTION OF PROJECTS:
1. Class participation: contribution to class discussions are expected and each candidate will be held responsible for ALL class lectures and assignments. All assignments (written or oral) should reflect creativity and be computer generated (typed), no hand written work accepted unless noted.

2. Field Experience & Logs: candidates are required to do at least 25 hours in Middle-High school observation/participation/teaching environment which include planning and implementing a program. Candidates must also do five (5) hours of observations in a Health Instructional setting. Candidates are required to keep individual logs of the events [See log outline] that occurred during each session of their field experience. Logs are to be completed and turned in to Dr. Lewis weekly.
EVALUATION SCALE:

A = (90%-100%)  
A- = (88%-89%)  
B+ = (85%-87%)  
B = (80%-84%)  
B- = (78%-79%)  
C+ = (75%-77%)  
C = (70%-74%)  
C- = (68%-69%)  
D+ = (66%-67%)  
D = (64%-65%)  
D- = (62%-63%)  
F = (0%-62%)

JOURNAL RESOURCE LIST:
1. Adapted Physical Activity Quarterly Strategies
2. Journal of Teaching in Physical Education
3. The Physical Educator
4. Palaestra
5. State AAHPERD journals
6. Journal of Physical Education, Recreation and Dance
7. Quest

ATTENDANCE: Your presence is **required** in each class. If you are absent more than TWO times 3 points per additional unexcused absence will be deducted from your final grade average. **Excused absences** may be granted for: Documented Candidate illness reported by Campus Wellness Center or written notice from an off-campus health professional, Death in the family or of a close friend, Candidate hospitalized, Documented personal tragedy, Documented athletic events, and other. If you are not present when the roll is called and choose to enter class late, you are considered tardy. Being tardy two times equal one absence. Candidates will not be withdrawn for excessive absents, but will lose points as per stated above.

MAKE-UP EXAMS:

Make-up exams are given at the discretion of the professor. Only extenuating circumstances warrant a make-up. It is the responsibility of the candidate to see the professor if a make-up is necessary.

HONOR SYSTEM:

See the most current issue of the College of Charleston Student Handbook Academic Honor system.

DISABILITY STATEMENTS:

- If there is a student in this class who has a documented disability and has been approved to receive accommodations through Center for Disability Services (CDS), please feel free to come and discuss this with me during my office hours.

PEHD 452-L

Proposed Course Outline Spring 2009

PHYSICAL EDUCATION FIELD EXPERIENCE IN MIDDLE/SECONDARY SCHOOLS

COURSE TOPICS:

(Proposed)

Date: Class #1
A. Welcome and Course Overview
2. Discuss field experience policies, procedures, general expectations

Date: Class #2
A. How to Implement appropriate program structure
B. Guiding principles of Middle/Secondary physical education programs
C. Discuss Field Experiences Contracts, Location, and Jump Rope.

Date: Class #3
A. The "Why" of assessment
B. The assessment process

Date: Class #4
A. On site field experience

Date: Class #5
A. On site field experience
Date: Class #6
A. On site field experience

Date: Class #7
A. On site field experience

Date: October ??  LAST DAY TO DROP WITH A GRADE OF "W"

Date: Class #8
A. On site field experience

Date: Class #9
A. On site field experience

Date: October ??  FALL BREAK

Date: Class #10
A. On site field experience

Date: Class #11
A. On site field experience

Date: Class #12
A. On site field experience

Date: Class #13
A. On site field experience

Date: Class #14
A. On site field experience

Date: Class #15
A. Classroom meeting for closure and review
Curriculum Committee
Proposal for a New Course

1. Department: Health and Human Performance

2. Course Number and Title: PEHD 457-L "Field Experience in Adapted Physical Education"
   Number of Credits: 1  Total hrs/week: 3
   Lecture: _____  Lab: X  Recitation: _____
   Seminar: _____

   For Independent study courses:
   Research: _____  Field experience: _____
   Clinical Practice: _____  Internship: _____
   Practicum: _____  Independent Course Work: _____

3. Semester and year when course will first be offered: fall 2008

4. Catalog Description (please limit to 50 words):
   Adapted physical education lab is a course designed to prepare Teacher Education candidates for the construction and implementation of appropriate physical education (PK-12) curriculum to learners with a disability. This course involves field experience in a public school environment for at least 30 hours.

   Check if appropriate: Humanities: ___  Social Science: ___
   (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with: ____________
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   Co requisite with PEHD 457

6. Rationale/justification for course
   (consider the following issues):
   Candidates enrolled in this course are required to participate in a 30-35 hour field experience in a local public school in addition to their class

   (Form was approved by FCC on 04/18/06 and replaces all others.)
class meeting time of 45 hours. Therefore, our candidates have been completing an additional 30-35 hours of out of class activities in the field and receiving no credit for this NASPE/NCATE required field experience assignment. This change would give one credit hour for the time devoted to lab lectures and required field experience time.

(a) What are the goals and objectives of the course?

Competencies within the course should prepare candidates to:
1. Develop and demonstrate knowledge about lesson planning, evaluation, and teaching techniques for individuals with disabilities by:
2. designing educational experiences that apply methods and techniques of planning IEPs while in a field experience setting.
3. selecting and listing appropriate psychosocial development materials used to assess skills of individuals with disabilities.
4. determining the unique physical education needs, approaches and procedures to be used for management in a full inclusion setting.
5. writing instructional objectives using formative and summative assessment designed to meet the unique needs of individuals with disabilities that are fully included in the field experiences.

(b) How does the course support the mission statement of the department and the organizing principles of the major?
The course support the required field experience that must be engaged in by all candidates seeking to become certified teachers in nationally accredited programs.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
This course allows candidates to gain valuable experience that will assist them in making the transition from clinical intern to professional educator.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines: This course is for majors only.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

(Form was approved by FCC on 04/18/06 and replaces all others.)
No other department is affected by this course.

(b) Please explain overlap with any existing courses. There is no overlap with existing courses.


10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: None

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: None

(c) Frequency of offering:
   each fall: X  each spring: ___
every two years: ____  every three years: ____
other (Explain):

11. Requirements for additional resources made necessary by this course:

   (a) Staff: None

   (b) Budget: None

   (c) Library None

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

(Form was approved by FCC on 04/18/06 and replaces all others.)
Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
TIME & PLACE: Wednesday, 2:00-4:30 PM; Silcox Physical Education and Health Center, Room 307

PROFESSOR: Andrew H. Lewis, Ph.D.

OFFICE HOURS: Monday and Wednesday 10:00 - 11:00 AM and by appointment

OFFICE: Silcox Physical Education and Health Center, Room 309

PHONE/FAX/EMAIL: (843) 953-8250 / (843) 953-6757 / lewisa@cofc.edu

PREREQUISITES: Co requisite with PEHD 452

COURSE DESCRIPTION: Adapted physical education lab is a course designed to prepare Teacher Education candidates for the construction and implementation of appropriate physical education (PK-12) curriculum to learners with a disability. This course involves field experience in a public school environment for at least 30 hours.


COURSE OBJECTIVES: Competencies within the course should prepare candidates to:

1. Develop and demonstrate knowledge about lesson planning, evaluation, and teaching techniques for individuals with disabilities by:
   a. designing educational experiences that apply methods and techniques of planning IEPs while in a field experience setting.
   b. selecting and listing appropriate psychosocial development materials used to assess skills of individuals with disabilities.
   c. determining the unique physical education needs, approaches and procedures to be used for management in a full inclusion setting.
   d. writing instructional objectives using formative and summative assessment designed to meet the unique needs of individuals with disabilities that are fully included in the field experiences.

DESCRIPTION OF PROJECTS: 1. Class participation: contribution to weekly class discussion is expected and each candidate will be held responsible for ALL class lectures and assignments. Use of technology - electronic communications will be required.

   2. Field Experience/IEP: All candidates are required to do at least 30 hours of observation/participation/teaching activities in a PK-12 public school. At least 20 hours must be devoted to working 1 on 1 or 1 on 2 with learners with a disability. Candidates will be required to assess, plan an IEP, and implement a program for learners with disabilities.

REQUIREMENTS: 20% Disposition’s evaluation
10% ADEPT evaluations
30% Supervising Teacher evaluation
40% College supervisor’s evaluation

EVALUATION SCALE: A = (93%-100%)  C = (73%-77%)
B+ = (88%-92%)  D = (65%-72%)
B = (83%-87%)  F = Below 64%
C+ = (78%-82%)
BIBLIOGRAPHY:
Hodge, Samuel and others 2003, Case Studies in Adapted Physical Education: Empowering Critical Thinking.
Horvat, Michael and others 2003, Developmental/Adapted Physical Education Making Ability Count.
Lieberman, L. and Huston-Wilson, C. 2002, Strategies for Inclusion
Rouse, P. 2004, Adapted Games & Activities: from Tag to Team Building
Sherrill, Claudine. 2004, Adapted Physical Activity, Recreation and Sport: Cross disciplinary and Lifespan
Smith, R.W., Austin, D.R., & Kennedy, D.W. 2001, Inclusive and Special Recreation
Winnick, Joseph P. (Editor) 2005, Adapted Physical Education and Sport

ATTENDANCE: Your presence is required in each class. If you are absent more than ONE time this semester, 10 points per additional unexcused absence will be deducted from your final grade average. Excused absences may be granted for: Documented Student illness reported by Campus Wellness Center or written notice from an off-campus health professional, Death in the family or of a close friend, Student hospitalized, Documented personal tragedy, Documented athletic events, and other. If you are not present when the roll is called and choose to enter class late, you are considered tardy. Being tardy two times equal one absence. Students will not be withdrawn for excessive absents, but will lose points as per stated above.

MAKE-UP EXAMS: Make-up exams are given at the discretion of the professor. Only extenuating circumstances warrant a make-up. It is the student's responsibility to see the instructor if a make-up is requested.

HONOR SYSTEM: See the most current issue of the College of Charleston Student Handbook (Academic Honor System).

PEHD 457-L Field Experiences in Adapted Physical Education
PROPOSED COURSE CALENDAR FALL-2008

COURSE TOPICS: Date: Class #1
(PROPOSED)
A. Welcome and Course Overview
B. Discuss field experience policies, procedures, general expectations

Date: Class #2
A. How to Implement appropriate program structure
B. Guiding principles of adapted physical education
C. Discuss the Advocacy Letters assignment and due date
D. Discuss Field Experiences Contracts, Location, and Jump Rope.

Date: Class #3
A. The "Why" of assessment
B. The assessment process

Date: Class #4
A. On site field experience

Date: Class #5
A. On site field experience

Date: Class #6
A. On site field experience

Date: Class #7
A. On site field experience
<table>
<thead>
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<th>Date</th>
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<td></td>
<td>Class #10</td>
<td>On site field experience</td>
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<tr>
<td></td>
<td>Class #15</td>
<td>Classroom meeting for closure and review</td>
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</table>
Curriculum Committee
Proposal to Change Degree Requirements
for a Minor/Concentration

1. Department(s) or School(s): Health and Human Performance

2. Name of the Minor/Concentration: Physical Education Teacher Education

3. Semester and year in which degree change(s) will go into effect:
   Fall 2008

4. Change(s) Desired:
   1. Add the following courses as requirements:
      PEHD 105 Basketball and Volleyball (2 sem. hrs.)
      PEHD 117 Racquetball and Badminton (2 sem. hrs.)
   2. Remove the following courses as requirements:
      EDFS 330 Classroom Management (3 sem. hrs.)
      PEHD 355 Sport Psychology (3 sem. hrs.)
   3. Approve credit for field experiences already required as part of the certification process. (1 sem. hr. for each of three field experiences:
      PEHD 353-L Field Experience in the Elementary Grades
      PEHD 452-L Field Experience in the Middle and Secondary Grades
      PEHD 457-L Field Experience in Adapted Physical Education

The above will result in the total number of hours required for this concentration increasing from 38 sem. hrs. to 39 sem. hrs.

See attached materials if additional justification is required.

5. Justification for Change(s):
   1. The accrediting bodies (NASPE/NCATE) will specifically require candidates in physical education teacher education preparation programs to exhibit skills in team and dual activities as of July 1, 2008. Requiring candidates to complete these two courses is the most efficient method of meeting this requirement.
   2. Classroom management techniques are now covered in PEHD 352, PEHD 452, and PEHD 457. EDFS 330 is a duplication of objectives

(Form was approved by FCC on 4/18/06 and replaces all others.)
for physical education teacher education candidates who are required to complete these courses.

PEHD 355 Sports Psychology—the content covered in this course will no longer be required by the accrediting bodies as of July 1, 2008.

3. Candidates are already required to complete the field service hours represented in these three courses as part of their certification program. It is the desire of the department to award credit for these experiences. The syllabi for each of these experiences are attached along with the appropriate "new course" forms.

6. Signature of Department Chair or Program Director: [Signature]
   Date: [Date]

7. Signature of Dean of School: [Signature]
   Date: [Date]

8. Signature of Provost: [Signature]
   Date: [Date]

9. Signature of Business Affairs Official: [Signature]
   Date: [Date]

10. Signature of Curriculum Committee Chair: [Signature]
    Date: [Date]

11. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: [Date]

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information will be sent by the Registrar to:

1. Department Chair

2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)

3. College Relations (addition to Undergraduate Catalog)

4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)

5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Memo:

To: HHP Curriculum Committee

From: Andrew H. Lewis

Re: PETE Proposed Curriculum Changes

Date: February 20, 2008

I would like to propose the following changes to the Physical Education Teacher Education (PETE) curriculum. If approved these changes would be effective beginning fall 2008.

1. Change the total number of professional track and cognate hours to complete the program of study from 38 to 39.
   **Rationale:** This proposal will require the addition of two, 2-credit hour courses; three 1-hour labs in the professional track area and the removal of one 3-hour course in the cognate area and one 3-hour course in the professional track. The net change of all requests in this proposal, if approved, would be an increase of one hour.

2. Add PEHD 105 (Basketball & Volleyball) and PEHD 117 (Badminton & Racquetball) as requirements in the professional track. This addition of two, two credit hour courses would lead to an increase of four hours.
   **Rationale:** The NASPE/NCATE Proposed Standards and outcomes for 2008 require candidates meet the criteria of Standard 1, addressing Skill and Fitness Based Competencies. The standard states: Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performances for a variety of physical activities and health enhancing fitness as delineated in the NASPE K-12 Standards. The addition of these courses would allow them to become required content areas addressing this standard in our program of study.

3. Add a one-credit-hour lab to PEHD 352, 452 and 457. This will increase the total number of professional track hours by three.
   **Rationale:** Candidates enrolled in these courses are required to participate in a 30 hour field experience in a local public school in addition to their class meeting time of 45 hours. Therefore, our candidates have been completing an additional 30 hours of out of class activities in each of these courses and receiving no credit for this NASPE/NCATE required field experience assignment. This change would at least give one credit hour for their time devoted to gaining the required field experience.

4. Remove the PEHD 355 “Sport Psychology” requirement from the professional track.
   This change would result in a three-hour reduction.
   **Rationale:** Dr. Miller is no longer teaching the course, so she can better meet the needs of students taking health courses in the Department. Dr. Kaiser is completing the TERI program as of May 15, 2008 and will be retired. He has met with his faculty in the Psychology Department and no one has indicated a desire to teach this course. Therefore, this course will no longer be offered on a regular basis. The basic concepts that teacher candidates need related to sport psychology will be integrated across all of the professional track courses, PEHD 222, 223, 235, 250, 352, 452, and 457.

5. Remove the EDFS 330 “Classroom Management” requirement from the cognate area.
   This change would result in a three-hour reduction.
   **Rationale:** The current curriculum design of this course does not adequately meet the needs of our PETE candidates as currently structured. In an effort to address this concern, additional content devoted to management of the learner in different physical education environments have been included in PEHD 352, 452 and 457.
Summary: The proposed changes would position our program to meet all 2008 NASPE/NCATE requirements and assist our candidates in gaining credit for required field experiences that have not been credited or acknowledged in the past. Again, the net change in total program hours would be an additional one hour. The accreditation implementations would be significant in terms of program requirements. All changes are being proposed to better align our program of study with the 2008 NASPE/NCATE requirements.

Physical Education Teacher Education Program Overview

The Profession

Students interested in teaching physical education K-12 in the public schools of South Carolina should concentrate on studies in this area. This program is approved by the South Carolina State Department of Education in conjunction with the National Council for Accreditation of Teacher Education (NCATE) and the National Association for Sport and Physical Education (NASPE).

Criteria for Admission to the Teacher Education Program

- **Admission and Retention Requirements**

- **To be admitted to a teacher certification program, as outlined by the School of Education, Health and Human Performance students must:**
  - A) complete 45 hours of General Education courses with a minimum GPA of 2.5 overall.
  - B) earn a score on the SAT (Old-1100, New-1650) OR an ACT score of 24 OR receive a passing score on all three areas (Reading, Writing, and Math) of the Praxis I.
  - C) have completed EDFS 201 with a grade of “C” or above.
  - D) submit three recommendations: one from a general education instructor; one from someone knowledgeable about your involvement with children or youth; and one from your EDFS 201 instructor.

- **Criteria for Retention in the Teacher Certification Program:**
  - The student must:
    - A) Meet criteria for performance established by program faculty.
    - B) Maintain a minimum overall GPA of 2.50.
    - C) Maintain a minimum GPA of 3.00 in the professional education (EDFS) sequence of courses.
    - D) Successfully complete field experiences as determined by program faculty and cooperating teachers.
    - E) Candidates are expected to show dispositions at various levels as outlined in the School of Education, Health, and Human Performance.
In addition to the criteria for admission listed above, after being admitted into the program, candidates must maintain a minimum GPA of 3.00 in the professional education (EDFS) sequence of courses and show completion of, or registration for, the Praxis II Series: Professional Knowledge and Area exams before completion of Clinical Practice.

Completion of the approved program does not automatically ensure certification recommendation by the Department and School of Education, Health and Human Performance. Although completion of the approved program of study will usually result in recommendation, it may in fact be withheld as the result of failure to satisfactorily complete the requirements and activities as described by the Faculty Review Committee, including: substandard performance during clinical practice, failure to pass the PRAXIS II Series: Professional Knowledge and Area Exams, or failure to change behaviors which are considered to be impediments to successful teaching.

THE COURSE OF STUDY

<table>
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<th>GENERAL DEGREE</th>
<th>DEPARTMENTAL CORE</th>
<th>PROFESSIONAL TRACK</th>
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<td>ENGLISH 6 hours ENGL 101, 102</td>
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<td>HISTORY 6 hours HIST 101,102 or 103,104</td>
<td>HEAL 216</td>
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<td>FOREIGN LANGUAGE 0-12 hours (Satisfactory completion of course work through the Intermediate level)</td>
<td>PEHD 355</td>
<td>PEHD 452</td>
<td>PEHD 457</td>
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Physical Education Teacher Education Proposed
Program of Study

THE COURSE OF STUDY

<table>
<thead>
<tr>
<th>GENERAL DEGREE</th>
<th>DEPARTMENTAL CORE</th>
<th>PROFESSIONAL TRACK</th>
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<tr>
<td>ENGLISH 6 hours</td>
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<tr>
<td>ENGL 101, 102</td>
<td>PEHD 201</td>
<td>PEHD 202</td>
<td>EDFS 201</td>
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<tr>
<td>HISTORY 6 hours</td>
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<td>HIST 101,102 or 103,104</td>
<td>HEAL 216</td>
<td>PEHD 222</td>
<td>EDFS 303</td>
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<td>NATURAL SCIENCES 8 hours</td>
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<td>PEHD 223</td>
<td>EDFS 326</td>
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<tr>
<td>BIOL 201/L, 202/L</td>
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<tr>
<td>MATH 6 hours</td>
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<td>PEHD 235</td>
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<td>and a 2nd Social Science course</td>
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<td>HUMANITIES 12 hours</td>
<td>PEHD 458</td>
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<td>FOREIGN LANGUAGE</td>
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<td>(Satisfactory completion of course work through the Intermediate level)</td>
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<td>PEHD 452</td>
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2 hrs. added

2 hrs. added

3 hrs. Removed

3 hrs. Removed

1 hr. added
Curriculum Committee
Proposal to Change a Course

1. Department: Philosophy

2. Course Number and Title: PHIL 101, Introduction to Philosophy: Beliefs and Values

3. Semester and year when the course change(s) will go into effect: Fall 2008

4. Change(s) Desired: Change course title to: Introduction to Philosophy. Change catalog description to: An introduction to issues in central areas of philosophy, including the nature of reality, knowledge, and morality.

5. Justification for Change(s): We now offer two introductory courses in philosophy, one focused on ethics and political philosophy (Beliefs and Values), and another on metaphysics and epistemology (Knowledge and Reality). We are creating a single introductory course that can offer a broader introduction, and also creating separate ethics and metaphysics/epistemology courses at the 200-level, so that students with a strong interest in one set of topics can take an intermediate course with more depth.

6. Signature of Department Chair or Program Director: 
   Date: 2/1/08

7. Signature of Dean of School: 
   Date: 2/13/08

8. Signature of Business Affairs Official: 
   Date: 2/13-08
   Signature: J. Morrison 2-13-2008

9. Signature of Curriculum Committee Chair: 
   Date: 3/29/08

10. Signature of Faculty Senate Secretary: 
    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Delete a Course

1. Department: Philosophy

2. Course Number and Title: Philosophy 102, Knowledge and Reality

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course: As some of our other proposals explain, we are combining the current PHIL 101 (Beliefs and Values) and 102 (Knowledge and Reality) into a broader introductory course (PHIL 101, Introduction to Philosophy). At the same time, we are creating courses in ethics (PHIL 207) and in metaphysics and epistemology (PHIL 208) at the intermediate level. Currently our audience for PHIL 102 consists of a good many students who would in fact prefer a broader introduction, and a smaller number of students who are mainly interested in metaphysics and epistemology. We think this latter audience will be better served in PHIL 208.

6. Signature of Department Chair or Program Director: 
   Date: 2/1/08

7. Signature of Dean of School: 
   Date: 2/13/08

8. Signature of Provost: 
   Date: 2/13/2008

9. Signature of Curriculum Committee Chair: 
   Date: 3/5/08

10. Signature of Faculty Senate Secretary: 
    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the deletion will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Curriculum Committee
Proposal for a New Course

1. Department: Philosophy

2. Course Number and Title: PHIL 207: Ethics
   Number of Credits: 3  Total hrs/week: 3
   Lecture: 3  Lab:  Recitation:  
   Seminar:  

   For Independent study courses:
   Research:  Field experience:  
   Clinical Practice:  Internship:  
   Practicum:  Independent Course Work:  

3. Semester and year when course will first be offered: Fall 2008 or Spring 2009

4. Catalog Description (please limit to 50 words):

   A study of major ethical theories, such as utilitarianism, Kantian ethics, and virtue ethics.

   Check if appropriate: Humanities:  X  Social Science:  (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with:  

   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the
department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions): None

6. Rationale/justification for course (consider the following issues):

   (a) What are the goals and objectives of the course?

   To introduce students to major philosophical theories of ethics, which is both a central
field of philosophy and a central concern of human life.

   (b) How does the course support the mission statement of the department and the
organizing principles of the major?

(Form was approved by FCC on 04/18/06 and replaces all others.)
We now offer a single course in ethics at the 300 level. Our advanced classes are usually topical, and attract mainly philosophy majors. We see a need to offer a more general, 200-level course in ethics, and that would allow our 300-level class in ethics to concentrate on more specific topics. This change will allow us to attract a broader, Gen Ed audience for our ethics course, and to better introduce our majors to work in the area.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

As a department, we have been concerned about the middle of our major. We now offer a number of classes at the 100-level that attract mostly Gen Ed students, and a number of 300-level classes that attract mostly majors. At the 200 level, our courses include some falling into the first category and some falling into the second. We would like our 200-level classes to have a clearer structure, and especially to offer courses at the 200-level that would provide a better transition to advanced work in the major.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

We expect that this course will attract a wide audience of students from throughout the College, that it will be an attractive choice for students seeking Gen Ed credit. The topic is of potential interest to everyone, although it might have the most connection to work in fields such as political science, sociology, anthropology, psychology, literature, and history.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

This is basically an internal change to the structure of the philosophy program. It is unlikely that other departments will be affected.

(b) Please explain overlap with any existing courses.

See above: We are moving this course down from the 300 level, and therefore changing PHIL 301 to a more advanced, topical course.


10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

(Form was approved by FCC on 04/18/06 and replaces all others.)
It is unlikely that the course will have much effect across the College as a whole. We already attract a significant Gen Ed audience for our courses, and this change will most likely just distribute that audience in a different way. If we attract a wider Gen Ed audience, then we would be pleased, and we would be prepared to offer the course more often. Within the department, this change might cluster more of the beginning majors in a course such as this one rather spreading them out across the 200-level courses. We would welcome this effect as means providing them with more of a common awareness of central topics in the major.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: None anticipated. We have a significant number of faculty who could teach the course, and the impact of shifting them away from other courses will be modest. And we are prepared to accept that impact, because we view this as an important stepping-stone to advanced work in the major.

(c) Frequency of offering:
   each fall: _____  each spring: _____  every two years: _____
   every three years: _____  other (Explain): _____

   We now tend to offer PHIL 301 once every two years. We expect to offer this course every year.

11. Requirements for additional resources made necessary by this course:

   (a) Staff: None. We already have adequate faculty to staff the course.

   (b) Budget: None.

   (c) Library: None.

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director: John Doe
   Date: 2/1/08

14. Signature of Dean of School: Jane Smith
   Date: 2/13/08

15. Signature of Provost: Dr. Susan Johnson
   Date: 2-13-2008

16. Signature of Business Affairs Official: John Smith
   Date: 2-13-08

17. Signature of Curriculum Committee Chair: John Doe
    Date: 3/29/08

18. Signature of Faculty Senate Secretary: __________________________
    Date Approved by Senate: __________

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
SAMPLE SYLLABUS

Description

This course provides an introduction to ethical theory by looking to the three dominant approaches: Kantianism, consequentialism, and virtue ethics. Students will be able to consider whether ethics should be determined by standards of right reasoning (as Kantianism has it), by the consequences of our behavior (as consequentialism has it), or through idealized accounts of human nature (virtue ethics.)

Students will become familiar with the debates, the methodology, and the authors involved in the contemporary field of philosophical ethics.

Required Texts

Three Methods of Ethics: A Debate by Marcia Baron, Philip Pettit, and Michael Slote (Blackwell, 1997)
A New Stoicism by Lawrence Becker (Princeton, 1998)
Kantian Ethics Almost without Apology by Marcia Baron (Cornell, 1995)

Primary Sources Available Online/ Through WebCT


Required Work

Attendance and class participation (10% of total grade)
Papers, three short papers required during the semester, one of which will serve as a draft for a final paper due at the end of the course (45% of grade)
Midterm examination (20% of grade)
Final examination (25% of grade)

SCHEDULE OF READINGS

Week one: Kantianism and its critics.
Part I of Three Methods of Ethics (Baron)

Week two: Kant's Groundwork of the Metaphysics of Morals

Week three: Consequentialism and its critics.
Part II of Three Methods of Ethics (Petit)
Week four: Excerpts from Bentham, Mill, and Singer

Week five: Virtue ethics and its critics.
Part III of Three Methods of Ethics (Slote)

Week six: Excerpts from Plato, Aristotle, and the Stoics

Week seven: The theoretical structure of virtue ethics.
Chapter 1-5 of A New Stoicism

Week eight: The moral psychology of virtue ethics.
Chapters 6-8 of A New Stoicism

Week nine: The nature of duty in Kantian ethics.
Chapters 1-3 of Kantian Ethics Almost Without Apology

Week ten: The moral psychology in Kantian ethics.
Chapters 4-6 of Kantian Ethics Almost Without Apology

Week eleven: Practical rationality and consequentialist ethics.
Chapters 1-3 of Rational Choice and Moral Agency

Week twelve: Final ends and consequentialist ethics.
Chapters 4-6 of Rational Choice and Moral Agency

Week thirteen: Justice and consequentialist ethics.
Chapters 7-10 of Rational Choice and Moral Agency

Week fourteen: Final assessments. Part IV of Three Methods of Ethics
Curriculum Committee
Proposal for a New Course

1. Department: Philosophy

2. Course Number and Title: PHIL 208: Knowledge and Reality
   Number of Credits: 3

   Total hrs/week:
   3

   Lecture: 3
   Lab: 
   Recitation:
   Seminar:

   For Independent study courses:
   Research:
   Field experience:
   Clinical Practice:
   Internship:
   Practicum:
   Independent Course Work:

3. Semester and year when course will first be offered: Fall 2008 or Spring 2009

4. Catalog Description (please limit to 50 words): A survey of major issues in metaphysics and epistemology. Topics may include the relation of mind and matter, causation, theories of justification, free will, and skepticism.

   Check if appropriate: Humanities: X Social Science: (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with: 

   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions): None

6. Rationale/justification for course (consider the following issues):

   (a) What are the goals and objectives of the course?

   To introduce students to issues in metaphysics and epistemology, which are central fields of philosophy.

   (b) How does the course support the mission statement of the department and the organizing principles of the major?

   (Form was approved by FCC on 04/18/06 and replaces all others.)
We currently offer an introductory philosophy course that focuses on metaphysics and epistemology (PHIL 102) and then topical classes at the 300 level (Philosophy of Mind, Theory of Knowledge, Metaphysics). We are creating a single, broader introductory class (PHIL 101), deleting PHIL 102, and creating this topical class at the 200 level. We hope that more of our majors will take this class, and thus will be better prepared for the more specific classes at the 300 level.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

As a department, we have been concerned about the middle of our major. We now offer a number of classes at the 100-level that attract mostly Gen Ed students, and a number of 300-level classes that attract mostly majors. At the 200 level, our courses now include some falling into the first category and some falling into the second. We would like our 200-level classes to have a clearer structure, and especially to offer courses at the 200-level that would provide a better transition to advanced work in the major.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines?

We expect that although this course will primarily attract beginning or more advanced philosophy majors, it will also appeal to some students seeking Gen Ed credit.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

This is basically an internal change to the structure of the philosophy program. It is unlikely that other departments will be affected.

(b) Please explain overlap with any existing courses.

See above. The current PHIL 102 will be deleted.


10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

It is unlikely that the course will have much effect across the College as a whole. We

(Form was approved by FCC on 04/18/06 and replaces all others.)
already attract a significant Gen Ed audience for our courses, and this change will most likely just distribute that audience in a different way. If we attract a wider Gen Ed audience, then we would be pleased, and we would be prepared to offer the course more often. Within the department, this change might cluster more of the beginning majors in a course such as this one rather spreading them out across the 200-level courses. We would welcome this effect as means of providing them with more of a common awareness of central topics in the major.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: None anticipated. We have a significant number of faculty who could teach the course, and the impact of shifting them away from other courses will be modest. And we are prepared to accept that impact, because we view this as an important stepping-stone to advanced work in the major.

(c) Frequency of offering:

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<th>Frequency</th>
<th>Options</th>
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<tr>
<td>each fall:</td>
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<td>each spring:</td>
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<td>every two years:</td>
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<td>every three years:</td>
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<td>other (Explain):</td>
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We expect to offer this course once a year.

11. Requirements for additional resources made necessary by this course:

(a) Staff: None. We already have adequate faculty to staff the course.

(b) Budget: None.

(c) Library: None.

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director: 
   Date: 2/17/08

14. Signature of Dean of School: 
   Date: 2/17/08

15. Signature of Provost: 
   Date: 2-18-2008

16. Signature of Business Affairs Official: 
   Date: 2-13-08

17. Signature of Curriculum Committee Chair: 
   Date: 3/29/08

18. Signature of Faculty Senate Secretary: 
   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
PHIL 208: Knowledge and Reality

Todd Grantham
16 Glebe, Rm. 100
granthamt@cofc.edu
Office hours: T, R 1-3, and by appt.

Course Description: This course provides a general introduction to the fields of metaphysics and epistemology. We will examine the main philosophical theories concerning: the existence of god, the nature of the human mind, and the nature of human knowledge.

Course Objectives: I hope this course will
- deepen your understanding of the nature of philosophical reasoning,
- deepen your knowledge of several moral theories and the central objections to them,
- help you to clarify and develop your own views on several moral issues,
- improve your ability to write clearly and imaginatively about complex issues,
- improve your ability to identify and critically assess arguments.

Texts:
R. Kane, *A contemporary introduction to free will*. (Oxford, 2005)
D. Pritchard, *What is this thing called Knowledge?* (Routledge, 2006)

Requirements:
80% 4 essays (20% each), one per unit. Each paper will be a 4-5 page paper on an assigned topic.
10% 4 short (1 page) informal “response papers”, one/unit. Your paper should identify one important topic from the assigned reading and provide your initial philosophical response, assessing the adequacy of the author’s point.
10% Participation/Attendance. Attendance and participation are graded. After two unexcused absences, each additional absence will lower your participation grade one half letter grade. If you miss class and would like the absence to be excused, then I will need some documentation that you have an adequate reason for missing class. Please write a brief note/e-mail explaining why the absence should be excused or have a note sent from Undergraduate Studies. Unexcused absences will lower your participation grade. (See Requirements, above.)

Policies and information:

1. CONTACTING ME. I like e-mail and find it a convenient way to handle small questions. I respond quickly to e-mail during the week (often in a few hours, always within 24 hours), but often won’t respond at all over the weekend. I am in my office a lot and am always happy to talk to students. Please feel free to stop by. If you can’t make it during my office hours, we can arrange another time to meet.

2. GRADING. Grades will be based on the following scale: A = 93+, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, F < 60.
3. HONOR CODE. I expect you to be familiar with and to abide by the College’s Honor Code. Plagiarism and cheating will not be tolerated.

4. SNAP students who would like some accommodation should speak to me as soon as possible.

5. OTHER EXPECTATIONS. I have high expectations for you and for this course; I expect each of you to be committed to this course.
   • I expect your attendance at each class. You are responsible for all material presented in class.
   • I expect you to do a significant amount of work to prepare for each class period. I expect you to take the time to understand each reading before coming to class. Also, please bring the assigned texts with you to class.
   • I expect you to participate in the class discussion. Discussing philosophy can be intimidating, but your participation is crucial. First, having everyone involved will broaden the range of issues we address, exposing us to new arguments and positions. Second, discussing your ideas in class will give you practice in articulating your views and may lead you to see weaknesses in your own views. Since the quality of the discussion will affect what you (and others) learn, every student has an obligation to contribute to the class.
   • I expect common courtesy and respect, shown to me as well as to other students. We are a class; I expect us to work together in constructive ways.
   • I plan to begin and end class on-time. I expect you to arrive on time and stay until class is done.

Schedule of Topics/Readings (Assuming a 3 day/week schedule).

**A. Introduction (3 weeks)**
Day 1: Philosophy begins in wonder: Zeno’s paradoxes.
Week 2: Plato, *Phaedo*.
Week 3: Descartes, Meditations (1,2,3 & 6)

**B. Knowledge. (4 weeks)**
Week 4: What is knowledge? Value of knowledge. (Pritchard ch’s 1-3).
Week 5: Coherence and Foundations. (Pritchard chapters 4-5).
Week 6: Sources of knowledge: perception, memory, a priori. (Pritchard ch’s 7-9)
Week 7: Skepticism (Pritchard ch’s 11-13).

**C. Religion. (Weeks 8-10)**
- The concept of God: Rowe, chapter 1
- Cosmological, ontological, teleological arguments: Rowe, ch’s 2-4
- Religious experience: Rowe, ch. 5
- Faith: Rowe, ch. 6
- Miracles: Rowe, ch. 8

**C. Mind. (Weeks 11-14).**
Week 11: Intro, Materialism (Searle, chapters 1-3)
Week 12: Consciousness and Intentionality (Searle, ch’s 4-6)
Week 13: Free Will: Basic Positions (Kane, ch’s 1-4, 7; Searle ch. 9).
Week 14: Free Will: Contemporary Debates (Kane, ch’s 8,9,11, and 13)
Curriculum Committee
Proposal for a New Course

1. Department: Philosophy

2. Course Number and Title: PHIL 209: Political Philosophy
   Number of Credits: 3 Total hrs/week: 3
   Lecture: 3 Lab: ________ Recitation: ________
   Seminar: ________

   For Independent study courses:
   Research: ________ Field experience: ________
   Clinical Practice: ________ Internship: ________
   Practicum: ________ Independent Course Work: ________

3. Semester and year when course will first be offered: Fall 2008 or Spring 2009

4. Catalog Description (please limit to 50 words):

   A study of historical and/or contemporary positions in political philosophy. Topics may include the nature of and justification for government, justice, liberty, equality, and human rights.

   Check if appropriate: Humanities: X Social Science: ___ (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with: ______________
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions): None

6. Rationale/justification for course (consider the following issues):

   (a) What are the goals and objectives of the course?

   To introduce students to fundamental concepts and positions in political philosophy, an important field of philosophy and also an important tool for understanding our relation to government.

   (Form was approved by FCC on 04/18/06 and replaces all others.)
(b) How does the course support the mission statement of the department and the organizing principles of the major?

We now offer a single course in political philosophy at the 300 level. Our advanced classes are usually topical, and attract mainly philosophy majors. We see a need to offer a more general, 200-level course in political philosophy that would attract a broader audience, and that would allow our 300-level class in political philosophy to concentrate on more specific topics. This change will allow us to attract a broader, Gen Ed audience for our political philosophy course, and to better introduce our majors to work in the area.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

As a department, we have been concerned about the middle of our major. We now offer a number of classes at the 100-level that attract mostly Gen Ed students, and a number of 300-level classes that attract mostly majors. At the 200-level, our courses now include some falling into the first category and some falling into the second. We would like our 200-level classes to have a clearer structure, and especially to offer courses at the 200-level that would provide a better transition to advanced work in the major.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

We expect that this course will attract a wide audience of students from throughout the College, that it will be an attractive choice for students seeking Gen Ed credit. The topic is of potential interest to everyone, although it might have the most connection to work in fields such as sociology, anthropology, psychology, literature, history, and especially political science.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

This is basically an internal change to the structure of the philosophy program. It is unlikely that other departments will be affected. It might seem that our more frequent offering of a more accessible, 200-level political philosophy course might compete for an audience with POLS 250, but since this latter course tends to attract a fixed audience of political science majors, there is likely to be little impact on their enrollments. It is typical for colleges to offer classes in political philosophy in both philosophy and political science departments. Such classes can have subtle differences, and usually complement rather than harmfully compete with one another.

(Form was approved by FCC on 04/18/06 and replaces all others.)
(b) Please explain overlap with any existing courses.

See above: We are moving this course down from the 300 level, and therefore changing PHIL 315 to a more advanced, topical course.


10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

It is unlikely that the course will have much effect across the College as a whole. We already attract a significant Gen Ed audience for our courses, and this change will most likely just distribute that audience in a different way. If we attract a wider Gen Ed audience, then we would be pleased, and we would be prepared to offer the course more often. Within the department, this change might cluster more of the beginning majors in a course such as this one rather spreading them out across the 200-level courses. We would welcome this effect as means of providing them with more of a common awareness of central topics in the major.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course: None anticipated. We have a significant number of faculty who could teach the course, and the impact of shifting them away from other courses will be modest. And we are prepared to accept that impact, because we view this as an important stepping-stone to advanced work in the major.

(c) Frequency of offering:

<table>
<thead>
<tr>
<th>Each Fall:</th>
<th>Each Spring:</th>
<th>Every Two Years:</th>
</tr>
</thead>
</table>

We now tend to offer PHIL 315 once every two years. We expect to offer this course every year.

11. Requirements for additional resources made necessary by this course:

(a) Staff: None. We already have adequate faculty to staff the course.

(b) Budget: None.

(Form was approved by FCC on 04/18/06 and replaces all others.)
12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

13. Signature of Department Chair or Program Director: ____________________________
   Date: ______________

14. Signature of Dean of School: ________________________________________________
   Date: 2/13/08

15. Signature of Provost: ________________________________________________________
    Date: 2/13/2008

16. Signature of Business Affairs Official: ________________________________________
    Date: 2/13/08

17. Signature of Curriculum Committee Chair: _____________________________________
    Date: 3/19/08

18. Signature of Faculty Senate Secretary: ____________________________
    Date Approved by Senate: __________

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Lesses, Glenn

From: Ford, Lynne E.
Sent: Tuesday, February 12, 2008 2:26 PM
To: Lesses, Glenn
Subject: RE: Philosophy Course proposals--FYI

Glenn: I've circulated it past Claire and two others. nobody sees any direct impact on POLS and sees it as yet another opportunity to give students multiple perspectives. We're fine with it. LEF

From: Ford, Lynne E.
Sent: Tuesday, February 12, 2008 1:05 PM
To: Lesses, Glenn
Subject: RE: Philosophy Course proposals--FYI

I will be happy to run this by our curriculum committee. What is your timeline? Are you asking for a letter of support? LEF

From: Lesses, Glenn
Sent: Tuesday, February 12, 2008 12:51 PM
To: Ford, Lynne E.
Subject: Philosophy Course proposals--FYI

Lynne,

The Philosophy Department has devoted much of the last year to restructuring parts of our curriculum. We are especially interested in strengthening our intermediate-level curriculum. As a consequence of our discussions, one of the changes we propose is to move our current 300-level political philosophy course (PHIL 315) to the 200-level and then modify PHIL 315 so that it is more clearly topical in nature. PHIL 315 will probably vary in content--e.g., on one occasion it might focus on Rawls. I've attached our proposals. We do not think that these changes will significantly affect political science offerings and, of course, it is common both for departments of political science and philosophy to offer courses in political philosophy from their different disciplinary perspectives. Please let me know if you have any questions.

Thanks,
--Glenn

Glenn Lesses
Professor and Chair, Department of Philosophy
College of Charleston
Charleston, SC 29424
Phone: 843-953-8061
Fax: 843-953-6388
E-mail: lessesg@cofc.edu

2/13/2008
SAMPLE SYLLABUS

Description

This course provides an introduction to political philosophy through readings of historically influential texts. We will use these texts as possible answers to the following questions: What is politics? What is government? How can we justify our claims about what good political arrangements would be? We discuss what some important political philosophers have had to say about these questions, and seek to evaluate their answers for ourselves.

Required Texts

Stephen M. Cahn (ed.), Political Philosophy: The Essential Texts (Oxford)

Required Work

Attendance and class participation (10% of total grade)
Three short papers, approximately three pages each (45% of grade)
Midterm examination (20% of grade)
Final examination (25% of grade)
(Exams will include short-answer questions and a take-home essay)

SCHEDULE OF READINGS

Week 1: Introduction; Aeschylus, “The Furies,” lines 470-663; Pericles, “Funeral Oration”
Weeks 2-3: Plato, Republic
Weeks 4-5: Aristotle, Politics
Weeks 5-6: Hobbes, Leviathan
Week 7: Locke, Second Treatise of Government
Weeks 8-9: Rousseau, Second Discourse and Social Contract
Week 10-11: Marx, The German Ideology and Manifesto of the Communist Party
Week 12: Rawls, from A Theory of Justice
Week 13: Foucault, from Power/Knowledge
Week 14: Nussbaum, from Sex and Social Justice
Curriculum Committee  
Proposal to Change a Course  

1. Department: Philosophy  

2. Course Number and Title: PHIL 220, History of Ancient Philosophy  

3. Semester and year when the course change(s) will go into effect: Fall 2008  

4. Change(s) Desired: Change course number to: PHIL 201. (Students who have already received credit for 220 cannot receive credit for 201.)  

5. Justification for Change(s): We are trying to encourage (though not mandate) students who have completed an introductory course in philosophy to use our history of philosophy sequence (currently 220 and 230, proposed to be 201 and 202) as a basis for advanced work in the field. These courses are required for the major, and we are trying to encourage majors to take them earlier rather than later. We hope that this numbering change can play a modest role in bringing this about. The change will more accurately reflect the role that these courses should play.  

6. Signature of Department Chair or Program Director:  
   Date: 2/1/08  

7. Signature of Dean of School:  
   Date: 2/13/08  

8. Signature of Business Affairs Official:  
   Date: 2/13/08  

9. Signature of Curriculum Committee Chair:  
   Date: 2/13/08  

10. Signature of Faculty Senate Secretary:  
    Date Approved by Senate: 3/29/08  

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the new course will be sent by the Registrar to:  

1. Department Chair  
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)  
3. College Relations (addition to Undergraduate Catalog)  
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)  
5. Undergraduate Studies (SNAP, ONCOURSE)  

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change a Course

1. Department: Philosophy

2. Course Number and Title: PHIL 230, History of Modern Philosophy

3. Semester and year when the course change(s) will go into effect: Fall 2008

4. Change(s) Desired: Change course number to: PHIL 202. (Students who have already received credit for 230 cannot receive credit for 202.)

5. Justification for Change(s): We are trying to encourage (though not mandate) students who have completed an introductory course in philosophy to use our history of philosophy sequence (currently 220 and 230, proposed to be 201 and 202) as a basis for advanced work in the field. These courses are required for the major, and we are trying to encourage majors to take them earlier rather than later. We hope that this numbering change can play a modest role in bringing this about. The change will more accurately reflect the role that these courses should play.

6. Signature of Department Chair or Program Director: [Signature]
   Date: 2/1/08

7. Signature of Dean of School: [Signature]
   Date: 2/13/08

8. Signature of Business Affairs Official: [Signature]
   Date: 2/13/08

9. Signature of Curriculum Committee Chair: [Signature]
   Date: 2/13/2008

10. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: 3/29/08

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal for a New Course

1. Department: Philosophy
2. Course Number and Title: PHIL 234 Eastern Philosophy
   Number of Credits: 3 Total hrs/week: 3
   Lecture: x Lab: _____ Recitation: ______
   Seminar: _______

   For Independent study courses:
   Research: _____ Field experience: ______
   Clinical Practice: _____ Internship: ______
   Practicum: _____ Independent Course Work: ______

3. Semester and year when course will first be offered:
   Fall 2008
4. Catalog Description (please limit to 50 words):
   An examination of classical philosophy in India and China, and of the philosophical schools of the major traditions of Buddhist thought in India, China, and Japan.

   Check if appropriate: Humanities: X Social Science: ___
   (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with: ________
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   none

6. Rationale/justification for course
   (consider the following issues):
   (a) What are the goals and objectives of the course?
   The objectives of this course are to:

   (i) provide majors with an opportunity to study philosophical thought outside the Western tradition,

   (Form was approved by FCC on 04/18/06 and replaces all others.)
(ii) expose non-majors to non-Western ways of addressing core issues in Western philosophy;
(iii) introduce students to the methods and aims of comparative philosophy by helping them understand the significance of Eastern philosophies vis-à-vis the Western philosophical tradition.

(b) How does the course support the mission statement of the department and the organizing principles of the major? The course will emphasize representative Eastern philosophers on some fundamental philosophical issues, especially in metaphysics and epistemology. As Asian philosophers often approach these topics differently from Western philosophers, examining their viewpoints supplies a fuller understanding of the scope and methods of philosophy in a global context. From Fall 2005-Fall 2007, we have offered this course twice as a special topics course.

From the perspective of our majors, the proposed course will provide students with a substantial introduction to Eastern philosophical thought and strengthen the overall diversity of the curriculum available to them.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major? The course is an addition to the middle portion of the major where it supplements both history courses (220, 230) and some of our core courses (e.g., 205). It also lays the groundwork for the possibility of advanced study of topics in Asian philosophy.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines: The course supports the liberal arts tradition by providing interdisciplinary linkages with a range of other fields, including Asian Studies and Religious Studies.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

Although no other disciplines are directly affected, other disciplines such as Religious Studies might be interested in

(Form was approved by FCC on 04/18/06 and replaces all others.)
the prospect of their students taking the proposed course. In addition, it is possible that interdisciplinary Asian Studies faculty will consider adding this course to the list of requirements in Asian Studies.

(b) Please explain overlap with any existing courses.

Since the proposed course focuses on philosophical topics, there is minimal overlap with other courses such as courses in Asian religious traditions.

9. Method of teaching:

Lecture and discussion.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

We expect that many of the enrollees will be majors. There might also be some modest interest from non-majors in these topics. We do not expect that the proposed course will have any significant impact on enrollments in the Philosophy Department or in other department.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course:

This proposed course would probably most often be taught by Christian Coseru, whose professional specialization is in Asian philosophy. Other tenured and tenure-track faculty if interested might occasionally offer a section. The Department does not rely on adjunct instruction and this course would require no change in that regard.

(c) Frequency of offering:

<table>
<thead>
<tr>
<th>Each fall:</th>
<th>Each spring:</th>
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<tr>
<td>x</td>
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<tr>
<td>every two years:</td>
<td>every three years:</td>
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<tr>
<td>other (Explain):</td>
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</table>

11. Requirements for additional resources made necessary by this course:

(a) Staff:

none

(b) Budget:

(Form was approved by FCC on 04/18/06 and replaces all others.)
12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
13. Signature of Department Chair or Program Director: __________________________
   Date: 12/11/07

14. Signature of Dean of School: __________________________
   Date: ___________

15. Signature of Provost: __________________________
   Date: 2/13/2008

16. Signature of Business Affairs Official: __________________________
    Date: ___________

17. Signature of Curriculum Committee Chair: __________________________
    Date: 3/29/08

18. Signature of Faculty Senate Secretary: __________________________
    Date Approved by Senate: ___________

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (estimates course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
PHIL 2XX – Eastern Philosophy

Professor Christian Coseru

COURSE DESCRIPTION

A survey of the background, schools, and philosophies of classical India and China and of the major schools of Buddhist thought in India, China, and Japan. In this course we examine some basic texts and traditions in Asian thought, covering only the major traditions: Classical Confucianism, Daoism, the orthodox schools of Indian philosophy (Samkhya, Yoga, Vaisesika, Nyaya, Mimamsa, and Vedanta) and the Buddhist schools of Madhyamaka and Yogacara. Emphasis will be on how major Asian philosophers have thought about fundamental philosophical issues: What can we know? What is real? How should we live? We will examine how philosophers of different traditions answered these questions, focusing on their analyses and arguments. The course aims to provide students with more than a superficial exposure to the philosophical sophistication of Asian thought and make them sensitive to the common assumptions and misconceptions that often compromise the teaching of Asian philosophies in Western universities.

COURSE OBJECTIVES

I hope this course will help you:

- Gain a sophisticated understanding of how Asian thought deals with fundamental philosophical issues.
- Become sensitive to Western cultural and philosophical assumptions that impact the understanding of Asian philosophical traditions and texts.
- Learn to read the primary literature in translation
- Learn to integrate primary and secondary sources and do literature searches on relevant topics

REQUIRED TEXTS (available at the College Bookstore)

Classical Indian Philosophy J.N. Mohanty (CIP)
Buddhism as Philosophy Mark Siderits (BP)
Wisdom of the Middle Way, Nagarjuna (WMW)
A Drop of Reasoning, Dharmakirti (DR)
Analects, Confucius (A)
Tao te Ching, Lao Tzu (TC)

RECOMMENDED READING:

“Mind in Indian Philosophy,” Joy Laine in Routledge Encyclopedia of Philosophy
“Chinese Philosophy,” David Hall and Roger Ames in Routledge Encyclopedia of Philosophy
“Indian Buddhist Philosophy” Richard Hayes in *Routledge Encyclopedia of Philosophy*

**COURSE POLICIES**

*Class preparations:* Class Readings should be done weekly and diligently prior to class, and each student should be prepared to raise questions and issues concerning the readings and to discuss them in depth. Because of the nature of the material and the format of the course, active participation and prior preparation be each student will be crucial to the success of the course.

**PHIL 2XX READING ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Eastern Thought - Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 9-13</td>
<td>Koller, AS (3-13), Mohanty, CIP (1-7)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Upanisads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, January 16</td>
<td><strong>Martin Luther King Day – NO CLASS</strong></td>
</tr>
<tr>
<td>January 18-20</td>
<td>Koller, AS (14-26)</td>
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</tbody>
</table>

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<tr>
<th>Week 3</th>
<th>The Upanisads</th>
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<tbody>
<tr>
<td>January 23-27</td>
<td>Isa, Katha, Mandukya (selections)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Knowledge and Reality</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 30 – February 3</td>
<td>Koller, AS (67-76), Mohanty, CIP (11-38)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Ethics and Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 6-10</td>
<td>Koller, AS (44-52), Mohanty, CIP (95-103)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Samkhya-Yoga</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 13-17</td>
<td>Koller, AS (54-65); Mohanty, CIP (120-140)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Self and Personal Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 20-22</td>
<td>Mohanty, CIP (155-164); Siderits BP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Mid Term Exam (in class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, February 24</td>
<td>Logic and Debate</td>
</tr>
</tbody>
</table>
February 27 - March 3

**Week 9**
Monday, March 6 – Sunday, March 12

**Week 10**
March 13-17

**Week 11**
March 20-24

**Week 12**
March 27-31

**Week 13**
April 3-7

**Week 14**
April 10-14

**Week 15**
April 17-21

**Week 16**
Monday, April 24

WMW (78-92), Siderits, BP

Spring Break – No Class

Buddhist Philosophies
BP (203-251);

Sarvastivada and Prajnaparamita
BP (162-201)

Madhyamaka and Yogacara
BP (287-293)

Taoism
TC; AS (287-302)

Confucianism and Neo-Confucianism
A, AS (270-285, 304-322)

Third Paper due (Friday, April 14)

Modern Asian Thinkers
Nishitani (124-132, 325-340)

Review

Final Exam
Curriculum Committee
Proposal for a New Course

1. Department: PHIL 290

2. Course Number and Title: Philosophy and the Cognitive Sciences
   Number of Credits: 3 Total hrs/week: 3
   Lecture: X Lab: ________ Recitation: ________ Seminar: ________

   For Independent study courses:
   Research: ________ Field experience: ________
   Clinical Practice: ________ Internship: ________
   Practicum: ________ Independent Course Work: ________

3. Semester and year when course will first be offered:
   Spring 2009

4. Catalog Description (please limit to 50 words):
   An investigation of philosophical issues at the intersection of philosophy and the cognitive sciences such as psychology, neuroscience, computer science, and linguistics.

   Check if appropriate: Humanities: X Social Science: ___
   (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with: ________
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions): NONE

6. Rationale/justification for course
   (consider the following issues):
   (a) What are the goals and objectives of the course?

   The objectives of this course are to (i) provide majors with a foundation in empirically-oriented philosophy of mind, particularly those areas that intersect with the cognitive

(From was approved by FCC on 04/18/06 and replaces all others.)
sciences; and (ii) expose non-majors to philosophical issues that arise in the empirical
sciences of mind.

(b) How does the course support the mission statement of the
department and the organizing principles of the major?

Empirically oriented philosophy of mind is a significant area of contemporary philosophy of
mind (see the attachment with some descriptions of similar courses at prominent
institutions). Many philosophers of mind now appeal to empirical work in the cognitive
sciences (such as neuroscience and psychology), and furthermore, cognitive scientists have
taken to addressing philosophical issues themselves. It is therefore appropriate that the
department serve our majors by offering a course that introduces this important area of
research. We have offered this course as a special topics course at least twice in the past ten
years.

From the perspective of non-majors, the proposed course offers an opportunity to investigate
philosophical aspects of the empirical sciences of mind.

7. (a) For courses in the major, how does the course enhance the
beginning, middle, or end of the major?

The course enhances the middle portion of the major by laying the groundwork for more
advanced study of philosophy of mind (e.g., PHIL 330) and further research in empirically-
oriented topics.

(b) For courses used by non-majors, how does the course
support the liberal arts tradition including linkages with
other disciplines:

The course supports the liberal arts tradition by providing interdisciplinary linkages with a
range of other fields, including but not limited to neuroscience, psychology, linguistics, and
computer science. It also affords students another opportunity for multiple perspectives on
the study of the mind.

8. (a) Are other departments affected by this course? Please
attach letters of support from the chairs of each department
indicating that the department has discussed the proposal and
supports it.

Although no other departments are directly affected, other disciplines dealing with the
cognitive sciences may be interested in having students take the proposed course. The focus
of this course is significant philosophical issues in the study of the mind. An analogy might
be made with our course in Philosophy of Biology, which examines philosophical issues
raised by the biological sciences. Philosophy of Biology offers philosophical perspectives
on issues prompted by the biological sciences, but does not engage in the study of biology.

(Form was approved by FCC on 04/18/06 and replaces all others.)
Similarly, this proposed course considers central issues in philosophy of mind as they are informed by, say, neuroscience, linguistics, or psychology, but is not a course in these other disciplines.

(b) Please explain overlap with any existing courses.

Overlap with other courses is minimal.

9. Method of teaching:

Lecture and discussion.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

We expect that majors who would enroll for current offerings in the area of philosophy of mind would also enroll for the proposed course, so enrollment pattern shifts will be minimal. Additionally, there may be some modest interest from non-majors. Given the topic, we do not expect the course would impact enrollment in courses offered by other departments.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course:

The course will be probably be taught most frequently by Whit Schonbein, whose professional training encompasses philosophy and the cognitive sciences. However, several other tenured and tenure-track faculty with significant interests in this field may also occasionally teach it. The department does not currently rely on adjuncts, and this course would require no change in this regard.

(c) Frequency of offering:

<table>
<thead>
<tr>
<th>Each Fall:</th>
<th>Each Spring:</th>
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Every two years: ___X___

Every three years: ___

Other (Explain):

11. Requirements for additional resources made necessary by this course:

(a) Staff: NONE

(b) Budget: NONE

(c) Library: NONE

(Form was approved by FCC on 04/18/06 and replaces all others.)
12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

13. Signature of Department Chair or Program Director: [Signature]
   Date: 2/17/08

14. Signature of Dean of School: [Signature]
   Date: 2/13/08

15. Signature of Provost: [Signature]
   Date: 2/13/08

16. Signature of Business Affairs Official: [Signature]
   Date: 2/13/08

17. Signature of Curriculum Committee Chair: [Signature]
   Date: 3/19/08

18. Signature of Faculty Senate Secretary: [Signature]
   Date Approved by Senate: [Signature]

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Why Philosophy and Cognitive Science?

Over the past decade, a growing number of philosophers have turned to the cognitive sciences for illumination into longstanding philosophic problems. Furthermore, researchers in the empirical sciences have embraced interdisciplinary theorizing, tackling problems traditionally addressed exclusively by philosophers. The purpose of this course is to provide an opportunity to survey some of this research.

What are we going to do?

In this course we will:

1. Survey recent work at the intersection of philosophy and cognitive science,
2. develop reading skills,
3. engage in directed research,
4. and practice written and oral communication skills.

To satisfy these goals, we will be reading two recent books on topics in philosophy and cognitive science – emotions and moral psychology. One is by a professional philosopher, and the other is by a cognitive scientist.

What are we going to read?

Our primary texts are:


In addition to these books, we will occasionally read some papers germane to the topic at hand.

How do we contact the instructor?

Office: 16 Glebe Street, #102 (off of the porch, near the back).
Email: schonbeinw@cofc.edu
Telephone: 953-1719
Note on email: The automatic spam filter used by CofC has been known to automatically filter out email sent from hotmail and yahoo accounts, so please be careful when emailing. The safest way to email is using your edisto account.

Office Hours: Wednesday, 1-2:30 and Thursday, 3-4:30, and by appointment.

Schedule

Most of our meetings will involve discussing the current reading and/or presenting results of research. Exceptions to this pattern occur with tests, writing assignments, and other in-class assignments.

Below is what the schedule looks like if we err on the safe side and allot 1.5 class meetings for each chapter of each book. When referring to this schedule, there are two things to keep in mind:

1. Because some chapters will not require 1.5 class meetings, the schedule will surely change. It is your responsibility to be aware of the latest schedule, but if you attend class regularly there will be no confusion about where we are in the material.

2. No due dates, test dates, etc. will change. That is, barring alien invasions, freak hurricanes, or Godzilla coming ashore, the tests and due dates will stay fixed, even if the content around them shifts.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 8</td>
<td>Intro to Cog Sci &amp; Philosophy</td>
<td></td>
</tr>
<tr>
<td>Jan 10</td>
<td>Theories of Emotion: Overview</td>
<td>Prinz, Chapter 1</td>
</tr>
<tr>
<td>Jan 15</td>
<td>No Class (MLK Day)</td>
<td></td>
</tr>
<tr>
<td>Jan 17</td>
<td>Cognitive Theories of Emotion</td>
<td>Prinz, Chapter 2</td>
</tr>
<tr>
<td>Jan 22</td>
<td>Cognitive Theories of Emotion Pt. 2 + Embodied</td>
<td>Prinz, Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Appraisal Theory, Pt. 1</td>
<td>Prinz, Chapter 3</td>
</tr>
<tr>
<td>Jan 24</td>
<td>Embodied Appraisal Theory, Pt. 2</td>
<td>Prinz, Chapter 3</td>
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<tr>
<td>Jan 29</td>
<td>Basic vs. Nonbasic Emotions, Pt. 1</td>
<td>Prinz, Chapter 4</td>
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<tr>
<td>Jan 31</td>
<td>Basic vs. Nonbasic Emotions, pt. 2 +</td>
<td>Prinz, Chapter 4</td>
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<td>Biological Reductionism, Pt. 1</td>
<td>Prinz, Chapter 5</td>
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<td>Feb 5</td>
<td>Biological Reductionism, Pt. 2 +</td>
<td>Prinz, Chapter 5</td>
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<td>Overview So Far</td>
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<td>Feb 7</td>
<td>Test #1</td>
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<tr>
<td>Feb 12</td>
<td>Constructionism, Pt. 1</td>
<td>Prinz, Chapter 6</td>
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<td>Date</td>
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<td>Feb 14</td>
<td>Constructionism, Pt. 2 + Valence, Pt. 1</td>
<td>Prinz, Chapter 6, 7</td>
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<td>Feb 19</td>
<td>Valence, Pt. 2</td>
<td>Prinz, Chapter 7</td>
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<tr>
<td>Feb 21</td>
<td>Emotional Typology, Pt. 1</td>
<td>Prinz, Chapter 8</td>
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<tr>
<td>Feb 26</td>
<td>Emotional Typology, Pt. 2 + Emotional Consciousness, Pt. 1</td>
<td>Prinz, Chapter 8, 9</td>
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<tr>
<td>Feb 28</td>
<td>Emotional Consciousness, Pt. 2</td>
<td>Prinz, Chapter 9</td>
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<tr>
<td>Mar 5</td>
<td>Spring Break – No Class</td>
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<tr>
<td>Mar 7</td>
<td>Spring Break – No Class</td>
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<tr>
<td>Mar 12</td>
<td>Emotions and Perception</td>
<td>Prinz, Chapter 10</td>
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<tr>
<td>Mar 14</td>
<td>Review Hauser’s Theory of Moral Judgments</td>
<td>Hauser, Chapter 1</td>
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<tr>
<td>Mar 19</td>
<td>Test #2</td>
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<td>Mar 21</td>
<td>Hauser, Chapter 2</td>
<td>Hauser, Chapter 2</td>
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<td>Mar 26</td>
<td>Hauser, Chapter 3</td>
<td>Hauser, Chapter 3</td>
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<tr>
<td>Mar 28</td>
<td>Hauser, Chapter 3 + Hauser, Chapter 4</td>
<td>Hauser, Chapter 3, 4</td>
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<td>Apr 2</td>
<td>Hauser, Chapter 4</td>
<td>Hauser, Chapter 4</td>
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<td>Apr 4</td>
<td>To Be Determined</td>
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<td>Apr 9</td>
<td>Hauser, Chapter 5</td>
<td>Hauser, Chapter 5</td>
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<td>Apr 11</td>
<td>Hauser, Chapter 5 + Hauser, Chapter 6</td>
<td>Hauser, Chapter 5, 6</td>
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<td>Rough Draft of Paper Due (Opt.)</td>
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<td>Apr 16</td>
<td>Hauser, Chapter 6</td>
<td>Hauser, Chapter 6</td>
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<td>Apr 18</td>
<td>Hauser, Chapter 7</td>
<td>Hauser, Chapter 7</td>
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<tr>
<td>Apr 23</td>
<td>Last day of class.</td>
<td>No Reading</td>
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<tr>
<td>May 2&lt;sup&gt;nd&lt;/sup&gt;, 4:00-7:00</td>
<td>Final Draft of Paper Due</td>
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<tr>
<td></td>
<td>Final Exam</td>
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</tbody>
</table>

**Class Discussion**
This is not a lecture course. Instead, we will take turns leading discussion. To lessen any terror you may feel at the prospect, you won't be alone – instead, you'll be a member of a team of three or four people. More information on leading discussion will be made available in class.

Because of the emphasis on discussion, *it is essential that everyone do the reading.*

**Reading / Research Questions**

When you are not leading discussion, you are required to prepare a written substantial question about some aspect of each chapter. These must be *typewritten* and submitted in *hard copy* at the conclusion of the discussion of the chapter. These questions will be used to stimulate discussion.

When you are leading discussion, you should submit a written proposal for further research, stating what the topic is and why it is worth researching. These research proposals may form the basis for a paper — more on this later in the semester.

**Writing Assignments**

There is a final paper for the course. More information on the paper will be given about midway through the semester. In addition to the final paper, there will be some shorter writing assignments earlier in the semester. If and when these are assigned depends on how in-class discussion is going, and where those discussions take us.

**Grading**

The final grade is a function of test scores, reading / research questions, writing assignments, and leading class discussion.

Midterm #1: 20%
Midterm #2: 20%
Final Test: 25%
Reading/Research Questions: 10%
Leading Class Discussion: 10%
Writing Assignment(s): 15%

**Additional Information**

1. **Notes.** The professor does not have course notes available. If you need notes for a class, please ask a fellow classmate, and come to office hours with any questions you have.
2. **Grading Questions.** Questions about grading on an assignment must be brought to the professors' attention within two weeks of the assignment being returned¹.

3. **Attendance.** It is in your best interest to attend class regularly. To receive extensions on due dates, or make-up work, a documented absence is required.

4. **Writing.** This class involves a writing component. Keep in mind that the Writing Lab – located in the Center for Student Learning (http://www.cofc.edu/~csl/) can provide assistance with everything from grammar and spelling to rewriting rough drafts.

5. **SNAP.** Any student in the class who has a documented disability and has been approved to receive accommodations through SNAP Services, please come and discuss this with me as early as possible.

6. **Honor Code.** Violations of the honor code – in particular, instances of plagiarism – are taken very seriously in this course. A first occurrence of plagiarism will result in an F (i.e., a zero) for the assignment in question. A second occurrence of plagiarism will result in an F for the course. All suspected occurrences of plagiarism are referred to the Dean of Students to be taken up by the Honor Board. See the student handbook on the CofC website for more information on what constitutes plagiarism.

7. **Late / Makeup Work.** Late and makeup work is only accepted in the case of documented absences.

8. **Changes to the Syllabus.** The syllabus is subject to change, and any changes will be indicated during class. It is the student’s responsibility to be aware of any changes made to the syllabus.

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¹ The date the assignment is returned is understood to be that class meeting at which the assignment is returned.
Undergraduate philosophy courses related to the cognitive sciences are increasingly common. A few examples copied from websites follow:

University of California at San Diego

150. Philosophy of the Cognitive Sciences (4)  Theoretical, empirical, methodological, and philosophical issues at work in the cognitive sciences (e.g., Psychology, Linguistics, Neuroscience, Artificial Intelligence, and Computer Science), concerning things such as mental representation, consciousness, rationality, explanation, and nativism. Prerequisite: upper-division standing or consent of instructor.

University of North Carolina at Chapel Hill

353 [077] Philosophy of Cognitive Science (3). Philosophical questions raised by linguistics, computer science, cognitive psychology, and neuroscience. Topics may include the innateness of language, artificial intelligence, and the neural correlates of consciousness.

Rutgers University

01:730:360. PHILOSOPHICAL ASPECTS OF COGNITIVE SCIENCE (3)  Exploration of ways in which research and discoveries in cognitive science influence, and have been influenced by, philosophical theorizing. Topics include consciousness, innate knowledge, mental representation, and the nature of rationality.

Washington University

   Course: L30 Phil 208F
   Title: Introduction to Philosophy of Cognitive Science
   School: Arts & Sciences
   Department: PHILOSOPHY (L30)
   Credit: 3 Units
   Frequency /
      Last Every 2 Years / SU2006  History
   Offered:
   Attributes: A&S : TH
               FA : SSP
               EN : H
   Description: This course will introduce key philosophical issues raised by the advent of cognitive scientific studies of mind. Topics may include: mental imagery, concepts, rationality, consciousness and emotion, language and thought, machine intelligence, robotics, free will.
Curriculum Committee  
Proposal to Change a Course

1. Department: Philosophy

2. Course Number and Title: PHIL 301, Ethics

3. Semester and year when the course change(s) will go into effect: Fall 2008

4. Change(s) Desired: Change course title to: Topics in Ethical Theory. Change catalog description to: An intensive examination of selected figures, traditions, or issues in ethical theory. May be repeated for credit if the subject matter varies.

5. Justification for Change(s): We now offer a single course in ethics at the 300 level. Our advanced classes are usually topical, and attract mainly philosophy majors. We see a need to offer a more general, 200-level course in ethics that would attract a broader audience, and that would allow our 300-level class in ethics to concentrate on more specific topics. Since this is what many faculty who teach PHIL 301 already do, this change will also make the title of the course more accurate.

6. Signature of Department Chair or Program Director: [Signature]  
   Date: 2/1/08

7. Signature of Dean of School: [Signature]  
   Date: 2/13/08

8. Signature of Business Affairs Official: [Signature]  
   Date: 2/13/08

9. Signature of Curriculum Committee Chair: Susan J. Morrison  
   Date: 2-13-2008

10. Signature of Faculty Senate Secretary: [Signature]  
    Date Approved by Senate: 3/29/08

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change a Course

1. Department: Philosophy

2. Course Number and Title: PHIL 315, Political and Social Philosophy

3. Semester and year when the course change(s) will go into effect: Fall 2008

4. Change(s) Desired: Change course title to: Topics in Political and Social Philosophy. Change catalog description to: An intensive examination of selected figures, traditions, or issues in political and/or social philosophy. May be repeated for credit if the subject matter varies.

5. Justification for Change(s): We now offer a single course in ethics at the 300 level. Our advanced classes are usually topical, and attract mainly philosophy majors. We see a need to offer a more general, 200-level course in political philosophy that would attract a broader audience, and that would allow our 300-level class in political philosophy to concentrate on more specific topics. Since this is what many faculty who teach PHIL 315 already do, this change will also make the title of the course more accurate.

6. Signature of Department Chair or Program Director: ____________________________
   Date: 2/1/08

7. Signature of Dean of School: ____________________________
   Date: 2/18/08

8. Signature of Business Affairs Official: ____________________________
   Date: 2/13/08

9. Signature of Curriculum Committee Chair: ____________________________
   Date: 2/13/2008

10. Signature of Faculty Senate Secretary: ____________________________
    Date Approved by Senate: 3/29/08

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change Degree Requirements
For the Major

1. Department: Philosophy
2. Degree: B.A.
3. Semester and year in which degree change(s) will go into effect: Fall 2008
4. Change(s) Desired:
   Three related, proposed changes:
   (i) Increase total minimum required hours for major to 33 (from the current 30 hours minimum).
   (ii) In addition to non-elective major course requirements, require that of the minimum twelve elective philosophy hours that must be taken in courses at or above the 200-level, at least nine of these hours be at or above the 300-level (instead of the current requirement of at least six of the elective philosophy hours at or above the 300-level).
   (iii) Allow no more than six hours of PHIL 398, 399, or 499 to be taken to satisfy the minimum requirement of nine elective philosophy hours at or above the 300-level.

5. Justification for Change(s):

   Although the focus of our curricular review for the past eighteen months has been at the intermediate level, we also propose some changes to strengthen our major requirements at the advanced level. The Philosophy Department plans to increase slightly the minimum number of hours for a major to 33 from 30 and also to require that our students take at least one additional advanced course in philosophy. In conjunction with these changes, we propose that a maximum of six hours of PHIL 398, 399, or 499 credit can be applied to the advanced elective major requirement. This last change makes explicit our current practice of requiring students to take at least some advanced elective regular courses though still insuring flexibility (especially for our HONS philosophy students).

   Reasons for these changes include:
   - The Department's interest in making the major more rigorous while retaining flexibility for our students.
   - In particular, strengthening advanced course requirements without imposing inappropriate burdens on our many double majors and HONS students.
   - A significant number of requests at exit interviews from graduating majors for more advanced work.
   - Philosophy programs at major institutions normally range from 30-36 semester hours.
   - Nearly all HSS majors demand at least 33 hours.

   (Form was approved by FCC on 4/18/06 and replaces all others.)
Furthermore, these proposed requirements are consistent with the American Philosophical Association statement on the undergraduate philosophy major.

Philosophy majors should be relatively unstructured:

“In structuring a philosophy major, it should be kept in mind that most students will have had little or no acquaintance with philosophy prior to their first undergraduate courses. The decision to elect philosophy as a major thus may not be made until after the first or even the second year of undergraduate study, during which the student may have taken only a few philosophy courses; and the courses taken may not include any of those specifically required for the major. Such relative latecomers to the major are likely to be the rule rather than the exception, and are to be expected and welcomed. The major therefore should be so structured that it can be completed within a period of three years or less. (This provides a further reason to avoid any rigid sequencing of courses, and to keep specific prerequisites for advanced courses to a minimum.)"

The requirement for courses in depth should also be flexible:

“(M)any such (philosophy) programs quite appropriately leave the choice of courses beyond the core courses up to students and their advisors, specifying further only that a certain total number of courses or hours must be completed, of which some number must be at the advanced level. . . . In view of the very different interests and intentions of prospective majors, it would seem desirable to allow considerable latitude to students in their choices of courses at the intermediate and advanced levels.”

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: [Signature]
   Date: 3/4/08

7. Signature of Dean of School: [Signature]
   Date: 3/5/08

8. Signature of Provost: [Signature]
   Date: 3/5/2008

9. Signature of Curriculum Committee Chair: [Signature]
   Date: 3/29/08

10. Signature of Budget Committee Chair: [Signature]
    Date: 3/10/08

11. Signature of Planning Committee Chair: [Signature]
    Date: 3/11/08

12. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: [Signature]

13. Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the change will be sent by the Registrar to:
   1. Department Chair or Program Director
   2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
   3. College Relations (addition to Undergraduate Catalog)
   4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
   5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
The committee requested more information from Dr. Glenn Lesses, Chair of the Department of Philosophy, about the proposed change to the major in Philosophy. This change would require majors to take three 300-level Philosophy courses, one more than the current requirement. We learned:

1. The department graduates 20-30 majors each year.
2. The department currently offers two 300-level courses each semester, with most offered every other year, so students have a large variety of upper-level courses available their last two years.
3. These courses usually have 15 or more spaces available, so the added students can be absorbed without requiring more courses taught each semester, hence there should be no budget impact.

The committee approved the proposal.

Sincerely,

Norris W. Preyer, Jr.
Chair, Budget Committee
Curriculum Committee
Proposal to Change Degree Requirements
For the Major

1. Department: Philosophy

2. Degree: B.A.

3. Semester and year in which degree change(s) will go into effect: Fall 2008

4. Change(s) Desired:
   Three related, proposed changes:
   (i) Increase total minimum required hours for major to 33 (from the current 30 hours minimum).
   (ii) In addition to non-elective major course requirements, require that of the minimum twelve elective philosophy hours that must be taken in courses at or above the 200-level, at least nine of these hours be at or above the 300-level (instead of the current requirement of at least six of the elective philosophy hours at or above the 300-level).
   (iii) Allow no more than six hours of PHIL 398, 399, or 499 to be taken to satisfy the minimum requirement of nine elective philosophy hours at or above the 300-level.

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   Although the focus of our curricular review for the past eighteen months has been at the intermediate level, we also propose some changes to strengthen our major requirements at the advanced level. The Philosophy Department plans to increase slightly the minimum number of hours for a major to 33 from 30 and also to require that our students take at least one additional advanced course in philosophy. In conjunction with these changes, we propose that a maximum of six hours of PHIL 398, 399, or 499 credit can be applied to the advanced elective major requirement. This last change makes explicit our current practice of requiring students to take at least some advanced elective regular courses though still insuring flexibility (especially for our HONS philosophy students).

Reasons for these changes include:
- The Department’s interest in making the major more rigorous while retaining flexibility for our students.
- In particular, strengthening advanced course requirements without imposing inappropriate burdens on our many double majors and HONS students.
- A significant number of requests at exit interviews from graduating majors for more advanced work.
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- Nearly all HSS majors demand at least 33 hours.

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(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: [Signature]
   Date: 3/4/08

7. Signature of Dean of School: [Signature]
   Date: 3/5/08

8. Signature of Provost: Susan J. Morrison
   Date: 3/5/2008

9. Signature of Curriculum Committee Chair: [Signature]
   Date: 3/29/08

10. Signature of Budget Committee Chair: [Signature]
    Date: 3/10/08

11. Signature of Planning Committee Chair: [Signature]
    Date: 3/11/08

12. Signature of Faculty Senate Secretary: _____________
    Date Approved by Senate: _____________

13. Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the change will be sent by the Registrar to:
   1. Department Chair or Program Director
   2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
   3. College Relations (addition to Undergraduate Catalog)
   4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
   5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
The committee requested more information from Dr. Glenn Lesses, Chair of the Department of Philosophy, about the proposed change to the major in Philosophy. This change would require majors to take three 300-level Philosophy courses, one more than the current requirement. We learned:

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2. The department currently offers two 300-level courses each semester, with most offered every other year, so students have a large variety of upper-level courses available their last two years.
3. These courses usually have 15 or more spaces available, so the added students can be absorbed without requiring more courses taught each semester, hence there should be no budget impact.

The committee approved the proposal.

Sincerely,

Norris W. Preyer, Jr.
Chair, Budget Committee
MEMORANDUM

TO: Gerald C. Gonsalves, Chair, Faculty Curriculum Committee
FROM: Glenn Lesses, Chair, Department of Philosophy
RE: Summary of Department of Philosophy Department Curriculum Proposals

I. Proposed new courses.

- PHIL 207, Ethics.
- PHIL 208, Knowledge and Reality.
- PHIL 209, Political Philosophy.
- PHIL 234, Eastern Philosophy.
- PHIL 290, Philosophy and the Cognitive Sciences.

II. Proposals to change courses.

- PHIL 101—change title and catalog description.
- PHIL 220—change of number to PHIL 201.
- PHIL 230—change of number to PHIL 202.
- PHIL 301—change title and catalog description.
- PHIL 315—change title and catalog description.

III. Proposals to delete courses.

- PHIL 102—delete course.

IV. Proposal to change the Philosophy major.

- Increase total required hours to 33 from 30.
- Require that of the minimum 12 elective hours at or above the 200-level at least nine of these hours be at or above the 300-level (instead of the current requirement of at least six of the elective philosophy hours at or above the 300-level).
- Allow no more than six hours of PHIL 398, 399, or 499 to satisfy the minimum requirement of nine elective philosophy hours at or above the 300-level.
Glenn: I've circulated it past Claire and two others. nobody sees any direct impact on POLS and sees it as yet another opportunity to give students multiple perspectives. We're fine with it. LEF

From: Ford, Lynne E.  
Sent: Tuesday, February 12, 2008 1:05 PM  
To: Lesses, Glenn  
Subject: RE: Philosophy Course proposals--FYI

I will be happy to run this by our curriculum committee. What is your timeline? Are you asking for a letter of support? LEF

From: Lesses, Glenn  
Sent: Tuesday, February 12, 2008 12:51 PM  
To: Ford, Lynne E.  
Subject: Philosophy Course proposals--FYI

Lynne,

The Philosophy Department has devoted much of the last year to restructuring parts of our curriculum. We are especially interested in strengthening our intermediate-level curriculum. As a consequence of our discussions, one of the changes we propose is to move our current 300-level political philosophy course (PHIL 315) to the 200-level and then modify PHIL 315 so that it is more clearly topical in nature. PHIL 315 will probably vary in content—e.g., on one occasion it might focus on Rawls. I've attached our proposals. We do not think that these changes will significantly affect political science offerings and, of course, it is common both for departments of political science and philosophy to offer courses in political philosophy from their different disciplinary perspectives. Please let me know if you have any questions.

Thanks,  
--Glenn

Glenn Lesses  
Professor and Chair, Department of Philosophy  
College of Charleston  
Charleston, SC 29424  
Phone: 843-953-8061  
Fax: 843-953-6388  
E-mail: lessesg@cofc.edu
Curriculum Committee
Proposal to Change Degree Requirements
for a Minor/Concentration

1. Department: Physics & Astronomy

2. Name of the Minor/Concentration: Physics

3. Semester and year in which degree change(s) will go into effect: Fall 2008

4. Change(s) Desired: In Core courses: Change phys201 to phys111, and change phys202 to phys112. (Only to be done upon approval of the course renumbering)

   In Electives: Change phys330 to phys230. Change phys340, Physics Photonics, to phys340, Photonics (delete the extra word “physics”)

5. Justification for Change(s): We have renumbered required courses phys201/202, General Physics, to phys111/112. Phys330, Introduction to Modern Physics I, is changed to phys230. In phys340 we are just fixing a typo.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: 
   Date: 2-6-2008

7. Signature of Dean of School: 
   Date: 2/16/08

8. Signature of Provost: 
   Date: 2/11/2008

9. Signature of Business Affairs Official: 
   Date: 2/4/08

10. Signature of Curriculum Committee Chair: 
    Date: 3/19/08

11. Signature of Faculty Senate Secretary: 
    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information will be sent by the Registrar to:

1. Department Chair

2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee  
Proposal to Change a Course

1. Department: Physics and Astronomy

2. Course Number and Title: PHYS 201, 201L, 202, 202L, General Physics I and II and laboratories.

3. Semester and year when the course change(s) will go into effect: Fall 2008

4. Change(s) Desired:
   a. Renumber the courses as:

<table>
<thead>
<tr>
<th>Old</th>
<th>New</th>
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<tbody>
<tr>
<td>201</td>
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<tr>
<td>201L</td>
<td>111L</td>
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<tr>
<td>202</td>
<td>112</td>
</tr>
<tr>
<td>202L</td>
<td>112L</td>
</tr>
</tbody>
</table>

   b. Change the credit hours from (4,0) to (3,1) [lecture,lab].

5. Justification for Change(s):
   The renumbering is to bring the course numbers into alignment with both the Biology and Chemistry and Biochemistry programs, where the first courses for the majors are 111 and 112. This will help students discover the beginning of the Physics sequence. In addition, these courses are required or optional for students in Biology, Chemistry and Biochemistry, Computer Science, and Discovery Informatics. Changing from a 200-level to a 100-level sequence may encourage non-Physics majors to take the courses earlier in their studies when the courses would be more helpful to the students' other courses.

   The Physics department has had continuing problems with credits for International Baccalaureate and transfer students. The IB transfers only as a 3-credit lecture class, and many institutions do not require a laboratory to accompany General Physics. These incoming students must have a lab course to satisfy our General Physics course, but this is difficult to accomplish with a zero-credit lab. A single-credit lab would give credit for work done at the College.

   Neither of the changes would impact the content of the courses, just the course numbers and allocation of credits.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: 
   Date: 2/6/2008

7. Signature of Dean of School: 
   Date: 2/6/08

8. Signature of Business Affairs Official: 
   Date: 2/6/08
   Susan J. Morrison 2/11/2008

9. Signature of Curriculum Committee Chair: 
   Date: 3/20/08

10. Signature of Faculty Senate Secretary: 
    Date Approved by Senate: __________

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change a Course

1. Department: Physics and Astronomy

2. Course Number and Title: PHYS 201, 201L, 202, 202L, General Physics I and II and laboratories.

3. Semester and year when the course change(s) will go into effect: Fall 2008

4. Change(s) Desired:
   a. Renumber the courses as:
      | Old | New |
      |-----|-----|
      | 201 | 111 |
      | 201L| 111L|
      | 202 | 112 |
      | 202L| 112L|

   b. Change the credit hours from (4,0) to (3,1) [lecture,lab].

5. Justification for Change(s):
   The renumbering is to bring the course numbers into alignment with both the Biology and Chemistry and Biochemistry programs, where the first courses for the majors are 111 and 112. This will help students discover the beginning of the Physics sequence. In addition, these courses are required or optional for students in Biology, Chemistry and Biochemistry, Computer Science, and Discovery Informatics. Changing from a 200-level to a 100-level sequence may encourage non-Physics majors to take the courses earlier in their studies when the courses would be more helpful to the students' other courses.

   The Physics department has had continuing problems with credits for International Baccalaureate and transfer students. The IB transfers only as a 3-credit lecture class, and many institutions do not require a laboratory to accompany General Physics. These incoming students must have a lab course to satisfy our General Physics course, but this is difficult to accomplish with a zero-credit lab. A single-credit lab would give credit for work done at the College.

   Neither of the changes would impact the content of the courses, just the course numbers and allocation of credits.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: [Signature]  
   Date: 2/6/2008

7. Signature of Dean of School: [Signature]  
   Date: 2/6/08

8. Signature of Business Affairs Official:  
   Date: 2/6/08  
   [Signature]

9. Signature of Curriculum Committee Chair:  
   [Signature]  
   Date: 3/20/08

10. Signature of Faculty Senate Secretary:  
    Date Approved by Senate: ____________

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair  
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)  
3. College Relations (addition to Undergraduate Catalog)  
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)  
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change a Course

1. Department: Physics and Astronomy

2. Course Number and Title: PHYS 330, Introduction to Modern Physics I

3. Semester and year when the course change(s) will go into effect: Fall 2008

4. Change(s) Desired:
Change course number from PHYS 330 to PHYS 230.

5. Justification for Change(s):
This change accompanies a proposal to re-numbering of the General Physics and helps organize the sequence of courses in the major. The Physics major begins with a three-semester sequence: General Physics I and II (PHYS 111/112) and Modern Physics (PHYS 330). Students normally take Modern Physics as a sophomore before beginning required upper-level courses:

<table>
<thead>
<tr>
<th>Classical Mechanics</th>
<th>PHYS 301</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Physics</td>
<td>PHYS 370</td>
</tr>
<tr>
<td>Quantum Mechanics</td>
<td>PHYS 403</td>
</tr>
<tr>
<td>Electricity and Magnetism</td>
<td>PHYS 409</td>
</tr>
<tr>
<td>Research Seminar</td>
<td>PHYS 419</td>
</tr>
<tr>
<td>Senior Research</td>
<td>PHYS 420</td>
</tr>
</tbody>
</table>

Modern Physics's current number of 330 confuses these junior-senior level courses with a sophomore-level course that is a pre-requisite to several of them. This change would clarify the sequence.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: [Signature]  
   Date: 2/6/08

7. Signature of Dean of School: [Signature]  
   Date: 2/6/08

8. Signature of Business Affairs Official:  
   Date: 2/6/08

9. Signature of Curriculum Committee Chair: [Signature]  
   Date: 3/30/08

10. Signature of Faculty Senate Secretary:  
    Date Approved by Senate: _____

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change Degree Requirements
For the Major

1. Department: Physics & Astronomy

2. Degree: B.A. Astronomy

3. Semester and year in which degree change(s) will go into effect: Fall 2008

4. Change(s) Desired: Change the list of required courses to reflect the renumbering of three courses. Phys201, General Physics I, becomes phys111. Phys202, General Physics II, becomes phys112. Phys330, Introduction to Modern Physics I, becomes phys230. (Only to be done upon approval of the course renumbering)

5. Justification for Change(s): We have renumbered required courses phys201/202, General Physics, to phys111/112. Phys330, Introduction to Modern Physics I, is changed to phys230. The course content has not changed.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair
   or Program Director: ___________________________
   Date: 2-6-2008

7. Signature of Dean of School: ___________________________
   Date: 2/6/08

8. Signature of Provost: ___________________________
   Date: 2/11/2008

9. Signature of Curriculum Committee Chair: ___________________________
   Date: 3/30/08

10. Signature of Budget Committee Chair: ___________________________
    Date: 4/9/08

11. Signature of Planning Committee Chair: ___________________________
    Date: 4/27/08

12. Signature of Faculty Senate Secretary: ___________________________
    Date Approved by Senate: __________________

13. Completed form should be sent by the Faculty Senate Secretary to
    the Registrar. Information about the change will be sent by the
    Registrar to:
    1. Department Chair or Program Director
    2. Business Affairs Office (establishes course fee structure in
       SIS, referral to Board for necessary approval)
    3. College Relations (addition to Undergraduate Catalog)
    4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
    5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change Degree Requirements
For the Major

1. Department: Physics & Astronomy

2. Degree: B.A. Physics

3. Semester and year in which degree change(s) will go into effect: Fall 2008

4. Change(s) Desired: Change the list of required courses to reflect the renumbering of three courses. Phys201, General Physics I, becomes phys111. Phys202, General Physics II, becomes phys112. Phys330, Introduction to Modern Physics I, becomes phys230. (Only to be done upon approval of the course renumbering)

5. Justification for Change(s): We have renumbered required courses phys201/202, General Physics, to phys111/112. Phys330, Introduction to Modern Physics I, is changed to phys230. Course content has not changed.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: 
   Date: 2-6-2008

7. Signature of Dean of School: 
   Date: 8/6/08

8. Signature of Provost: 
   Date: 2/11/2008

9. Signature of Curriculum Committee Chair: 
   Date: 3/30/08

10. Signature of Budget Committee Chair: 
    Date: 3/24/08

11. Signature of Planning Committee Chair: 
    Date: 3/27/08

12. Signature of Faculty Senate Secretary: 
    Date Approved by Senate: 

13. Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the change will be sent by the Registrar to:
   1. Department Chair or Program Director
   2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
   3. College Relations (addition to Undergraduate Catalog)
   4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
   5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change Degree Requirements
for a Minor/Concentration

1. Department: Physics & Astronomy

2. Name of the Minor/Concentration: Minor in Astronomy

3. Semester and year in which degree change(s) will go into effect: Fall 2008

4. Change(s) Desired:

   In Electives: Change phys201, General Physics I, to phys111, and change phys202, General Physics II, to phys112. Change phys330 to phys230. (Only to be done upon approval of the course renumbering)

   Change phys306, Physical Optics, to phys340, Photonics

5. Justification for Change(s): We have renumbered required courses phys201/202, General Physics, to phys111/112. Phys306, Physical Optics, is no longer offered, and has been supplanted by phys340, Photonics.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: [Signature]
   Date: 2-6-2008

7. Signature of Dean of School: [Signature]
   Date: 2-6-2008

8. Signature of Provost: [Signature]
   Date: 2/11/2008

9. Signature of Business Affairs Official: [Signature]
   Date: 2-6-2008

10. Signature of Curriculum Committee Chair: [Signature]
    Date: 3/26/2008

11. Signature of Faculty Senate Secretary: 
    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information will be sent by the Registrar to:

1. Department Chair

2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change Degree Requirements
for a Minor/Concentration

1. Department: Physics & Astronomy

2. Name of the Minor/Concentration: Minor in Meteorology

3. Semester and year in which degree change(s) will go into effect:
   Fall 2008

4. Change(s) Desired: In Core courses: Change phys201, General Physics I, to phys111, and change phys202, General Physics II, to phys112. (Only to be done upon approval of the course renumbering)
   In Electives: Eliminate phys306, replace with phys340, Photonics.

5. Justification for Change(s): We have renumbered required courses phys201/202, General Physics, to phys111/112. Phys306, Physical Optics, is no longer offered, and has been supplanted by phys340, Photonics, a modernized version.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: [Signature]
   Date: 2-6-2008

7. Signature of Dean of School: [Signature]
   Date: 2/11/08

8. Signature of Provost: [Signature]
   Date: 2/11/2008

9. Signature of Business Affairs Official: [Signature]
   Date: ________

10. Signature of Curriculum Committee Chair: [Signature]
    Date: ________

11. Signature of Faculty Senate Secretary: ________
    Date Approved by Senate: ________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information will be sent by the Registrar to:

1. Department Chair

2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change Degree Requirements
for a Minor/Concentration

1. Department: Physics & Astronomy

2. Name of the Minor/Concentration: Physics

3. Semester and year in which degree change(s) will go into effect: Fall 2008

4. Change(s) Desired: In Core courses: Change phys201 to phys111, and change phys202 to phys112. (Only to be done upon approval of the course renumbering)

   In Electives: Change phys330 to phys230. Change phys340, Physics Photonics, to phys340, Photonics (delete the extra word “physics”)

5. Justification for Change(s): We have renumbered required courses phys201/202, General Physics, to phys111/112. Phys330, Introduction to Modern Physics I, is changed to phys230. In phys340 we are just fixing a typo.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: John H. Smith  
   Date: 2-6-2008

7. Signature of Dean of School: Name E. Stone  
   Date: 2/6/08

8. Signature of Provost: Susan J. Morrison  
   Date: 2/14/2008

9. Signature of Business Affairs Official:  
   Date: 2/6/08

10. Signature of Curriculum Committee Chair:  
    Date: 3/30/08

11. Signature of Faculty Senate Secretary:  
    Date Approved by Senate:  

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information will be sent by the Registrar to:

1. Department Chair

2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
PROPOSAL FOR REAL ESTATE CONCENTRATION
& RELATED MATERIALS

New Course Proposals
1. New Course: REAL 360 – Special Topics in Real Estate
   a. see attached: sample Special Topics syllabus
2. New Course: REAL 420 – Real Estate Independent Study
   a. see attached: REAL 420 syllabus
3. New Course: REAL 444 – Real Estate Internship
   a. see attached: sample Independent Study proposal
4. New Course: REAL 499 – Real Estate Bachelor’s Essay
   a. see attached: sample Bachelor’s Essay proposal

Change of Course Forms
5. Course Change: FINC 375 – Principles of Real Estate
   a. change to REAL 310
6. Course Change: FINC 376 – Real Estate Market Analysis
   a. change to REAL 376
7. Course Change: FINC 380 – Real Estate Investment Analysis
   a. change to REAL 380
8. Course Change: FINC 381 – Real Estate Finance
   a. change to REAL 410

Change of Minor/Concentration Form
9. Change Degree Requirements for a Minor/Concentration
   a. allow 6 hours of real estate (REAL) courses at or above the 300 level to count as electives for the finance minor / concentration
   b. see attached: Proposed Changes

Proposal for a New Concentration
10. New Concentration – Real Estate
    a. see attached: Proposed Concentration
    b. see attached: Letter of Support from HPCP program director
    c. see attached: Letter of Support from MGMT department head
    d. see attached: Letter of Support from POLS department head
    e. see attached: Letter of Support from URST program director
    f. see attached: Budget Committee report from chair

Note: FINC 375 (to become REAL 310) is currently listed as pre-requisite for FINC 380 (to become REAL 380), FINC 381 (to become REAL 410), and as an elective for the HTMT major, minor and concentration in the Undergraduate Catalog. Subject to the name change, the Undergraduate Catalog should be updated to list REAL 310 (rather than FINC 375) as a pre-requisite for REAL 380, REAL 410 and as an elective for the HTMT major, minor and concentration.
Proposal to Change a Graduate Course

Department: Political Science
Graduate Program: Master of Public Administration

Will this course be cross-listed with an undergraduate or other graduate course? [ ] YES [ ] NO
If you have attached an attachment to this proposal and a Permission to Cross-List a Graduate Course form.

Course change(s) will go into effect: Fall 2008

Change(s) desired:
PUBA 611 - Course description change to:
This course will introduce students to the field of urban policy and will train students to critically analyze policy debates that directly impact city life. The course traces the major ideological shifts in urban policy over the past century, analyzes their historical and philosophical foundations and explores the relationship between urban change and policy formulation.

Justification for change(s): To better reflect current faculty and the place of the course in the MPA and Urban Planning Certificate.

Signature of Program Director: ____________________________ Date: 3/10/2008

Signature of Department Chair: ____________________________ Date: 3/10/2008

Signature of School's Dean: ____________________________ Date: 3/11/08

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: ____________________________ Date: 3/14/08

Signature of Chair of Grad Council: ____________________________ Date: 3/18/08

Signature of the Faculty Secretary: ____________________________ Date:

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Urban Policy
Public Administration 611

Dr. Catherine Venings
Office: 114 Wentworth, Room 102
Phone: 953-7532
Email: venings@cofc.edu
Office Hours: Monday and Thursday 1:00-2:00 and by appointment

Course Description:
Policy is a rather vague term that refers to the activity (and inactivity) of government. You can think of policy as a goal or set of goals and the means to achieve those goals. Key components of policy studies include: problem definition, the means to solve the problem (often characterized as 'carrots' and 'sticks'), policy implementation, and policy effects.

This course will introduce graduate students to the field of urban policy and will train students to critically analyze policy debates that directly impact city life. Broadly, we will trace the major ideological shifts in urban policy over the past half century - from the welfare state to the post-Keynesian neo-liberal state - and consider the recursive relationship between economic restructuring and urban policy formulation. From an analytical perspective, we will seek to understand the philosophical foundations of various policies by investigating their ideological and historical underpinnings. Substantively, our inquiry will focus on pressing urban concerns such as education, crime, poverty, inequality, and economic development.

Required Reading:
Texts:

Reserve Readings available from the library or from me

Course Requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar participation:</td>
<td>10</td>
</tr>
<tr>
<td>Lead seminar discussion:</td>
<td>10</td>
</tr>
<tr>
<td>Urban policy meeting reflection:</td>
<td>10</td>
</tr>
<tr>
<td>Policy brief:</td>
<td>20</td>
</tr>
<tr>
<td>Research paper:</td>
<td>50</td>
</tr>
<tr>
<td>Total:</td>
<td>100</td>
</tr>
</tbody>
</table>
Seminar participation: This course is organized primarily as a seminar, rather than a lecture. Each class meeting will be devoted to understanding, analyzing, critiquing, and building up on the reading materials. Therefore your participation in all class discussions is essential. You are expected to attend every class prepared to engage in critical discussions of the week's reading. Engaging in critical discussions includes understanding and being able to summarize the arguments presented in various readings, elaborating and defending arguments, drawing connections among various readings, and responding to others in a constructive manner. I expect and will seek to create an atmosphere devoted to collegial critical analysis, not ideological posturing. (Seminar participation is worth 10% of your grade.)

Lead seminar discussion: In addition to being an active member of all seminar discussions, you will also be required to lead the class discussion on the reading of your choosing (from among the assigned readings). One of your primary goals as the discussion leader is to make sure that everyone understands the author's argument and is clear on how the argument was developed. A second goal is to engage the class in a thoughtful and provocative discussion of the material. Therefore, it is essential that you are comfortable with the reading and that you develop some questions or structure a discussion format before class. Please feel free to consult with me about your plans for discussion. (Leading seminar discussion is worth 10% of your grade.)

Urban policy meeting reflection: In order to see the policy world in action, you will be required to attend a public meeting and write a short reflection of that meeting. You can attend any city meeting that is open to the public, such as a City Council meeting or BAR meeting. See the City's calendar at: http://www.charleston.city.info/listical.aspx. Be sure to consult the meeting agenda as some meetings are more interesting than others! Your reflection, about 2 pages, should summarize: what got done, who got it done, how it got done. Other questions for consideration include: What is the policy process like? Is it efficient? Does it achieve social justice? Who is included/excluded? What did not get done? (Public meeting write-up is worth 10% of your grade.)

Urban policy brief: In addition to attending a public meeting, you will also be required to write an urban policy brief. I will assign two (one on crime, the other on education), but each student is required to write one. The policy brief (to be handed out later) will outline a question/issue that requires a policy response. You will draw on the readings and your own research to develop and articulate a policy position to address the issue. You will need to take a stand on the issue and will need to provide clear policy statements. (Policy brief is worth 20% of your grade.)

Research paper: The major assignment of the course is a research project examining a local urban policy issue. This is primarily an analytical paper, not a position paper or a policy analysis per se. Rather, your objective is to critically analyze a particular policy or policy debate from a scholarly perspective (much of the reading should serve as a model for this type of analysis). You will need to choose a topic that has particular
Course Schedule:

August 23: Introduction: course overview, expectations

August 30: What is urban policy? I
Readings:
Cochrane ch. 1, 2

September 6: What is urban policy? II
Readings:

September 13: Urban restructuring
Readings:

September 20: The role of the state I
Readings:
Cochrane: 3, 6

Research Paper Proposals Due

September 27: Role of the state II
Readings:
Cochrane: 8
relevance to the local area (e.g., historic preservation). In addition to understanding the policy debate in the local context, you will also need to situate it within a larger policy discourse. While much of your research will be scholarly articles, books, and newspaper articles, you are encouraged to speak with local practitioners about their experiences with the policy. The research paper should be approximately 20 pages, double-spaced. As with any research paper, be sure to document all of your sources including people that you have interviewed and websites. (The research paper is worth 50% of your grade.)

You may use the following outline to guide your research:

I. Policy background
   a. What is the policy's objective?
   b. What is the policy's history?
   c. What is the theory behind the policy - what is it supposed to do and why?
      What are the policy's assumptions about human and/or economic behavior?

II. Policy in context
   a. What is the need for the policy in Charleston?
   b. How is it justified? How is the problem defined?

III. Policy implementation
   a. How is the policy implemented?
   b. Who implements it?
   c. Does the implementation achieve the desired goals?
   d. What issues have emerged as a result of policy implementation?

IV. Policy recommendations and additional research
   a. Based on your analysis, how could the policy be improved?
   b. What additional factors do you think the policy should consider?

Public meeting write-up due

**October 4:** Crime I
Readings:
Harcourt, ch 1-126
Cochrane ch. 5

**October 11:** Crime II
Readings:
Harcourt 127-248

**October 18:** Policy Brief I

**Crime Policy Brief Due**

**October 25:** Education I
Kozol: all

**November 1:** Education II
Readings:

**November 8:** Policy Brief II

**Education Policy Brief Due**

**November 15:** New Economic Development Trends I
Readings:
"Charter of the New Urbanism"
Kristin Larsen, "New Urbanism’s Role in Inner-City Neighborhood Revitalization,"

**November 22**: No Class: Thanksgiving

**November 29**: New Economic Development Trends II
Readings:
Cochrane ch. 7

**December 6**: Final Papers Due
Proposal to Change a Graduate Course

Department: Political Science
Graduate Program: Master of Public Administration

Will this course be cross-listed with an undergraduate or other graduate course? YES NO
If yes, please complete an attachment to this proposal to Cross-List a Graduate Course Form.

Course change(s) will go into effect: Fall 2008

Changes desired:

Course number change/title change
PUBA 533 Urban Planning to PUBA 612 History and Theory of American Urban Planning

Justification for change(s): The new numbers and title signal that this is the foundational course in the certificate, one that provides an account of the evolution of the urban planning field. More specialized courses will be assigned higher numbers that will be in a range that denotes the urban cognitive area within the MPA program.

Signature of Program Director: [Signature]
Date: 3-10-2008

Date approved by the Department:

Signature of Department Chair: [Signature]
Date: 3-10-2008

Signature of School's Dean: [Signature]
Date: 3-11-08

Return form to the Graduate School Office for further processing.

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: [Signature]
Date: 3-14-08

Signature of Chair of Grad Council: [Signature]
Date: 3-18-08

Signature of the Faculty Secretary: [Signature]
Date: [Signature]

If more space is needed for any section, please attach additional sheets to this form.

November 2007

Page 1 of 1
THE GRADUATE SCHOOL
of the COLLEGE OF CHARLESTON
Faculty Committee on Graduate and Continuing Education

PERMISSION TO CROSS-LIST A GRADUATE COURSE

Note: This form must ALWAYS be accompanied by either a New Graduate Course Proposal Form or a Proposal to Change a Graduate Course Form.

1. The course is:
   a. □ New Course (Course Number/Title) ____________________________
   b. ☑ Existing Course (Course Number/Title) PUBA 612 History and Theory of American Urban Planning
      TERM: Fall 2002
   c. □ Special Topic Course (Course Number/Title) ____________________________
      TERM: ____________________________

2. This course will be cross-listed with an □ undergraduate course (If so please complete Section A below)
   ☑ existing graduate course (If so please complete Section B below).

Section A

Course Number/Title: EVSS 633 Urban Planning

Below, please indicate to detail what provisions have been made to delineate separate requirements for the different levels of students. Please also remember to make any determinations on the course syllabus which you will attach to the course proposal form.

Approval to cross-list the undergraduate course with a graduate course (please SIGN AND PRINT your name):

a. Department Chair of Graduate Course:
   ____________________________________________________________

b. Department Chair of Undergraduate Course:
   ____________________________________________________________

c. Graduate Program Director:
   ____________________________________________________________

d. Provost:
   ____________________________________________________________

Section B

Course Number/Title of Existing Course: PUBA 612 History and Theory of American Urban Planning

Program of Existing Course: Master of Public Administration

Approval of the program director of existing graduate course and of the requesting program director to cross-list the course (please SIGN AND PRINT your name):

Host Program Director: ____________________________
Requesting Program Director: ____________________________

Revised by: ____________________________

(Initials - October 2005)
Proposal for a New Graduate Course

Department: Political Science
Graduate Program: Master in Public Administration

Course Number & Title: PUBA 613 Planning Law
Total hours/week: 3
Number of Credits: Lectures: 3, Lab:

Will this course be cross-listed with an undergraduate or other graduate course?  Yes [ ]  No [X]
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered: Spring 2010

Catalog description (Please limit to 50 words):
This course examines the application and administration of planning law at the local level. The tension between constitutionally protected rights and governmental regulation will be explored as it emerges in decisions regarding land use, environmental protection and growth management.

Prerequisites (or other restrictions)
none

Rationale/Justification for course (consider the following issues):
a. What are the goals and objectives of the course?
To develop an understanding of the tension between regulation and individual rights and how planning administrators define the balance between the two.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?
Supports the programs commitment to “preparing students for the roles and responsibilities of the administrator in a democratic society.” (Program Mission Statement)

Are other departments affected by this course?  Yes [X]  No [ ]
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.) We do not anticipate any direct effects on the enrollments or staffing in other programs, but we have consulted with programs in Environmental Studies, Historic Preservation, and Urban Studies.

Is this course part of a joint program?  Yes [X]  No [ ]  If yes, at what institution?
University of South Carolina, Joint MPA Program

Method of teaching:
Seminar

If more space is needed for any section, please attach additional sheets to this form.
November 2007
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.
   Enrollments in currently offered sections of urban courses average between six and twelve. We can double these enrollments without adding new sections.

b. Address potential shifts in staffing of the departments as it relates to the offering of this course.

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff
b. Budget none
c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: ___________________________ Date: 3/10/2008
Signature of Department Chair: ___________________________ Date: 3/10/2008
Additional Chair’s Signature*: ___________________________ Date: 3/11/08
Signature of Schools’ Dean: ___________________________ Date: 3/14/08
Additional Schools’ Dean Signature*: ___________________________ Date: 3/14/08
Signature of the Provost: ___________________________ Date: 3/14/08
Signature of Budget Director**: ___________________________ Date: 3/14/08

*For Interdisciplinary courses.
**Business Affairs Office

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: ___________________________ Date: 3-14-08
Signature of Chair of Grad Council: ___________________________ Date: 3-18-08
Signature of the Faculty Secretary: ___________________________ Date: ___________________________

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Planning Law
PUBA 613

PURPOSE OF THE COURSE: This course examines the key substantive application and administration of legal issues that affect the use, preservation, and development of land at the local government level, and the principles and thinking process by which the legal system reaches decisions intended to resolve these issues. The course will explore how land use and environmental laws reflect the fundamental tension in our society between government regulation and constitutionally protected rights of individuals, and discuss the role that planning can play in helping to define the balance between the means used to achieve public goals and the protection of private property rights. The course will also address certain federal laws that impact land use and local land use regulation. The course concludes by examining programs that seek to integrate land use and environmental concerns, notably, growth management or “smart growth” programs designed to influence the rate, amount, type, location and quality of development. Course readings include court decisions, statutes, and ordinances, and case studies.

INSTRUCTOR: Layne West
Office Phone: (843) 442-0841
e-mail: lmwest@daniellandmedia.net
Office Hours: By Appointment Only

TEXTS: Urban Land Use Planning
Philip Berke, Edward Kaiser, David Godschalk, and F. Stuart Chapin, Jr. (2006)

COURSE REQUIREMENTS: Evaluation in the course will consist of two examinations, a research paper on a selected topic, and class presentations. Examinations will be primarily essay in format and will come from both lecture and textbook sources. Exams will be administered according to the calendar below. However, exam material, content, and dates may be subject to change at the discretion of the instructor. You will be informed well in advance of any changes.

ATTENDANCE: Because of the emphasis placed on in-class lecture and discussions, full-time attendance is expected and highly recommended for successful completion of the course. It is the student’s responsibility to discuss absence issues with the instructor. No make-up exams will be given without prior arrangement.

COURSE WITHDRAWAL: Students wishing to withdraw from the course are responsible for initiating and completing the necessary procedures to withdraw. The instructor will not withdraw students from the course. Further, it is the responsibility of the student to be aware of and comply with the designated withdrawal date/deadline as established by the College of Charleston.

COURSE PRESENTATION: The course material will be presented in a manner consisting of traditional lecture, group discussion, assigned outside readings, synthesis of literature/information discussion, and student presentations. This presentational approach is designed to stimulate and promote individual student learning, perceptual, and analytical styles. Reading assignments, other than the textbook or that are not widely available, will be on reserve in the College of Charleston library or distributed by the instructor. It is incumbent upon the student to be prepared for class, actively contribute to discussions, and be fully prepared to present their topical discussions on designated class meetings.
CLASS CALENDAR:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>08-21-07</td>
<td>Class begins</td>
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<tr>
<td>10-02-07</td>
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<tr>
<td>10-16-07</td>
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<td>11-21-07</td>
<td>Thanksgiving Break</td>
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<tr>
<td>12-05-07</td>
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<td>Or as school requires</td>
<td>Final Exam</td>
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GRADING SCALE:

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<tr>
<td>Research Paper</td>
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<tr>
<td>Presentations/Discussion</td>
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Faculty Committee on Graduate and Continuing Education

Proposal for a New Graduate Course

Department: Political Science
Graduate Program: Master in Public Administration
Course Number & Title: PUBA 615 Urban and Regional Development
Total hours/week: Lec: 3  Lab: 
Number of Credits: 3

Will this course be cross-listed with an undergraduate or other graduate course? □ YES  □ NO
If yes, please complete an attach to this proposal a Permission to Cross-list a Graduate Course form.

Course will first be offered Fall 2003

Catalog description (Please limit to 50 words):
This course is designed to provide the basic toolkit required to think critically and coherently about processes of urban and regional economic development. Major themes include the spatial distribution and location of economic activity, the concentration of economic activities, how globalization affects these processes and the impact of regional differences.

Prerequisites (or other restrictions)
none

Rationale/justification for course (consider the following issues):

a. What are the goals and objectives of the course?

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

The mission of the MPA program is to prepare both in-service and pre-service professionals for the roles and responsibilities of public administrators. An understanding of urban and regional development is essential to many administrator positions. One-third of program alumni work in city or county government.

Are other departments affected by this course? □ YES  □ NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? □ YES  □ NO
If yes, at what institution?

Method of teaching:
University of South Carolina, Joint MPA Program

Seminar format.

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Page 1 of 2
Proposal for a New Graduate Course
Cont’d

Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

Enrollments in currently offered sections of urban courses average between six and twelve. We can double these enrollments without adding new sections.

b. Address potential shifts in staffing of the departments as it relates to the offering of this course.

Will require extending the current visiting instructor line for 2008-2009 and converting that line to tenure track for 2009-2010.

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff

b. Budget See attached proposal for graduate certificate/MPA cognate area.

c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director:

Signature of Department Chair:

Signature of Schools’ Dean:

Signature of the Provost:

Signature of Budget Director:

Date:

Date:

Date:

Date:

Date:

*For Interdisciplinary courses.

**Business Affairs Office

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education

Signature of Chair of Graduate Council:

Signature of the Faculty Secretary:

Date:

Date:

Date:

Date:

Page 2 of 2

If more space is needed for any section, please attach additional sheets to this form.
PERMISSION TO CROSS-LIST A GRADUATE COURSE

Note: This form must ALWAYS be accompanied by either a New Graduate Course Proposal form or a Proposal to Change a Graduate Course form.

1. The course is:
   a. [ ] New Course (Course Number / Title) 
   [ ] PUBA 615 Urban and Regional Development

   TERM: Fall 2011

   [ ] Existing Course (Course Number / Title)

   TERM:

   [ ] Special Topic Course (Course Number / Title)

   TERM:

2. This course will be cross-listed with an [ ] undergraduate course (If so please complete Section A below)
   [ ] existing graduate course (If so please complete Section B below)

Section A

Course Number / Title: EVSS 695: Special Topics

Below please indicate in detail what provisions have been made to delineate separate requirements for the different levels of students. Please also remember to make this delineation on the course syllabus which you will submit in the course proposal form.

Approval to cross-list the undergraduate course with a graduate course (please SIGN AND PRINT your name):
   a. Department Chair of Graduate Course:
   b. Department Chair of Undergraduate Course:
   c. Graduate Program Director:
   d. Provost:

Section B

Course Number / Title of Existing Course: PUBA 615 Urban and Regional Development

Program of Existing Course: Master of Public Administration

Approval of the program director of existing graduate course and of the requesting program director to cross-list the course (please SIGN AND PRINT your name):

"Host" Program Director: [Signature]

"Requesting" Program Director: [Signature]

Reviewed by: [Signature]

Date: [11/04]

(Revision - October, 2005)
Public Administration 615: Urban and Regional Development  
College of Charleston  
Fall Semester 2007

Dr. Nick Velluzzi  
Professor of Economic Geography and Regional Development  
Department of Political Science  
velluzzin@cofc.edu  
Office: 114 Westworth, Room 101  
843-953-5679

Office Hours:  
Wednesdays 1:30 – 2:30  
Thursdays 11 – 12  
And by appointment

Meeting times:  
Mondays  
5:30 – 8:15 pm  
Education Center 111

Course website: TBA

PURPOSE  
Throughout the course of economic history, radical economic change required a reexamination of theories that explain the process of regional economic development. This was the case with the economic crisis of the 1970s, which is characterized by the decline of the “Frostbelt” and rise of the “Sunbelt”. Today, current debates circulate around the relationship between the so-called “new” economy and globalization, which are re-shaping the spatial distribution of economic activity. The purpose of this course is to provide students with an introduction to the theories and models developed to explain those changes. Our geographic focus will concentrate primarily in the United States and other advanced capitalist countries, though we may pull in material from Latin America and Asia.

LEARNING OBJECTIVES  
The goal of this course is to give students the basic toolkit required to think critically and coherently about processes of urban and regional economic development. The major themes of this course examine the spatial distribution and location of economic activity; why economic activity tends to concentrate in cities; how globalization affects these processes; and whether regions tend to become more similar or remain distinct in the process of economic development. These objectives will be achieved through a mix of completing the readings and attending and participating in class discussions. By completing this course, students will acquire a sufficient knowledge base that will enable them to develop a position and contribute to local and regional economic development policy debates. In addition, this course prepares students with a distinct knowledge foundation that will carry over into a more specialized course in regional economic development offered in the spring semester.
READINGS

Additional readings will be made available either through e-reserve or through email distribution.

Leading seminars: Each week our seminar discussion will be led by a member of the class, who will prepare a brief presentation that summarizes the reading material for the week and a set of related questions.

EVALUATION AND ASSESSMENT

*Exams (2 x 100 points)*: There are two take-home essay exams for this course. The exams will be worth 100 points each. The second exam is not technically cumulative; though the material is cumulative as new theories rise out of a critique of old theories. More information on the structure and format of the exams will be provided prior to the first exam.

Weekly review (12 x 10 points): Each week you will choose one (or more) of the assigned readings and write a two to three page synthesis that critically reflects upon the argument(s) and evidence presented in the literature.

SEDAAG review (10 points): The Southeast Division of the Association of American Geographers is holding its 67th Annual Meeting in Charleston on November 18 – 20. In lieu of class on November 19th, you will attend a conference session of your choice and write a 2-3 page paper on your experience.

Policy Brief (50 points): You will be presented with a local or regional economic development problem for which you will have to develop a policy brief that 1) states the dimensions of the problem and 2) offers policy advice that effectively addresses that problem.

<table>
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<th></th>
<th>Points</th>
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<tr>
<td>Policy brief</td>
<td>50</td>
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<tr>
<td><strong>Total Points</strong></td>
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</table>

The grade breakdown is as follows:

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<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A: &gt;342 (90%)</td>
<td>C+: 296-306 (78-79%)</td>
</tr>
<tr>
<td>B+: 334-338 (88-89%)</td>
<td>C: 260-292 (70-77%)</td>
</tr>
<tr>
<td>B: 304-330 (80-87%)</td>
<td>F: less than 311</td>
</tr>
</tbody>
</table>

2
HONOR CODE
Your enrollment in this course requires you uphold the College of Charleston Honor Code. Honor Code violations are serious offenses. If you violate the Honor Code, you will fail this course. Be aware that plagiarism, defined below, is a violation of the Honor Code.

Plagiarism: “The verbatim repetition, without acknowledging, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/endnotes.
- Borrowing without acknowledging the source
- Paraphrasing the thoughts of another without acknowledgement
- Allowing any other person or organization to prepare work with one then submits as his/her own.

http://www.cofc.edu/~agrest/honor.html (Accessed 8/21/07)

If you have any questions or are unsure what constitutes plagiarism or cheating ask.

COURSE CALENDAR

Week 1 (August 27): Introductions and setting up the course
- Fallows, J. “America's Changing Economic Landscape” from The Atlantic.

Week 2 (September 3): Uneven development and the Inconstant Geography of Capitalism
Readings:
- Storper and Walker: The Capitalist Imperative, Chapter 1
- Piore and Sabel: The Second Industrial Divide, Chapters 2 (“Mass production as destiny and blind decision”) and 3 (“The corporation”)
- Bluestone and Harrison, The Deindustrialization of America, Chapter 2, “Closed plants, lost jobs”
- Osterman, P. Securing Prosperity, Chapter 2, “Changing structure of the labor market”

Week 3 (September 10): Interregional exchange: Comparative advantage and regional convergence? Or, unequal exchange and divergence?
- Storper and Walker: Chapter 2
- North, D. “Location Theory and Regional Economic Growth”
- Krugman and Obstfeld, International Economics: Theory and Policy, (parts of Chapter 2, and Chapter 4
- Mandel, E. Late Capitalism, Chapter 2, “Structure of the capitalist world market”
- Dicken, P. Global Shift, 3rd edition, Introduction to Part II, “Traditional explanations and the seed for a new approach”

Week 4 (September 17): Agglomeration Economics: Growth poles and industrial districts
- Storper and Walker: Chapters 3, 4, and 5
- Perroux, F. “Economic space: Theory and applications
- Perroux, F. “Note on the concept of growth poles”
Week 5 (September 24): Agglomeration Economies II: Circular and cumulative causation, external economies of scale
- Myrdal, G. Rich Lands and Poor. Chapters 1 - 5, 11
- Kaldor, N. "The case for regional economic policies".
- Scott, A.J. Metropolis. Chapter 10, "Urbanization and the new spatial division of labor"

Week 6 (October 1): Agglomeration Economies III: Cities, regions and export-base theory
The "North – Tiebout debate"
- Tiebout, C. "Exports and Regional Economic Growth"
- North, D. "A Reply"
- Tiebout, C. "Rejoinder"

A reexamination 50 years later:
- Markusen, A. "A Consumption Base Theory of Development: An Application to the Rust Belt Cultural Economy"

Week 7 (October 8): Agglomeration Economies IV: Growth, restructuring, sectoral change, and the rise of new regions
- Scott, A.J. and Stopper, M. "High Technology Industry and Regional Development: A theoretical critique and reconstruction"

Week 8 (October 15): FALL BREAK

Week 9 (October 22): Deagglomeration, vertical disintegration and dispersal
- Vernon, R. "International investment and international trade in the product cycle"

Exam I Begins

Week 10 (October 29): Deagglomeration and spatial divisions of labor
October 29
- Massey, D. "In What Sense a Regional Problem?"
- Stopper and Walker, Chapter 7

Exam I Ends

Week 11 (November 5): Globalisation and regional integration
- Brenner, N. "Globalisation as Reterritorialisation: The Re-scaling of Urban Governance in the European Union"
- Dicken, P. Global Shift 5th Edition. Chapters 6 and 7

Distribute Policy Brief Assignment
Week 12 (November 12): Technology and interregional shifts
- Storper, M. “The Limits to Globalization”
- Gertler, M.S. “Technology, Culture and Social Learning: Regional and National Institutions of Governance”

Week 13
November 19: NO CLASS. Southeast Division of the Association of American Geographers 67th Annual Regional Meeting, Francis Marion Hotel, Downtown Charleston
Policy Brief Assignment Due: Deliver to Velazzi’s mailbox, located in 114 Wentworth, room 202 by close-of-business (5 pm).

Week 14 (November 26): Knowledge, innovation and regional development
- Storper, M. “The resurgence of regional economies, ten years later: The region as a nexus of untraded interdependencies”
- Morgan, K. “The learning region: Institutions, innovation and regional renewal”
- Malmberg, A. and Maskell, P. “Localized Learning Revisited”
- Belussi, F. and Gottardi, G. Evolutionary Patterns of Local Industrial Systems. Chapter 1, “Models of localized technological change”
- Boschma, R. “Proximity and Innovation: A critical assessment”

Submit SEDAAG assignment

Week 15 (December 3): Cities and creativity: The rise of the creative class?
- Florida, R. Cities and the creative class, Chapters 1 (“Introduction”) and 2 (“Cities and the creative class”)”
- Peck, J. “Struggling with the creative class”
- Scott, A.J. “Creative Cities: Conceptual issues and policy questions”

Exam II Begins

December 10th: Exam II Ends, due by 5 pm.
Proposal for a New Graduate Course

Department: Political Science
Graduate Program: Master in Public Administration
Course Number & Title: PUBA 616 Local and Regional Economic Development: Policy and Practice
Total hours/week: 3
Number of Credits: Lectures: 3

Will this course be cross-listed with an undergraduate or other graduate course?  ✔ YES  ☒ NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.
Course will first be offered: Spring 2009

Catalog description (Please limit to 50 words):
This course examines the forces that drive regional growth and change and assesses the policies and practices that are commonly used in pursuit of economic growth, including industrial targeting, incentives, and workforce development.

Prerequisites (or other restrictions):
none

Rationale/justification for course (consider the following issues):

a. What are the goals and objectives of the course?
   To develop an understanding of employment-based economic development policies and practices.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?
   Supports the mission of developing the skills and qualifications of both in-service and pre-service students in public administration. In particular, an understanding of relevant "policy tools" is a key element of the program mission and economic development is a centrally important issue for local governments who employ one-third of our graduates.

Are other departments affected by this course?  ✔ YES  ☒ NO
(please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.) We do not anticipate any direct effects on the enrollments or staffing in other programs, but we have consulted with programs in Environmental Studies, Historic Preservation, and Urban Studies.

Is this course part of a joint program?  ✔ YES  ☒ NO  If yes, at what institution?
University of South Carolina, Joint MPA Program

Method of teaching:
Seminar, case study analysis

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Faculty Committee on Graduate and Continuing Education

Proposal for a New Graduate Course

Cont’d

Expected changes

a. Address potential enrollment patterns shifts in the Department or University-wide as it relates to the offering of this course.
   Enrollment in currently offered sections of urban courses average between six and twelve. We can double those enrollments without adding new sections.

b. Address potential shifts in staffing of the departments as it relates to the offering of this course.
   Will require extending the current visiting instructor line for 2008-2009 and inverting that line to secure track for 2009-2010.

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

   a. Staff

   b. Budget

   See attached proposal for graduate certificate/MPA cognate area.

   c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: ____________________________ Date: 3/10/08
Signature of Department Chair: ____________________________ Date: 3/10/08
Additional Chair’s Signature*: ____________________________ Date:
Signature of School’s Dean: ____________________________ Date: 3/11/08
Additional Schools’ Dean Signature*: ____________________________ Date: 3/14/08
Signature of the Provost: ____________________________ Date:
Signature of Budget Director**: ____________________________ Date:

*for interdisciplinary courses. **Business Affairs Office

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education
Signature of Chair of Grad Council: ____________________________ Date: 3/14/08
Signature of the Faculty Secretary: ____________________________ Date: 3/18/08

If more space is needed for any section, please attach additional sheets to this form.

November 2007
PERMISSION TO CROSS-LIST A GRADUATE COURSE

1. The course is:
   a. ✓ New Course (Course Number / Title) PUBA 616 Local and Regional Economic Development, Policy and Practice  TERM: Spring 2009
   b. 0 Existing Course (Course Number / Title)
   c. 0 Special Topic Course (Course Number / Title)  TERM:

2. This course will be cross-listed with an undergraduate course (If so please complete Section A below) OR existing graduate course (If so please complete Section B below)

Section A
Course Number / Title  EVSS 695: Special Topics

Below please indicate in detail what provisions have been made to delineate separate requirements for the different levels of students. Please also remember to make this delineation on the course syllabus which you will attach to the course proposal form.

Approval to cross-list the undergraduate course with a graduate course (please SIGN AND PRINT your name):
1. Department Chair of Graduate Course:
2. Department Chair of Undergraduate Course:
3. Graduate Program Director:
4. Provost:

Section B
Course Number / Title of Existing Course: PUBA 616 Local and Regional Development: Policy and Practice

Program of Existing Course: Master of Public Administration

Approval of the program director of existing graduate course and of the requesting program director to cross-list the course (please SIGN AND PRINT your names):

"Host" Program Director: [Signature]

"Requesting" Program Director: [Signature]

Reviewed by: [Signature] Chair, Faculty Committee on Graduate Education  Date: 3/14/08

Revised: October 2000
Public Administration 616: Local and Regional Development Policy and Practice
College of Charleston
Spring Semester 2008

Dr. Nick Velluzzi
Professor of Economic Geography and Regional Development
Department of Political Science
velluzzin@cofc.edu
Office: 114 Wentworth, Room 101
843-953-9679

Office Hours:  
Mondays 12:30 – 1:30
Wednesdays 10 – 11
And by appointment

Meeting times:  
Wednesdays 5:30 – 8:15 pm
BellSouth 415

PURPOSE
This course provides a focused survey of local and regional economic development theories, practices, and policies. Geographical emphasis is placed in the United States, though some readings will draw from other parts of the world. We will examine why economies grow and change, why industries locate where they do, and who gets what jobs and why.

This course addresses changes in the geographic organization of production, institutional patterns, labor markets and the organization of work. The primary focus of this course is employment-based economic development. Therefore, we will address theories of regional development (e.g. urban development, regional growth and change, industrial districts) in relation to strategies of economic development (e.g. industrial targeting, incentives, and cluster-based strategies) and workforce development (labor market intermediaries and sectoral approaches). The objective of this course is to provide students with an understanding of the forces that drive regional growth and change and to critically examine the instruments and initiatives that are commonly employed in pursuit of economic growth.

LEARNING OBJECTIVES
The goal of this course is to give students the basic toolkit required to think critically and coherently about (1) processes of urban and regional economic development, (2) approaches to economic development policy and practice, and (3) workforce development. By completing this course, students will acquire a sufficient knowledge base that will enable them to develop a position and contribute to local, regional, and state economic development policy debates.
READINGS


Although I anticipate presenting and clarifying course material, this is a reading-intensive course. The material is cutting edge, scholarly work. I expect you to come to class prepared to speak to the readings. This means coming to class with the readings, your notes, prepared questions, and ready to comment and/or respond to me or your classmates in the ensuing discussion. I strongly encourage you to read critically by considering the structure of the argument and the evidence that is marshaled to support it.

All of the texts are available at the CoC bookstore and University Books of Charleston, except Markusen. Markusen can be purchased through www.amazon.com or directly from the Upjohn Institute at http://www.upjohninstitute.org/

Additional readings will be made available either through e-reserve, email distribution, or direct links to articles available online through the library.

EVALUATION AND ASSESSMENT
Exams (2 x 100 points each): There are two take-home essay exams for this course. The exams will be worth 100 points each. The second exam is not technically cumulative; though the material is cumulative as new theories rise out of a critique of old theories. More information on the structure and format of the exams will be provided prior to the first exam.

Weekly commentaries (9 x 10 points each): Each week you will submit a brief (2 – 3 pages) commentary that discusses the concepts and lessons derived from the readings. The purpose of these commentaries is to ensure understanding of the ideas and concepts presented and how they relate to each other. The commentaries should not summarize the readings, but focus on a set of issues raised by the readings and/or draw out the most important implications for economic development practice.

*Policy Response Essay (30 points):* Three guest speakers active in promoting economic development in the Charleston region will visit class to talk about their work and ongoing projects. This assignment requires you to write a critical response (6 – 8 pages) of their presentation that makes use of the course material to one of the presentations of your choice. More information will be distributed on this assignment at a later date.
POINT STRUCTURE

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<tr>
<th>Category</th>
<th>Points</th>
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<tr>
<td><strong>Total Points</strong></td>
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</table>

GRADE BREAKDOWN

- A: >306 (90%)
- B+: 302-299 (88-89%)
- B: 273-282 (83%)
- C+: 265-269 (78-79%)
- C: 238-262 (70-77%)
- F: less than 235

HONOR CODE

Your enrollment in this course requires you to uphold the College of Charleston Honor Code. Honor Code violations are serious offenses. If you violate the Honor Code, you will fail this course. Be aware that plagiarism, defined below, is a violation of the Honor Code.

Plagiarism: "The verbatim repetition, without acknowledging, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/endnotes.

- Borrowing without acknowledging the source
- Paraphrasing the thoughts of another without acknowledgment
- Allowing any other person or organization to prepare work with one then submits as his/her own.

[http://www.cofc.edu/~agrestm/honor.html](http://www.cofc.edu/~agrestm/honor.html) (Accessed 8/21/07)

If you have any questions or are unsure what constitutes plagiarism or cheating, ask.
COURSE CALENDAR

WEEK 1
January 9: Introductory course overview

WEEK 2
January 16: What is economic development?


Rubin, Herbert J. “Shoot anything that flies; Claim anything that fails: Conversations with economic development practitioners.” Economic development quarterly 2 (August 1988). (pp. 236 – 251).

Chapters 1 and 2 in Pike et al. (pp. 1 – 57)

WEEK 3
January 23: What is a region?


WEEK 4
January 30: Theories of regional development

Pike et al. Part II: Frameworks for understanding, Chapters 3 and 4 (pp. 59 – 153)

WEEK 5
February 6: Policy approaches and interventions

Pike et al. Part III, Chapters 5 and 6 (155 – 194), and Part IV, Chapter 7 (197 – 251)
WEEK 6
February 13  More approaches: Creating business climates through incentives
Markusen. Chapters 1, 2, 5, 8 (pp. 1 – 56; 103 – 140; 183 – 198)

WEEK 7
February 20  Local and regional policy: Industry and occupational clusters

DISTRIBUTE EXAM 1

WEEK 8
February 27
EXAM 1 DUE BY THE END OF CLASS
TBA: Readings will prepare us for upcoming speakers

WEEK 9:  SPRING BREAK – NO CLASS

WEEK 10
March 12:  Guest Speaker: Beth Meredith, Lowcountry Cluster Activator, New Carolina – SC’s Council on Competitiveness

WEEK 11
March 19:  Guest Speaker: Steve Warner, Charleston Regional Development Alliance
WEEK 12
March 26: From industries to occupations


TBA: Reading for prepare for upcoming speaker

WEEK 13
April 2: Guest Speaker, Erneu Andrade, Director, Charleston Digital Corridor

WEEK 14
April 9: Bridging "people" and "place-based" approaches to development

Garmise – entire book

DISTRIBUTE EXAM 2

WEEK 15
NO CLASS: ASSOCIATION OF AMERICAN GEOGRAPHERS, annual meeting in Boston, MA

WEEK 16
April 23: Economic development practice: Now what?


EXAM 2 DUE BY THE END OF CLASS
Curriculum Committee
Proposal for a New Course

1. Department: Economics and Finance

2. Course Number and Title:
   REAL 360 - Special Topics in Real Estate
   Number of Credits: 1-3  Total hrs/week: 1-3
   Lecture: X  Lab: _______  Recitation: _______
   Seminar: X  _______

   For Independent study courses:
   Research: _______  Field experience: _______
   Clinical Practice: _______  Internship: _______
   Practicum: _______  Independent Course Work: _______

3. Semester and year when course will first be offered:
   Fall 2008

4. Catalog Description (please limit to 50 words):
   An in-depth treatment of a current area of special concern or interest within the field of real estate.

   Check if appropriate: Humanities: ___  Social Science: ___
   (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with: _______________
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   **Prerequisite:** Junior standing; FINC 303.

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course?
   
   N/A - The goals and objectives would change depending on the specific course offering.

   (Form was approved by FCC on 04/18/06 and replaces all others.)
(b) How does the course support the mission statement of the department and the organizing principles of the major?

The mission of the Department of Economics and Finance is to provide high-quality undergraduate and graduate instruction in economics and finance in support of the School of Business and Economics. The economics program fulfills three primary objectives by giving students a broad exposure to concepts, theories, analytical techniques, and applications.

1. The curriculum content stimulates interest in social, political, and economic issues since many of the major problems and challenges facing the nation and the rest of the world today are either partially or wholly economic in nature.

2. The program teaches analytical methods and concepts that are important in preparing students for administrative positions in business and government.

3. Majors receive a solid foundation for graduate study in economics.

Each course offering would be unique and individually support the mission statement of the department.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

Special topics courses are taken in the Junior or Senior year. Students by then will have a number of business and real estate related courses. The Special Topics course can provide several educational opportunities, depending on the type of specific course offering: 1) it may offer more in depth understanding in the field and/or 2) it may serve as a capstone that synthesizes the material already learned.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

   None.

(b) Please explain overlap with any existing courses.

   None.

(Form was approved by FCC on 04/18/06 and replaces all others.)
9. Method of teaching:

Lecture and/or seminar

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

The department has been offering the Special Topics course under the finance designation, FINC 360. Enrollment pattern shifts have already taken place.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course:

None.

(c) Frequency of offering:

- each fall: ____
- each spring: ____
- every two years: ____
- every three years: ____
- other (Explain): Course would only be offered when appropriate, depending on instructor availability and topics of interest.

11. Requirements for additional resources made necessary by this course:

(a) Staff: None.

(b) Budget: None.

(c) Library: None.

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director: 
   Date: 03/07/08

14. Signature of Dean of School: 
   Date: 04/20

15. Signature of Provost: 
   Date: 02/05/08

16. Signature of Business Affairs Official: 
   Date: 2/15/08

17. Signature of Curriculum Committee Chair: 
   Date: 03/19/08

18. Signature of Faculty Senate Secretary: 
   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
REAL ESTATE MARKET ANALYSIS
FINC 360 - Section 001
Spring 2007

Class schedule: MWF 11:00 - 11:50 in classroom BCTR 218

Instructor: Dr. Jonathan Wiley
Office: BCTR 215
Office hours: MWF 10-11am, 12-1pm, and by appointment

E-mail: WileyJ@cofc.edu
Phone: (843) 953-6653

Required Textbook:

Other Required Materials:
Texas Instrument BA-II Plus or other financial calculator

Course Description:
This class offers an in-depth study of how to examine real estate markets, borrowing from techniques used by residential and commercial appraisers. In addition, this class expands from this to introduce a comprehensive approach to market analysis which can be used for much more than the typical appraisal problem. This approach to market analysis is flexible to accommodate feasibility studies, site selection proposals, highest and best use analysis, fiscal and economic impact reports, as well as comprehensive plans implemented by state and local governments.

Course Objectives:
At the conclusion of the semester, students will understand many of the tools and sources of data that are widely used in real estate market analysis. At a micro-level, the students will be able to consider the viability of a variety of land uses for a given site. At a macro-level, they will possess the basic skills necessary to forecast the direction of a defined real estate market. In addition to acquiring these skills, students will gain an understanding for where these skills will be the most highly valued in industry (e.g., by developers, consultants, city planners, etc.).

Course Calendar:
Monday, January 8th – First day of class
Monday, January 15th – Martin Luther King holiday observed (No classes)
Monday, February 12th – Exam 1
March 4th to March 10th – Spring Break (No classes)
Tuesday, March 13th – Midterm grades posted
Monday, March 26th – Exam 2
Monday, April 23rd – Last day of class
Comprehensive Final Exam:
Monday, April 30th – 12:00pm to 3:00pm

Grading:
The final grade for the class will be a weighted average of the following four categories:
Quizzes = 20%
Exam 1 = 25%
Exam 2 = 25%
Comprehensive Final Exam = 30%
This weighted average translates into the final letter grade of the semester based on the following assignments:

<table>
<thead>
<tr>
<th>Average Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.0 ≤ average</td>
<td>A</td>
</tr>
<tr>
<td>89.5 ≤ average &lt; 92.0</td>
<td>A-</td>
</tr>
<tr>
<td>87.0 ≤ average &lt; 89.5</td>
<td>B+</td>
</tr>
<tr>
<td>82.0 ≤ average &lt; 87.0</td>
<td>B</td>
</tr>
<tr>
<td>79.5 ≤ average &lt; 82.0</td>
<td>B-</td>
</tr>
<tr>
<td>77.0 ≤ average &lt; 79.5</td>
<td>C+</td>
</tr>
<tr>
<td>72.0 ≤ average &lt; 77.0</td>
<td>C</td>
</tr>
<tr>
<td>69.5 ≤ average &lt; 72.0</td>
<td>C-</td>
</tr>
<tr>
<td>67.0 ≤ average &lt; 69.5</td>
<td>D+</td>
</tr>
<tr>
<td>62.0 ≤ average &lt; 67.0</td>
<td>D</td>
</tr>
<tr>
<td>59.5 ≤ average &lt; 62.0</td>
<td>D-</td>
</tr>
<tr>
<td>average &lt; 59.5</td>
<td>F</td>
</tr>
</tbody>
</table>

[Note: The posted midterm grade will consist of Exam 1 (weighted 55%) and the quiz average, (weighted 45%) with the lowest quiz score dropped.]

Quiz Policies:
Instead of taking attendance, this course will feature a sequence of quizzes which are offered frequently and often without notice. These quizzes provide the opportunity to demonstrate a basic understanding of the material. They also create an incentive to not only attend class regularly, but to pay attention to what is going on.

The quiz portion of the class grade is an average of all quizzes given during the semester, and the lowest quiz score will be dropped. Accordingly, there will be no opportunity to make-up a missed quiz. With regular attendance, these quizzes can serve as a valuable mechanism to offset some of the disadvantages of the infrequent and heavily weighted exam scores.

Exam Policies:
Each exam takes the full class and the questions are often a variety of multiple choice, problem solving, short answer, and essay (depending on the material covered). Students will only need the use of a writing utensil and a financial calculator during in-class exams. Cell phones, graphing calculators or any other outside materials should not be visible during the exam.

In order for a student to be excused from taking the exam during the scheduled time, it is required to have approval at least 48 hours prior to the time of the exam. Each case will be considered individually. With approval, the student may be allowed to take a make-up exam. Regardless of which exam was missed, the make-up exam will consist of material covered for both exams 1 and 2. If the exam is missed without the prior approval described above, then the student is subject to receive a grade of zero for that exam, and no make-up exam will be offered.

Academic Dishonesty:
Academic dishonesty will not be tolerated. The penalty for academic dishonesty ranges from an "F" in the course to dismissal from the University. All instances of academic dishonesty will be reported to the Office of the Dean of Students.

Equal Education Opportunity:
Students with disabilities are encouraged to register with the Center for Disability Services. The College of Charleston and myself are committed to equal opportunity in education and do not discriminate on the basis of race, color, religion, national origin, sex, age, or against qualified handicapped persons, disabled veterans, or veterans of the Vietnam era, as identified and defined by law.
Curriculum Committee
Proposal for a New Course

1. Department: Economics and Finance

2. Course Number and Title:
   **REAL 420 - Real Estate Independent Study**

   Number of Credits: 1-3    Total hrs/week: 1-3

   Lecture: _______ Lab: _______ Recitation: _______
   Seminar: _______

   For Independent study courses:
   Research: X Field experience: _____
   Clinical Practice: _____ Internship:
   Practicum: _____ Independent Course Work: X

3. Semester and year when course will first be offered:
   Fall 2008

4. Catalog Description (please limit to 50 words):
   The student will select a reading or research project in consultation with a faculty member, who will guide the work and determine the hours of credit to be allowed.

   Check if appropriate: Humanities: ___ Social Science: ___
   (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with: _______________
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):

   **Prerequisite:** Junior standing; written agreement of the instructor and permission of the department chair.

6. Rationale/justification for course (consider the following issues):

   (a) What are the goals and objectives of the course?

   **N/A - The goals and objectives would change depending on the**

   (Form was approved by FCC on 04/18/06 and replaces all others.)
specific course offering.

(b) How does the course support the mission statement of the department and the organizing principles of the major?

The mission of the Department of Economics and Finance is to provide high-quality undergraduate and graduate instruction in economics and finance in support of the School of Business and Economics. The economics program fulfills three primary objectives by giving students a broad exposure to concepts, theories, analytical techniques, and applications.

1. The curriculum content stimulates interest in social, political, and economic issues since many of the major problems and challenges facing the nation and the rest of the world today are either partially or wholly economic in nature.

2. The program teaches analytical methods and concepts that are important in preparing students for administrative positions in business and government.

3. Majors receive a solid foundation for graduate study in economics.

Each course offering would be unique and individually support the mission statement of the department.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

Independent study courses are taken in the Junior or Senior year. Students by then will have a number of business and real estate related courses. The independent study course can provide several educational opportunities, depending on the specific course content: 1) it may offer more in depth understanding in the field and/or 2) it may serve as a capstone that synthesizes the material already learned.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines: N/A

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

None.

(Form was approved by FCC on 04/18/06 and replaces all others.)
(b) Please explain overlap with any existing courses.

No overlap.

9. Method of teaching:

Independent research and/or course work.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

The department has been offering independent study under the finance designation, FINC 420. Enrollment pattern shifts have already taken place.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course:

None.

(c) Frequency of offering:

- each fall: ____
- each spring: ____
- every two years: ____
- every three years: ____
- other (Explain): As needed

11. Requirements for additional resources made necessary by this course:

(a) Staff: None.

(b) Budget: None.

(c) Library: None.

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director: [Signature]
   Date: 4/6/08

14. Signature of Dean of School: [Signature]
   Date: 2/7/08

15. Signature of Provost: [Signature]
   Date: 2/15/2008

16. Signature of Business Affairs Official: [Signature]
   Date: 2/15/08

17. Signature of Curriculum Committee Chair: [Signature]
   Date: 2/18/08

18. Signature of Faculty Senate Secretary: [Signature]
   Date Approved by Senate: [Signature]

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
INDEPENDENT STUDY PROPOSAL
FINC 420 - SPRING 2006

Student: Fiona Puyo
Advisor: Professor Pyles
Title: Argentina financial system

Independent Study Description:

In the last days of November 2001, the Argentine government took two important decisions that directly affected the population: the bank deposits were frozen and the exchange market closed. This implies that the population could not take their money out of the banks and could not exchange anymore the national currency called the Argentinean Peso into US dollars even though the currency board system, implemented in 1991, allowed it. At the same time, the country also declared the largest default of sovereign debt ever seen. At the end of 2001 and beginning of 2002, Argentina was going through the peak of the banking crisis that began with the recession in 1998.

Before 1998, Argentina was doing very well, best pupil of the IMF within the other emergent countries, and was worldly recognized to be a respectable nation. But the economic crisis hit Argentina and sunk the country into economic and social misery. The idea of being close to be a developed country was definitely far away. Argentina is now struggling to get somehow out of the crisis and find again economical growth and stability.

This independent study will focus mainly on the causes of the financial system crisis but also on the way the Government and International Institutions tried to cure the crisis. To achieve so, the study will be as follow: (1) Reforms implemented by the Argentine Government in the 90’s and other causes that lead the country to the biggest crisis of its history (2) The measures to confront the crisis from 1998 until the beginning of 2002 (3) The analysis of the actual financial system since 2002 and the cures that the Argentine Government implemented to bring back prosperity and confidence in the country (4) Compare Argentine crisis with Asian Crisis.
Curriculum Committee
Proposal for a New Course

1. Department: Economics and Finance

2. Course Number and Title: **REAL 444 - Real Estate Internship**
   Number of Credits: ___  Total hrs/week: ___
   Lecture: _______  Lab: _______  Recitation: _______
   Seminar: _______

   For Independent study courses:
   Research: _______  Field experience: _______
   Clinical Practice: _______  Internship: ___
   Practicum: _______  Independent Course Work: _______

3. Semester and year when course will first be offered:
   Fall 2008

4. Catalog Description (please limit to 50 words):
   A supplemental source of learning and enhancement to the student's academic program and career objectives through experiential education engaging the student in a unique three-way partnership between an approved agency and the school. The learning experience will be guided by a learning contract outlining specific work and academic components.

   Check if appropriate: Humanities: ___  Social Science: ___
   (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with: ____________
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):

   **Prerequisite:** Senior standing; declared major or minor in the School of Business and Economics; acceptance to an internship program or site; interview with and approval of the instructor. See the departmental internship coordinator for more details.

6. Rationale/justification for course(consider the following

(Form was approved by FCC on 04/18/06 and replaces all others.)
issues):

(a) What are the goals and objectives of the course?

To provide students with an opportunity to gain "real world" experience to supplement their education in real estate.

(b) How does the course support the mission statement of the department and the organizing principles of the major?

The real estate internship is available to all business and economics majors. Real Estate is also a concentration. The internship is designed to provide students with a practical background in real estate to be successful in their business careers.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

Internships are taken in the senior year. Students by then will have a number of business and real estate related courses. The internship can provide several educational opportunities, depending on the type of internship: 1) it may offer more in depth understanding in the field and/or 2) it may serve as a capstone that synthesizes the material already learned.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines: N/A

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

None.

(b) Please explain overlap with any existing courses.

9. Method of teaching:

Experiential.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

(Form was approved by FCC on 04/18/06 and replaces all others.)
The department has been offering internships under the finance independent study designation, FINC 420. Enrollment pattern shifts have already taken place.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course:

The department has an internship coordinator already funded.

(c) Frequency of offering:
   each fall: X  each spring: X
   every two years: ___  every three years: ___
   other (Explain):

11. Requirements for additional resources made necessary by this course:

   (a) Staff: None, already in place.

   (b) Budget: None, the department has funds already allocated for the position.

   (c) Library: none

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

   See attached Course Requirements.

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director: [Signature]
   Date: 4/14/08

14. Signature of Dean of School: [Signature]
   Date: 3/17/08

15. Signature of Provost: [Signature]
   Date: 3/15/08

16. Signature of Business Affairs Official: [Signature]
   Date: 2/7/08

17. Signature of Curriculum Committee Chair: [Signature]
   Date: 3/18/08

18. Signature of Faculty Senate Secretary:
   Date Approved by Senate: [Signature]

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
REAL 444 – 2008 Fall Real Estate Internship Course

Completion Requirements

**Note:** Successful completion of the Real Estate Internship Course for a grade and three (3) hours college credit is based on satisfactory completion of assignments. Assignments may be tailored to meet specific internship requirements with the advance approval of the Real Estate Internship Coordinator and host employer. In order to be eligible to enroll in FINC 420, the student (i) must be pursuing a major in the School of Business and Economics (SBE) or must be pursuing a concentration in Real Estate, (ii) must have completed at least 85 credit hours and be of senior standing or have junior standing in the SBE Honors College, (iii) must have a GPR of 2.0 or higher overall and 2.5 in his/her major, and (iv) must be in good standing with the College and not have an “XF” on his/her transcript.

Completion of the following assignments is the basis for earning grade and college credit:

**Internship Hours:** Students are required to work a minimum of 120 hours at the host employer during the semester.

**Daily Journal:** Students are required to keep a Daily Journal of their job experiences. The journal must be typed and double-spaced. The Daily Journal is submitted electronically to the Real Estate Internship Coordinator each Monday covering the week prior.

**Internship Special Project and Report:** The host employer, student intern and faculty supervisor will coordinate to select a relevant special project for assignment and completion by the student intern. Concurrent with completion of the special project, the intern will prepare an executive-level business report appropriate for submission to top management.

The report must include an Executive Summary fully supported with diagnostic research, problem identification, implications, alternative solutions, implementation strategy, recommendations; and results achieved or expected outcome, and bibliography of research sources. The Special Project report must have a minimum of ten (10) pages, double-spaced, not including Appendixes. The Special Project is submitted to the Real Estate Internship Coordinator. The due date for the Special Project will be determined based on notification to the Faculty Supervisor by the student intern as to the date of the last day of his/her internship work at the host employer. At the end of the semester, the
student will present his/her project in front of the other internship students, the Real Estate Internship Coordinator, faculty members in the Economics and Finance Department, and a representative of the employer host.

**Executive Interview Summary (1 required):** Students will interview one senior-level manager to understand his/her career and discuss career development. Students will summarize the interview in a one (1) page written document with the business card of the manager attached. The Interview Summary is submitted to the Real Estate Internship Coordinator and is due after four weeks of internship work have been completed.

**Job Performance and Satisfactory Evaluations:** The focus of the Real Estate Internship Course is to develop practical career-related experience. Performance evaluations are completed by the host employer and Real Estate Internship Coordinator during the Internship Course and upon completion of the Internship Course.

At least two (2) Performance Evaluations are documented to form the basis for grade assignment and awarding of college credit.

**Grading and College Credit:** The Real Estate Internship Course requirements are weighted as follows for assignment of final grade and credit.

- Daily Journals 50%
- Internship Special Project and Report 35%
- Executive Interview Summary 5%
- Job performance and Evaluations 10%

100%

Grade Scale:
A = 100-96, A- = 95-90, B+ = 89-87, B = 86-83, B- = 82-80, C+ = 79-77, C = 76-73, C- = 72-70, D+ = 69-67, D = 66-63, D- = 63-60, F = 59 and >

Any problems during the internship course having potential to cause failure to achieve the objectives of the course must be reported to the Real Estate Internship Coordinator as soon as practical. Failure to keep the Internship Coordinator informed of potential problems may result in reduced grade assignment or failure to complete the objectives of the Real Estate Internship Course.

**Faculty and Internship Coordinator Support**
Students are encouraged to make full use of the Real Estate Internship Coordinator and college resources throughout the duration of the Real Estate Internship Course. Bi-weekly meetings with the Internship Coordinator are required to facilitate provision of timely support and consultation. Unexplained absences or post-meeting explanations of absences from these bi-weekly meetings, will result in a point deduction from the student intern's final grade.

Students are welcome and encouraged to contact the Internship Coordinator anytime by telephone, voice mail, text message, or email.

Faculty Supervisor and Internship Coordinator:
Tracy S. Clifford
Office: Room 100, Beatty Center
Telephone: 843-720-1501 (office)
Cellular telephone: 843-345-2890
Asst: Barbara Hand 843-953-5852
Curriculum Committee
Proposal for a New Course

1. Department: Economics and Finance

2. Course Number and Title:
   **REAL 499 - Bachelor's Essay**

   Number of Credits: ___ Total hrs/week: ___
   Lecture: _______ Lab: _______ Recitation: _______
   Seminar: _______

   For Independent study courses:
   Research: X Field experience: _______
   Clinical Practice: ______ Internship: _______
   Practicum: ______ Independent Course Work: ______

3. Semester and year when course will first be offered:
   Fall 2008

4. Catalog Description (please limit to 50 words):
   A year-long research and writing project completed under close supervision of a real estate faculty member. A faculty tutor will help in both the design and supervision of the project. A project proposal must be submitted in writing and approved by the Department prior to registration for the course.

   Check if appropriate: Humanities: ___ Social Science: ___
   (Meets minimum degree requirements)

   Check if appropriate:
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   **Prerequisites:** Senior standing and department approval.

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course?
   **N/A - The goals and objectives would change depending on the**

   (Form was approved by FCC on 04/18/06 and replaces all others.)
specific proposal.

(b) How does the course support the mission statement of the department and the organizing principles of the major?

The mission of the Department of Economics and Finance is to provide high-quality undergraduate and graduate instruction in economics and finance in support of the School of Business and Economics. The economics program fulfills three primary objectives by giving students a broad exposure to concepts, theories, analytical techniques, and applications.

1. The curriculum content stimulates interest in social, political, and economic issues since many of the major problems and challenges facing the nation and the rest of the world today are either partially or wholly economic in nature.

2. The program teaches analytical methods and concepts that are important in preparing students for administrative positions in business and government.

3. Majors receive a solid foundation for graduate study in economics.

Each proposal would be unique and individually support the mission statement of the department.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

Bachelor's Essay is taken in the Senior year. Students by then will have a number of business and real estate related courses. The Bachelor's Essay can provide several educational opportunities, depending on the specific course content: 1) it may offer more in depth understanding in the field and/or 2) it may serve as a capstone that synthesizes the material already learned.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines: N/A

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

None.

(Form was approved by FCC on 04/18/06 and replaces all others.)
(b) Please explain overlap with any existing courses.

None.

9. Method of teaching:

Research and writing under the supervision of a Department faculty member.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

The department has been offering independent study under the finance designation, FINC 499. Enrollment pattern shifts have already taken place.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course:

None.

(c) Frequency of offering:

- each fall: X
- each spring: X
- every two years: 
- every three years: 
- other (Explain):

11. Requirements for additional resources made necessary by this course:

(a) Staff: None.

(b) Budget: None.

(c) Library: None.

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director:
   [Signature]
   Date: [Date]

14. Signature of Dean of School:
   [Signature]
   Date: [Date]

15. Signature of Provost:
   [Signature]
   Date: 2/10/2008

16. Signature of Business Affairs Official:
   Date: 2/15/08

17. Signature of Curriculum Committee Chair:
   Date: [Date]

18. Signature of Faculty Senate Secretary:
   Date Approved by Senate: [Date]

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
BACHELOR'S ESSAY PROPOSAL
FINC 499 - FALL 2007

Student: Kailey Ruebush
Advisor: Mark Pyler
Title: The Impact of Automated Trading on Current Market Transactions

Project Description:

This project will be an empirical examination of hypothesized benefits and shortcomings of automated trading in the major stock markets. Once solely operated by humans, major stock markets around the world, including the NYSE, have become increasingly automated to the point that human participation is scarcely required. This study will examine the impact of such technology-driven financial systems, with an emphasis on examining the impact on market efficiency.

The study will begin by examining the history of automated trading, utilizing both academic and professional sources to closely examine and relate the development of computer-driven trading. In this section, we will discuss the considerable impact Nasdaq has had on trading in general and how its continued growth has forced other markets, such as the NYSE, to become more automated. We will also be discussing the extensive use of SuperDOT system on the NYSE. Finally, we will closely examine recent empirical evidence available in relation to the efficiency (or lack thereof) of these increasingly automated markets.

As mentioned, this study is empirical in nature, meaning we will be using robust statistical techniques to examine various pieces of market data. Variables studied include potential investor profits, execution speed, volume of trades, general levels of price movements, stock price volatility, and quality of executions. We plan to research, using
distinct time periods (based on our defined levels of technology) the level of trading activity, the trends and movements of the market, and the overall effect of a more accessible trading system.

As part of our examination, we will focus on the differences between Nasdaq and the NYSE during the early periods of Nasdaq activity. We feel this should provide a good idea of the incremental differences between a computer-driven system and a human-driven system. Variables examined will be volume of trade, size of companies, relative market strength of companies, and volatility in price movements.

We seek to answer the following questions: (1) Does the prevalence of automated trading increase or decrease the volume of trades, (2) Does the prevalence of automated trading increase or decrease price volatility, and (3) Does the prevalence of automated trading increase or decrease market efficiency? This latter question is very opaque in that there is no clearly defined way to answer it. Therefore, we will seek to identify numerous ways to gauge market efficiency, utilizing past research methods and results to do so.

The paper will be developed in the following manner. First, we will complete a review of the history of automation, utilizing whatever sources available. Second, we will complete a comprehensive literature review of academic research available on the topic, as well as a comprehensive literature review of methods of determining market efficiency. Third, we will gather data from various places, including the web, CRSP database, and Compustat. Fourth, we will empirically examine the data using robust statistical techniques. Fifth, we will review and assemble the results. Sixth, we will polish the paper by putting the various pieces together.
The timeline and grading percentage will be as follows:

<table>
<thead>
<tr>
<th>Task</th>
<th>Due</th>
<th>Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Automation Trading</td>
<td>February 9, 2007</td>
<td>15%</td>
</tr>
<tr>
<td>Literature Review</td>
<td>March 23, 2007</td>
<td>20%</td>
</tr>
<tr>
<td>Data gathering</td>
<td>April 20, 2007</td>
<td>15%</td>
</tr>
<tr>
<td>Empirical analyses</td>
<td>September 21, 2007</td>
<td>15%</td>
</tr>
<tr>
<td>Review/Assemble Results</td>
<td>October 12, 2007</td>
<td>15%</td>
</tr>
<tr>
<td>Assemble and Polish Paper</td>
<td>November 16, 2007</td>
<td>20%</td>
</tr>
</tbody>
</table>
Curriculum Committee
Proposal for a New Minor or Concentration

1. Department: Economics and Finance

2. Check one: [ ] minor ; [X] concentration

3. Name of Minor/Concentration: Concentration in Real Estate

4. Desired acronym: REAL

5. Total number of hours required for completion of minor/concentration: 18 hours

6. Semester and year in which new minor/concentration will go into effect: Fall 2008

7. Justification for offering the minor/concentration (consider the following):

   (a) What are the goals and objectives of the minor/concentration?

   In order to fully analyze the dynamics of the real estate industry, it is imperative that students understand the complexities of long-term, value maximizing development. As the rate and direction of urbanization continues to change, a better understanding of both legal and political issues, as well as financial and economic real estate markets will be vital to our quality of life and economic health. A comprehensive understanding of the real estate industry implies knowledge of such diverse fields as investment and market analysis, environmental and urban economics, product design, urbanization, urban planning and business development.

   The real estate program (and the proposed concentration) is designed to equip students with the skills and experiences necessary to analyze a broad spectrum of issues related to real estate development. To accomplish this goal, the program will be structured so that it:

   1. focuses on developing skills with practical application in financial and market analysis;
   2. fosters an entrepreneurial approach to business development;

   (Form was approved by FCC on 04/18/06 and replaces all others.)
1. emphasizes experiential learning through recommended internships;
4. offers a wide range of specialization through collaboration with other programs.

(b) How does the minor/concentration support the mission statement of the department?

The mission of the Department of Economics and Finance is to provide high-quality undergraduate and graduate instruction in economics and finance in support of the School of Business and Economics. The economics program fulfills three primary objectives by giving students a broad exposure to concepts, theories, analytical techniques, and applications.

1. The curriculum content stimulates interest in social, political, and economic issues since many of the major problems and challenges facing the nation and the rest of the world today are either partially or wholly economic in nature.

2. The program teaches analytical methods and concepts that are important in preparing students for administrative positions in business and government.

3. Majors receive a solid foundation for graduate study in economics.

The proposed real estate concentration offers students a variety of electives so that students can customize this concentration to match their interests in the field and career ambition. However, for every possible combination of courses, students will be exposed to a unique spectrum of dilemmas faced in the real estate industry, such as social, political and environmental issues.

In the upper-level real estate courses, students will expand their analytical skills and career potential through numerous opportunities to analyze real-world data and come up with feasible solutions to practical problems faced by real estate practitioners.

(c) How does the minor/concentration support the liberal arts tradition of the College, including linkages with other disciplines?

(Form was approved by FCC on 04/18/06 and replaces all others.)
This concentration can be considered a multi-disciplinary approach to real estate education, where students have the opportunity to acquire a wide range of knowledge and tools from other disciplines (such as economics, management, urban studies, political science and historic preservation). As such, it provides students the opportunity to consider how topics discussed in other fields may impact the purpose and value of real estate. Examples of such topics may include environmental impacts, laws and regulations, as well as demographic growth patterns.

(d) Are other departments affected by this minor/concentration? (Please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it.)

There should be some slight increase in the demand for courses within the School of Business and Economics from those students who select certain courses as electives.

8. Address potential shifts:

(a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.

The proposed concentration will allow students to focus more of their business studies in the area of real estate. The most likely effect is that there will be a shift of general business majors to the real estate concentration. It will not reduce any core course requirements, but will broaden available electives as the curriculum is developed.

(b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.

All of the courses for the proposed concentration are already in place and being offered by existing faculty. One additional faculty position has been approved and recruiting is underway. This additional faculty member will support the expanded course offerings as the program develops.

(Form was approved by FCC on 04/18/06 and replaces all others.)
9. Requirements for additional resources made necessary by this minor/concentration.

(a) Staff: One faculty position; the position has been approved and recruiting is underway.

(b) Budget: The South Carolina legislature has approved permanent funding for future expansion of the real estate program. The proposed concentration will require minimal additional funding.

(c) Library: Funding provided by the real estate program.

(Note: Minors/concentrations requiring extensive additional resources will need extensive justification.)

10. Attach a list of courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example include a typical schedule for a student to complete this minor. See attached.

(Form was approved by FCC on 04/18/06 and replaces all others.)
11. Signature of Department Chair or Program Director: [Signature]
   Date: 2/4/08

12. Signature of Dean of School: [Signature]
   Date: 2/10/08

13. Signature of Provost: [Signature]
   Date: 2/15/08

14. Signature of Business Affairs Official: [Signature]
   Date: 2/15/08

15. Signature of Curriculum Committee Chair: [Signature]
   Date: 2/15/08

16. Signature of Budget Committee Chair: [Signature]
   Date: 2/15/08

17. Signature of Planning Committee Chair: [Signature]
   Date: 2/15/08

18. Signature of Faculty Senate Secretary: [Signature]
   Date Approved by Senate: [Signature]

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Art: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/16/06 and replaces all others.)
Real Estate Minor/Concentration Requirements: 18 hours

Required Courses (6 hours)
REAL 310  Principles of Real Estate
REAL 410  Real Estate Finance

Elective Courses (12 hours)
At least three (3) credit hours from the following:
REAL 376  Real Estate Market Analysis
REAL 380  Real Estate Investment Analysis
REAL 444  Real Estate Internship

And no more than nine (9) credit hours from the following:
Any real estate (REAL) course at the 300 level and above
ECCN 307  Urban Economics
ECON 311  Environmental Economics
HPCP 319  Architectural Design Studio
MGMT 319  The Creation of New Business Enterprises
POLS 305  Urbanization and Urban Geography
URST 310  Urban Planning

No more than three (3) credit hours from REAL 420, REAL 444, or REAL 499. No more than six (6) credit hours from HPCP 319, MGMT 319, POLS 305 or URST 310.

Students completing the Bachelor of Science in Business Administration with a concentration in real estate must complete the B.S.B.A. requirements as specified within the department of Management and Entrepreneurship’s section. The concentration will substitute for the 12 upper-level electives required in the B.S.B.A., except for HPCP 319, MGMT 319, POLS 305 or URST 310.

NOTES: All prerequisites for business and economics courses must be met.

Business Finance (FINC 303) is a prerequisite for most upper-level real estate courses.
This is a letter to support the inclusion of my Architectural Design Studio course as part of the Real Estate concentration.

Ralph Mulrow
Simons Professor of Historic Preservation
Associate Professor of Art History
September 18, 2007

Dr. Jon Wiley
Department of Economics and Finance
School of Business and Economics
College of Charleston
5 Liberty Street
Charleston, SC 29401

Dear Dr. Wiley,

On behalf of the Department of Management and Entrepreneurship, let me say that we are pleased for our MGMT 319 course, Creation of New Business Enterprises, to be included among the possible electives for the proposed Concentration in Real Estate.

For your information, we anticipate having at least one section of MGMT 319 per semester for the foreseeable future. Please let me know if I can provide any additional information to you or the various Curriculum Committees.

Sincerely,

Kelly G. Shaver, Chair
October 31, 2007

Dr. Jon Wiley  
Department of Economics and Finance  
School of Business and Economics  
College of Charleston

Dear Dr. Wiley:

The Department of Political Science supports the inclusion of POLS 305 (Urbanization and Urban Geography) as an elective for the proposed concentration in Real Estate. We further appreciate your willingness to entertain and accept changes to the proposal wording suggested by our Curriculum Committee. The department supports the initiative as now described.

Sincerely,

[Signature]

Lynne E. Ford  
Associate Professor and Department Chair
Hi Joe,

As Director of the Program in Urban Studies, I am delighted to report that the Urban Studies Advisory Committee supports the establishment of the concentration in real estate and the inclusion of URST 310, City Planning, in that concentration. I will get a formal letter to you by Friday or next Monday at the latest.

Sincerely,

George
The committee requested more information from Dr. Michael Morgan, Chair, and Dr. Jon Wiley, both of the Department of Economics and Finance, about the proposed concentration in Real Estate. We learned:

1. The Real Estate program has $612,000 in recurring funds from the state, three new faculty lines two already here, one arriving this summer and two administrative assistants being hired (one will be internship coordinator). There's an untouched million-dollar endowment and a half-million matching-funds challenge currently underway, so we have no concerns about financing this concentration.

2. Of the new courses, these are on-demand or infrequent: special topics, independent study, internship, and bachelor's essay.

3. Of the re-named courses: 380 and 381 alternate semesters, while 375 and 376 are offered each semester.

4. For the past several years, about $10,000/year has gone from the state to the library to spend as they see fit – mostly for buying database access. The $3 in the library budget for real estate will be changed once a concentration actually exists.

The committee approved the proposal.

Sincerely,

Norris W. Preyer, Jr.
Chair, Budget Committee
MEMO

TO: Graduate Council

FROM: Philip H. Jon, MPA Director

RE: Urban and Regional Planning Certificate

Several relatively small changes have been made to the February 27th version of the proposal, and some updated information has been provided as well. These changes are reflected in the attached draft, dated March 10th, and all of the changes are detailed below.

1. Since distribution of the 2/27 draft, the second year funding for Nick Velluzzi’s line it. support of the certificate has been extended by the Lowcountry Graduate Center (see attachment #6).

2. A letter of support from George Hopkins (Urban Studies) has been received and added to the packet (see attachment #7).

3. In response to a concern expressed by a member of the Historic Preservation faculty the course description for Planning Law has been amended to make the difference between Planning Law and Land Use Law more obvious. The italicized text was added to the description for PUBA 612 Planning Law. This course examines the application and administration of planning law at the local level. The tension between constitutionally protected rights and governmental regulation will be explored as it emerges in decisions regarding land use, environmental protection and growth management.

4. In response to a concern expressed by a member of the Historic Preservation faculty the name of PUBA 612 (633): History and Theory of Urban Planning was changed to History and Theory of American Urban Planning.

5. The earlier proposal did not provide a cross list form so that the newly numbered course (History and Theory of American Urban Planning) could be crosslisted with EVSSS Urban Planning. This has now been provided.

March 14, 2008
In light of the Curriculum Committee’s request that the Urban Planning Certificate Proposal for the MPA program be typed, Dr. Jos has asked that I recirculate the necessary forms for signatures to have the completed proposal ready for the Committee’s meeting on the morning of Friday, March 14, 2008. I will be stopping by to obtain these signatures early this week and appreciate your accommodating this second request.

Additionally, there are only a few minor changes to this proposal from the February 27th, 2008 version previously signed:

1. The MPA program received good news from the Lowcountry Graduate Center indicating that the visiting assistant professor line in support of the urban certificate will be funded for 05-09. The proposal has been updated accordingly.
2. The title of PUAD 612, previously “History and Theory of Urban Planning,” has been changed to “History and Theory of American Urban Planning.” Additionally, the appropriate form to cross-list this course with the existing EVSS 633 Urban Planning course has been added.

Thanks for your assistance in getting this proposal completed by the Friday deadline. If you have any questions, please feel free to contact me or Dr. Jos at the Riley Institute Office.

Best,

Adrian Wieland
MPA Program Graduate Assistant
MPA Student Association, President
office: 843.953.6100
mobile: 843.708.2903
A Proposal for a New Graduate Certificate Program in Urban and Regional Planning
Within the Existing Masters in Public Administration Program
of the Graduate School and the School of Humanities and Social Sciences

The Master of Public Administration Program at the College of Charleston proposes to develop an Urban and Regional Planning Certificate beginning in summer 2008. The program will consist of 12 credit hours, which will be presented as a two-year or less program with one or more courses offered each Fall and Spring, and possibly the Summer. The proposed MPA urban and planning courses will be offered to both Non-degree Graduate Certificate students and MPA students. Most of the proposed certificate courses have been offered for a number of years as part of the MPA program, especially in the Metropolitan service cognate area.

Statement of Needs for the Proposed Program

Urban and regional planning has arguably emerged as an issue of crucial importance for the Lowcountry region. In response to the rapid and ad hoc growth, cities and counties have enacted a range of measures to contain or manage growth while they devise strategies for increased coordination and planning. A report by the Citisates Group, published by The Post and Courier, specifically addressed these issues. The report strongly recommends that localities transcend their administrative jurisdictions, embrace urban and regional planning, and start “thinking and acting like a modern region.”

Mayors, members of the Council of Governments, and community leaders have explicitly communicated the demand for locally-based opportunities to increase staff competence and expertise in urban and regional planning. A certificate program in urban and regional planning will make use of existing resources in political science, geography, and urban studies and complement graduate offerings in Historic Preservation and Environmental Studies, as well as Public Administration. Establishing a certificate program will take existing courses and make them more accessible to working professionals. First, practitioners who may not have the time or interest in completing a master’s degree will nonetheless be able to take a set of courses focused on the knowledge and skills required to understand and address urban and regional planning challenges. Second, the certificate and the faculty resources required to support it, would regularize the urban offerings for both certificate students and for MPA students developing urban and regional planning as an area of emphasis. Third, the support of the Lowcountry Graduate Center will allow courses to be offered in North Charleston and potentially on-line, in ways that will reach a larger geographical area.

The recruiting support from the Lowcountry Graduate Center should maximize our ability to attract non-degree seeking certificate students. While it is difficult to predict these enrollments, existing MPA students will form a reliable base on which to build.

Educational Objectives

The program will be developed to serve professionals currently working in urban and regional planning or related fields who desire to expand their knowledge and skills, but may not be able to enter a graduate degree program. Once enrolled in the certificate program they may find that they are interested in continuing their graduate studies and apply to pursue a Master in Public Administration,
at which point they must meet any additional requirements for admission (e.g. the Graduate Record Examination).

**Obtaining Educational Objectives**
The certificate program will achieve these objectives by:
- Providing advanced, graduate level training in urban and regional planning
- Serving professionals who desire to develop advanced skills in urban and regional planning
- Providing the next generation of local and regional leaders with the competencies required to address the contemporary challenges in urban and regional planning in the Lowcountry

**Admissions Criteria**
1. Baccalaureate Degree
2. Minimum undergraduate grade point average of 3.0
3. Application to the College of Charleston Graduate School as a “Certificate Graduate” student

**Program Requirements**
- Complete 12 hours of graduate coursework in MPA/Urban and Regional Planning courses offered at the College of Charleston
- Maintain a minimum GPA of 3.0
- Admission to the certificate program does not entail admission to other graduate programs at the College of Charleston. If the student decides to pursue a master’s degree, they shall submit a separate application for admission to that program.

**Proposed Program Coordination**
Overall responsibility for the Certificate in Urban and Regional Planning will lie with the Director of the Masters in Public Administration Program at the College of Charleston, with program coordination and academic advising done by the program coordinator.

**Proposed Program Requirements**
The following sequence represents the required and elective courses for the Urban and Regional Planning certificate. Accepted students shall complete one required course, *History and Theory of American Urban Planning*, and three certificate electives, one each in the areas of policy management, legal issues, and development practice, to earn the certificate.

Students shall complete PUBA 633: *History and Theory of American Urban Planning* and then choose one course in each of the three key areas:

**POLICY AND POLICY MANAGEMENT (complete 1)**
- Urban Policy
- Local Government Politics and Administration

**LEGAL ISSUES (complete 1)**
- Planning Law
- Administrative Law
- Land Use Law
DEVELOPMENT PRACTICE (complete 1)

Theories of Urban and Regional Development
Local and Regional Economic Development: Policy and Practice
Applications in GIS

Proposed Program

The program may be completed in two years or less, depending upon availability of courses. Below is a sample menu of courses that would be offered over a two-year period:

Fall 08
612 (633) History and Theory of American Urban Planning (required)
620 Local Govt Politics and Administration (1 of 2 Policy Management choices)
615 (503) Urban and Regional Development (1 of 3 Development Practice choices)

Spring 09
616 (502) Local and Regional Economic Development: Policy and Practice (2 of 3 Dev. Pract. choices)
631 Administrative Law (1 of 3 Legal Issues courses)

Summer 09
635 Land Use Law (2 of 3 Legal Issues courses)

Fall 09
612 (633) History and Theory of American Urban Planning (required)
611 Urban Policy (2 of 2 Policy Management Choices)
615 (502) Urban and Regional Development

Spring 10
613 (502) Planning Law (3 of 3 Legal Issues)
EVSS 649 Applications of GIS (3 of 3 Development of Practice choices)
616 Local and Regional Economic Development: Policy and Practice

Course Descriptions

*Indicates a course change accompanies this proposal (see attachment #1).

Required Course

PUBA 612 (633): History and Theory of American Urban Planning (3) *

This course addresses both the historical and the theoretical underpinnings of urban planning in the United States as it has evolved since the mid-nineteenth century. The course serves as a vehicle to examine the changing nature of the relationship between planning and urban development, and the impact of planning and planners on the built environment, economic development, and public policy.
Certificate Electives

PUBA 615 (502) Urban and Regional Development (3)*
This course is designed to provide the basic toolkit required to think critically and coherently about processes of urban and regional economic development. Major themes include the spatial distribution and location of economic activity, the concentration of economic activity in cities; how globalization affects these processes; and the impact of economic development on regional differences.

PUBA 616 (502) Local and Regional Economic Development: Policy and Practice (3) *
This course examines the forces that drive regional growth and change and assesses the policies and practices that are commonly used in pursuit of economic growth, including industrial targeting, incentives, and workforce development.

PUBA 613 (502) Planning Law: (3)*
This course examines the application and administration of planning law at the local level.

EVSS 649 Applications in GIS (3)
This course will provide students with spatial analysis skills and the ability to apply GIS techniques to a variety of planning-related problems.

PUBA 611: Urban Policy (3)
This course will introduce graduate students to the field of urban policy and will train students to critically analyze policy debates that directly impact city life. The course traces the major ideological shifts in urban policy over the past century, analyzes their historical and philosophical foundations, and explores the relationship between urban change and policy formulation.

PUBA 620: Local Government Politics & Administration (3)
The course examines the role of the local government administrator as a leader and service provider. The course explores the relationship between local political environments and institutional theories of democracy.

PUBA 631: Administrative Law (3)
This course covers the legislative, adjudicatory, and general policy-making powers of administrative agencies and regulatory commissions, and the scope of judicial review of administrative action. The course is directed primarily toward an analysis of the political nature of the bureaucracy, and secondarily toward the procedural requirements for administrative policy-making.

PUBA 635: Land Use Law (3)
This course provides a survey of the legal issues pertaining to growth, planning, permitting, and zoning.

CoC Faculty contributing to the Urban and Regional Planning curriculum

Dr. Arthur Felts, Professor

- PUBA 620: Local Government Politics & Administration
Lindeke Mills, JD, Instructor
- PUBA 635: Land Use Law

Dr. Nick Veluzzi, Visiting Assistant Professor
- PUBA 815 (502): Urban and Regional Development
- PUBA 614 (502) Local and Regional Economic Development: Policy and Practice

Dr. Catherine Veninga, Assistant Professor
- PUBA 611: Urban Policy

Layne West, Instructor
- PUBA 612 History and Theory of American Urban Planning
- PUBA 613 Planning Law

Certificate Program Coordinator and Academic Advisor
Dr. Nick Veluzzi, Visiting Assistant Professor

Projected Enrollments

Enrollments in urban courses are strong (see attachment #2). In addition, current student interest in these courses is very high (see attachment #3). When current MPA students were presented with a list of 26 possible electives all four classes that will be included in the certificate program placed in the top 10 in terms of student interest. Moreover, urban policy and planning is the third largest area of interest among current MPA students; 20% identify it as their primary area of interest.

This is not to suggest that there is no uncertainty about enrollments but building upon already existing courses and faculty effectively mitigates that uncertainty and any associated risks. So long as the existing faculty—including roster faculty, one year appointments, and adjuncts—are retained even minimal demand for certificate courses will not pose a risk. If the demand significantly exceeds our expectation, then this can serve to demonstrate that there may be need for additional emphases, additional faculty, and additional programmatic development.

As enrollment goal for the first year of the program will be five urban and regional planning certificate students; growing by ten in the third year. It is anticipated that once some of the graduate certificate students begin taking classes in urban and regional planning, they will apply to the Master in Public Administration program, thus helping to build the MPA program.

Budget and Resources

2008-2009

- Funding from the Lowcountry Graduate Center for the current visiting assistant line has been extended through the 2008-2009 academic year (see attachment #6). By December of 2008 the line will need to be converted to a tenure track position. The position, currently held by Dr.
Urban and Regional Planning Certificate Program
March 10, 2008

- Velluzzi, is essential to the certificate. Dr. Velluzzi contributes PUBA 615 Urban and Regional Development and PUBA 616: Local and Regional Economic Development: Policy and Practice to the proposed certificate program and serves as academic advisor for interested students. This faculty line will carry with it a responsibility to teach at least two courses per year in support of the graduate certificate and to serve as certificate program coordinator and academic advisor for certificate students and for MPA students pursuing urban planning as a cognate area.

2009-2010

- One additional graduate assistantship to assist in certificate program coordination.
- One additional assistant professor line in the area of urban planning

Assuming adequate enrollments, a second permanent tenure track line will be required. Currently, the required course for the certificate (PUBA 612: History and Theory of American Urban Planning) and an elective in Planning Law (PUBA 613) are being taught by an adjunct (Wayne West). In addition, many electives are taught by faculty whose primary commitments are to undergraduate instruction.

Attachment #1 Course Changes
Attachment #2 Recent enrollments in certificate courses
Attachment #3 MPA Student survey
Attachment #4 Letter of Support: Dr. Michael Katuna, Director, Master of Environmental Studies
Attachment #5 Letter from Dr. Philip Jos, MPA Director, regarding Provost's support.
Attachment #6 Letter from Skip Godow on LGC Opportunity Fund
Attachment #7 Letter of support from George Hopkins (Urban Studies)
Course Changes

Course Number Change

PUBA 633: Urban Planning TO PUBA 612 CROSSLISTED AS EVSS 633

Course Description Change

PUBA 611 Urban Policy

New Courses

PUBA 613: Planning Law (taught as special topics 502 several times previously)

PUBA 615: Theories of Urban and Regional Development (taught as 502 fall 2007)

PUBA 616: Local and Regional Economic Development: Policy and Practice (3)
(taught as 502 "Cases in Economic Development" spring 2008)
Recent Enrollments in Certificate Courses

Fall 2005

PUBA 620 Local Government Policies and Administration Enrollment: 17

PUBA 633 Urban Planning Enrollment: 6

Summer 2006

PUBA 635 Land Use Law Enrollment: 9

Fall 2006

PUBA 635: Land Use Law Enrollment: 6

Spring 2007

PUBA 633: Urban Planning Enrollment: 13

PUBA 631: Administrative Law Enrollment: 13

Summer 2007

PUBA 635: Land Use Law Enrollment: 7

Fall 2007

PUBA 502 ST: Theories of Urban and Regional Development Enrollment: 8

PUBA 502 ST: Planning Law: 6

PUBA 611: Urban Policy: 11

Spring 2008:

PUBA 502: Case Studies in Economic Development Enrollment: 5

PUBA 631: Administrative Law Enrollment: 7
### MPA Student survey

<table>
<thead>
<tr>
<th>Elective Course</th>
<th>Number who &quot;would almost certainly take or would definitely consider&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership and Decision-making</td>
<td>23</td>
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<tr>
<td>Urban Policy</td>
<td>22</td>
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<tr>
<td>Contemporary Adm. Org.</td>
<td>22</td>
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<tr>
<td>Urban Planning</td>
<td>22</td>
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<tr>
<td>Organisational Behavior</td>
<td>20</td>
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<tr>
<td>Program Evaluation</td>
<td>19</td>
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<tr>
<td>Essential Elements of NP</td>
<td>19</td>
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<tr>
<td>The Practice of PA</td>
<td>19</td>
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<tr>
<td>Administrative Law</td>
<td>19</td>
</tr>
<tr>
<td>Local Gov't Politics and Adm.</td>
<td>18</td>
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<tr>
<td>Fundraising and Marketing for NP</td>
<td>18</td>
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<tr>
<td>Intergovernmental Relations</td>
<td>16</td>
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<tr>
<td>Environmental Politics</td>
<td>16</td>
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<tr>
<td>Contemporary Adm. Org.</td>
<td>16</td>
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<tr>
<td>Econ. Theory for Policy Analysis</td>
<td>15</td>
</tr>
<tr>
<td>Env. Law and Reg. Policy</td>
<td>15</td>
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<tr>
<td>Politics and the Budgetary Process</td>
<td>15</td>
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<tr>
<td>Information Systems and PA</td>
<td>14</td>
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<td>Females and Min. in PA</td>
<td>14</td>
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<td>HR for NP Orgs</td>
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<tr>
<td>SC Gov't and Policy</td>
<td>12</td>
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<tr>
<td>Contemporary Perspectives on Arts Man.</td>
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<tr>
<td>Advanced Arts Man.</td>
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<tr>
<td>Cult Adm. at the Avery</td>
<td>7</td>
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<tr>
<td>Arts and Technology</td>
<td>7</td>
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<tr>
<td>Arts Education</td>
<td>6</td>
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</tbody>
</table>
Area of Emphasis

- General public policy/management
- Non-profit administration
- Public management
- Urban policy/planning
- Unspecified
- Other (please specify)
February 8, 2008

Graduate School Curriculum Committee:

I have been asked to submit a letter of support for the certificate program in Urban and Regional Planning that is being proposed by faculty members associated with the masters program in Public Administration. As the current program director for the Master of Environmental Studies (MES) Program I fully support its adoption, as do the other members on the MES Steering Committee. The proposal lists several existing EVSS courses that are currently being taught, and most are already cross-listed with PUBA courses.

However, our support for the certificate program is given with the understanding that full time degree-seeking graduate students enrolled in the MES program will be given preference over MPA or certificate students with respect to enrollment in MES courses. The majority of the MES courses listed in the proposal are elective courses in the MES program and in the proposed certificate program, hence in most cases enrollment issues should not be a problem.

Sincerely,

Michael P. Katuna
Program Director of the MES program
February 13, 2008

Amanda Ruth, Chair
Graduate Curriculum Committee

Dear Amanda:

Once again thanks to you and the committee for your patience and consideration. The attached set of proposals contains the revised syllabi, and the minor changes to the certificate proposal we discussed. It also has signatures of all parties with the exception of the Provost. The Provost intends to sign but will do so incorporating a proviso that will read something like this:

The Provost's Office supports the concept and structure of the proposed certificate program in Urban and Regional Planning. However, all staffing requests need to be considered in consultation with Dean Lowenthal and in the context of competing priorities, both within HSS and across the institution. The Provost's signature on course proposals does not constitute an agreement at this time to provide the staffing requested, although all reasonable attempts will be made to support this program.

The only thing we discussed that I was not able to get done is the crosslist form for the Proposal that changes course number PUBA 633 to PUBA 612. I had hoped that because only the PUBA Number is changing, and not the course itself or the EVSS number, that additional permission would not be needed. If it is needed I haven't yet secured that and understand that you may need to set aside that particular proposal. In that case I will pursue the crosslist permission at a later date.

I will make sure that the proposals are typed between now and the Graduate Council meeting and have the Provost's signature affixed at that time.

Regards,

[Signature]

Philip H. Jos
MPA Director
March 5, 2008

Dr. Philip Jos
MFA Program Director

Dear Phil,

On behalf of the Lowcountry Graduate Center Executive Committee, I want to thank you for your proposal to launch a certificate program in Urban and Regional Planning. In all, we had 14 proposals totaling for nearly $700,000 in funding. Our budget is $200,000, so we had to make sure that proposals that we funded not only were good proposals but met the criteria for LGC funding. The mission of the LGC is to provide new graduate programs in response to the needs of our community. Our basic expectation is that the programs we fund will be taught at the LGC and aimed for working adults in the community.

I am pleased to inform you that the Lowcountry Graduate Center Executive Committee has agreed to fund your proposal to the LGC Opportunity Fund to launch a certificate program in Urban and Regional Planning designed for working professionals and to explore developing an appropriate master’s degree in response to the needs of the community.

The LGC will transfer funds to the College to pay the salary of Nick Velluzzi for the 2008-2009 academic year.

As you know, the LGC will fund positions as need money only if the institutional will commit to funding the positions after the LGC funding runs out. I am pleased to report that Provost Elise Jorgens has, indeed, made a commitment to finding a way to continue the funding of this position after 2008-2009. Given the current set of uncertainties about budgeting and positions, I think her commitment to this is extraordinary.

Once the certificate program has received all the appropriate approvals from the College, the LGC will vigorously market it to the community. We are planning to hold a special event sometime in May to announce the program and to give information to students about the program. We will work with you and Nick on the details as we get closer to final approval. As per our previous discussion, we have agreed that the certificates program courses will be offered at the LGC next year.

Nick and I will be working this semester to meet the process of talking to folks in the local community to see if there is an interest in a master’s program and the sort of form they would like it to take. If there is, indeed, interest, then Nick will work with me (and appropriate other faculty to develop a planning summary and proposal. Let me know if you have any questions.

Congratulations on the award.

Sincerely,

Ray A. Godow, Jr., Ph.D.
Executive Director

cc: LGC Executive Committee (Y.V. Scelwenthough III, Chairman of the LGC Board, Dr. Elise Jorgens, Provost, College of Charleston, BG Samuel M. Hine, Jr., Provost, The Citadel, Dr. John Raymond, Provost, Medical University of South Carolina), Dr. Nick Velluzzi, Political Science, Dr. Lynne Ford, Chair, Department of Political Science, Dr. Cynthia Lowenthal, Dean, School of Humanities and Social Sciences, Dr. Amy McCandless, Dean of the Graduate School

5300 International Boulevard, Building 8, Suite 100, North Charleston, SC 29418
Phone (843) 953-3374 Fax (843) 953-7454 • www.lowcountrygradcenter.org
March 11, 2008

Dr. Nick Velluzzi
Department of Political Science
114 Wentworth Street

Dear Dr. Velluzzi:

After consultation with the Urban Studies Advisory Committee, I am delighted to endorse the "Proposal for a New Graduate Certificate Program in Urban and Regional Planning" within the existing MPA Program. This program will serve professionals in the Lowcountry. It will also provide a significant enhancement of the urban-related offerings at the College of Charleston.

Sincerely,

George W. Hopkins
Director, Program in Urban Studies
Certificate in Urban and Regional Planning: Course Syllabi
Course Description: Planning is many things to different people and has been variously defined (conceptualized) as, among others, "intervention with an intention to alter the existing course of events" (Campbell and Feinstein 2003: 6), the process of building consensus within a community (Times 1996), and "the use of understanding to reduce collective uncertainty about the future." (Hoch 1953: 451). It is also a complex and often politically contentious undertaking. As a result of these theoretical and practical realities, there are many different approaches to, and types of, planning, each with different goals.

Likewise, urban areas have also been defined in myriad ways, often using different methods and approaches to delinate their extents, and the issues—whether social, economic, political, or environmental—associated with the governance of urban places are diverse. We will focus broadly on urbanization as a process, recognizing that there are 'urban' spaces in rural places and 'rural' spaces in urban places. This approach means that our discussions will often expand to encompass issues in suburban, exurban, and rural parts of the U.S. (and hopefully other countries as well), the ways in which these places are linked, and planning approaches influence, or attempt to influence, the changes that occur in each.

In this course, we will examine many of the classic readings in the field of planning, plus several from the urban studies literature. The course is in no way comprehensive. Instead, the readings are intended to introduce you to the breadth of the field, many of its central concerns, ongoing
debates in the field, and the diverse methods and practices of planners. The course is also designed to provide you with structured space in which to both explore specific planning topics of interest to you (and hopefully relevant to your area of research) and to "get your hands dirty" through "field work" in the Charleston area. In this sense, the assigned readings offer theoretical and analytical frameworks for your observations of the "real world."

**Course Readings and Schedule:** There is one required text for this course (Stein, J. 2004. *Classic Readings in Urban Planning.* Planners Press: Washington, DC). This book is available at the College of Charleston Bookstore and from University Books of Charleston. Additional readings will be available online through the library's Eggs system. These are denoted with "--" in the reading plan below.

<table>
<thead>
<tr>
<th><strong>Course</strong></th>
<th><strong>Topic/Reading</strong></th>
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</thead>
<tbody>
<tr>
<td>Wed., 8/24</td>
<td>Introduction to the Course</td>
</tr>
<tr>
<td>Mon., 8/29</td>
<td>Historical Roots of Urban Planning</td>
</tr>
<tr>
<td></td>
<td>J. Reps, &quot;Town, time and tradition: The legacy of planning in frontier America&quot; in <em>Classic Readings</em> (Pages 7 – 10)</td>
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<tr>
<td>Wed., 8/31</td>
<td>Political frameworks for Planning and the Suburbanization of the U.S</td>
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<td>G. Squires. 2002. &quot;Urban sprawl and the uneven development of metropolitan America.&quot;</td>
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<tr>
<td>Mon., 9/5</td>
<td>Cities in a Global Economy</td>
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<tr>
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<td>S. Fainstein. 1990. &quot;The changing world economy and urban restructuring&quot;</td>
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<td></td>
<td>S. Sassen. &quot;Selections from Cities in a World Economy&quot; in <em>Classic Readings</em> (Pages 365 – 374)</td>
</tr>
<tr>
<td>Wed., 9/7</td>
<td>Issues in Planning and Development – Power and Politics</td>
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<td>J Forester, &quot;Planning in the face of power&quot; in <em>Classic Readings</em> (Pages 165 – 180)</td>
</tr>
<tr>
<td>Mon., 9/12</td>
<td>Issues in Planning and Development: Poverty and Social Justice</td>
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<td>N. Smith. Gentrification, the frontier, and the restructuring of urban space article</td>
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<tr>
<td>Wed., 9/14</td>
<td>Issues in Planning and Development: Housing</td>
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<td>J. Wolch et al., &quot;Explaining homelessness&quot; in <em>Classic Readings</em> (Pages 223 – 235)</td>
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<td></td>
<td>H. Gans, &quot;Social and physical planning for the elimination of urban poverty&quot; in <em>Classic Readings</em> (Pages 215 - 246)</td>
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<tr>
<td>Mon., 9/19</td>
<td>Issues in Planning and Development: Economic Development and Tourism</td>
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<tr>
<td></td>
<td>N. Krumholz. 1999. &quot;Equitable approaches to local economic development&quot;</td>
</tr>
<tr>
<td></td>
<td>ED. Juda. 1999. &quot;Promoting Tourism in the U.S.&quot;</td>
</tr>
</tbody>
</table>
Wed., 9/21
Planning Theory
A. Wildavsky, "If planning is everything, then maybe it's nothing" in Classic Readings (Pages 11 - 31)
H. Rittel and M. Webber, "Dilemmas in a general theory of planning" Classic Readings (Pages 52 - 64)

Mon., 9/26
C. Lindblom, "The science of muddling through" in Classic Readings (Pages 31 - 41)
P. Davidoff, "Advocacy and pluralism in planning" in Classic Readings (Pages 41 - 52)

Wed., 9/28
Comprehensive Planning
A. Alsop, "The goals of comprehensive planning" in Classic Readings (Pages 67 - 85)

Mon., 10/3
Land Use Planning
C. Feiss, "Planning absorbs zoning" in Classic Readings (Pages 85 - 98)
F. Pope, "Understanding American land-use regulation since 1970" in Classic Readings (Pages 98 - 111)
Optional: P. Callon, "The quiet revolution revisited" in Classic Readings

Wed., 10/5
E. Kaiser and D. Godschalk, "Twentieth century land use planning" in Classic Readings (Pages 124 - 146)
J. Jones, "Planning through consensus-building" in Classic Readings (Pages 147 - 162)

Mon., 10/10
Transportation Planning

Wed., 10/12
Growth Management
C. Abbott. 1902. "Planning a Sustainable City"

Mon., 10/17
Land Use Planning
E. Gerber and J. Phillips. 2004. "Direct democracy and land-use policy"
Planning Commission Report Due

Mon., 10/24
Regional and National Planning
*In-class Group Work Session** Planning Synposia Due

Wed., 10/26
The Property Rights Movement and Implications for Planning

Mon., 10/31
*In-class Group Work Session - Come to class prepared to discuss research ideas and issues**

Wed., 11/2
New Directions in Planning
S. Fausten. 2000 "New Directions in Planning Theory"
Optional: J. Friedman. "Toward a non-Existent Mode of Planning"

Mon., 11/7
Revisiting Urban Sprawl
Gordon and Richardson. 1997. Are compact cities desirable?
Optional: P. Byus and A. Esparza. "A revisionist model of suburbanization and sprawl"
EVSS 633 – Urban Planning
Dr. Patrick Hurley

Wed., 11/9
Urban Form and Sense of Place
J.B. Jackson, “The American public space” in Classic Readings (Pages 300 – 301)
E. Talen. 1999. “Sense of community and neighborhood form”

Mon., 11/14
Urban Form and the Environment
S. Campell, “Green cities, growing cities, just cities?” in Classic Readings (Pages 308 – 326)
A. Whiston-Spirc, “Urban nature and human design” in Classic Readings (Pages 283 – 299)

Wed., 11/16

Mon., 11/21
Collaboration and the Environment
Walker, P. and P. Hurley. Collaboration detailed
Optional. Hurley, P. and P. Walker. Whose vision?
**In-class Group Work Session**

Wed., 11/23
The Profession in Practice and Ethics in Planning
D. Schón, “The crisis of confidence in professional knowledge” in Classic Readings (375 – 400)
J. Hillier. “What values? Whose values?”
C. Hoch, “Racism and planning”

Mon., 11/28
Group Presentations

Wed., 11/30
Group Presentations

Mon., 12/5
Group Presentations

Wed., 12/12
Final Examinations

Assignments: This is a student-led course. Students will take turns leading the discussions of the assigned readings. Students will also be responsible for handing in a summary of assigned readings. Course grades will be assigned according to the following weights:

Reading Summaries (and discussion) 30%
Planning Meeting Summary 10%
Planning Synopsis 30%
Neighborhood Analysis Group Project 30%

Reading Summaries – For each of the assigned readings you will turn in a summary (no more than 1-page, single-spaced, and typed) of the reading at the beginning of each class. Your summary should highlight key points of the article and critically assess the piece. At least four times during the term, you will be responsible for leading the discussion. Together with a fellow student, you will need to develop a framework for discussing the article. This can take the form of straightforward questions, but you are also free to come up with creative ways to engage the topics covered by the author(s).

Planning Meeting Summary (due: October 19th) – Sometime before October 19th you will need to attend a local planning commission meeting (e.g., City of Charleston, City of North Charleston, Mt. Pleasant, Berkeley County) and report on your observations from the meeting.
- The City of Charleston's planning commission meets "meets on the third Wednesday of every month at 5:00 PM in the large meeting room on the third floor of 75 Calhoun Street." See http://www.ci.charleston.sc.us/plann/content.aspx?nid=46 for more information.

- The Town of Mt. Pleasant's planning commission meets "meets the next to the last Wednesday of each month at 5:00 p.m. at the Municipal Complex." Check out http://www.townofmtp.southcarolina.us/index.cfm?section=4&page=6 for further details.

- North Charleston's planning commission holds "at 6:00 p.m. in the First Floor Conference Room at City Hall on the second Thursday of each month." Please see http://www.northcharleston-sc.org/DevelopmentPlanning_RezoningProcess.aspx for more information.

- The Berkeley County Planning Commission meets the first Tuesday of the month. More information can be found at http://www.co.berkeley.sc.us/Departments/Planning/display-graphics/INDEX.CFM.

- Please note: The City of Charleston also has a board of architectural review, while Mt. Pleasant has a separate historical commission. I would prefer that students attend planning commissions, but am willing to discuss this issue further with students who might want to attend one of these meetings.

Your planning meeting summary should highlight the range of topics discussed by the commission during the meeting and your thoughts about these issues. You will want to relate your thoughts both to relevant in-class discussions and to your reading of David Allor's "Toward a Longer View and Higher Duty for Local Planning Commissions" in Classic Readings in Urban Planning. You will also need to specifically discuss in greater detail one of the agenda items the planning commission considered (e.g., a site-specific development proposal, a variance request, amendment to a zoning ordinance). This exercise will provide you with the opportunity to observe first hand a part of the decision-making process that shapes the development of our communities. The summary should be no longer than two typed, single-spaced pages.

Planning Synopsis (due: October 17th) — Students will select a research paper topic in consultation with the instructor. This paper should serve as a basic literature search on a topic of interest to you. In other words, you should use existing academic literature (ideally 15 - 20 journal articles/books) to summarize the state of knowledge with regard to a specific research question that is important to you and your course of study. The text of your synopsis (including introduction, summary of findings, and brief conclusion) must not exceed four typed, single-spaced pages (tables, figures, graphs, and maps do not count toward this total). Your synopsis must include an annotated bibliography, in which you provide a brief (1-2 paragraphs) summary of each reading. This should not be a rehashing of the article's abstract, but rather your own explanation of the article's content and why it is significant. This assignment will give you the chance to practice the process of putting together a literature review on a specific research question. It will also allow you to delve much deeper into a planning issue (e.g., conservation subdivision design, urban gentrification and the role of the planners, or the ethics of environmental planning) that is hopefully relevant to your particular Master's research area).

The question should be clearly relevant to the field of planning, but does not have to specifically be planning-related. It should be broad enough to serve as the foundation for a thesis-related research project, but narrow enough to be answered within a 3-page paper. Examples of questions might include:

- What have economists had to say about factors contributing to urban sprawl?
• How have principles of ecology been applied to a specific aspect of environmental planning?
• What economic factors contribute to urban gentrification?
• And many, many others...

We will spend more time discussing this assignment on September 5th, but in the meantime you are encouraged to begin thinking about a potential topic. Please feel free to email me with some of your ideas; I am happy to discuss these with you and make suggestions about how to refine your question.

"Neighborhood Analysis" Group Project – At the end of the quarter, you and a group of fellow students will present an analysis of a "neighborhood" in the Charleston area (e.g., a defined area in the City of Charleston, Mt. Pleasant, Kiawah Island). Through this project you will examine many of the issues we discuss during the course of the semester, but through the messy lens of field-based investigations. The project is also designed for you to put into practice a range of research methods that will help you understand better how a place and its people interact, as well learn more about the policies, economics, and politics that shape these interactions. Both your written report (less than 10 pages) and oral presentation (25 minutes, with 10 minutes for questions) will need to address in some fashion the following areas:

• Historical analysis (air photos, census data, community interviews)
• Community observation (How spaces are currently used: local, citywide, regionally)
• Analysis of community organizations and involvement
• Analysis of Planning documents
• Potential Alternative Futures for Development (application of theories discussed in class to the future development of your neighborhood)

We will spend more time discussing this project in class over the course of the term, and I will provide a more detailed assignment sheet by September 12th.

Some Helpful Planning Websites: Here are some links to websites that will provide you with invaluable information as you plan your discussions, begin work on your planning synopsis, and look for innovative ways to analyze your communities.

• American Planning Association – See http://www.planning.org/. With links to peer-reviewed articles, extensive 'gray literature,' 'how to' guides for practitioners, and links to plenty of local organizations, this website offers a wealth of information. Unfortunately, some areas are restricted to members but you will be able to use this to order in publications through the library. The planner’s book service provides a table of contents to better review the applicability of a book to a particular topic.

• Planners Web – See http://www.plannersweb.com/. Alternatively titled "The Planning Commissioner's Journal, this website offers plenty of "how is it done" articles that explain the nitty-gritty of planning practice.

• Cyberbia – See http://www.cyberbia.org/. This website is maintained by SUNY-Buffalo and provides plenty of links to other planning sites, plus lots of interesting discussion forums.
Public Administration 615: Urban and Regional Development
College of Charleston
Fall Semester 2007

Dr. Nick Veluzzi
Professor of Economic Geography and Regional Development
Department of Political Science
veluzzi@cofc.edu
Office: 114 Wentworth, Room 101
843-953-5679

Office Hours: Wednesdays 1:30 – 2:30
Thursdays 11 – 12
And by appointment

Meeting times: Mondays
5:30 – 8:15 pm
Education Center 111

Course website: TBA

PURPOSE
Throughout the course of economic history, radical economic change required a reexamination of theories that explain the process of regional economic development. This was the case with the economic crisis of the 1970s, which is characterized by the decline of the “Frostbelt” and rise of the “Sunbelt”. Today, current debates circulate around the relationship between the so-called “new” economy and globalization, which are re-shaping the spatial distribution of economic activity. The purpose of this course is to provide students with an introduction to the theories and models developed to explain these changes. Our geographic focus will concentrate primarily in the United States and other advanced capitalist countries, though we may pull in material from Latin America and Asia.

LEARNING OBJECTIVES
The goal of this course is to give students the basic toolkit required to think critically and coherently about processes of urban and regional economic development. The major themes of this course examine the spatial distribution and location of economic activity; why economic activity tends to concentrate in cities; how globalization affects these processes; and whether regions tend to become more similar or remain distinct in the process of economic development. These objectives will be achieved through a mix of completing the readings and attending and participating in class discussions. By completing this course, students will acquire a sufficient knowledge base that will enable them to develop a position and contribute to local and regional economic development policy debates. In addition, this course prepares students with a distinct knowledge foundation that will carry over into a more specialized course in regional economic development offered in the spring semester.
READINGS

Additional readings will be made available either through e-reserve or through email distribution.

Leading seminars: Each week our seminar discussion will be led by a member of the class, who will prepare a brief presentation that summarizes the reading material for the week and a set of related questions.

EVALUATION AND ASSESSMENT
*Exams (2 x 100 points):* There are two take-home essay exams for this course. The exams will be worth 100 points each. The second exam is not technically cumulative; though the material is cumulative as new theories rise out of a critique of old theories. More information on the structure and format of the exams will provided prior to the first exam.

Weekly review (12 x 10 points): Each week you will choose one (or more) of the assigned readings and write a two to three page synthesis that critically reflects upon the argument(s) and evidence presented in the literature.

SEDAAG review (10 points): The Southeast Division of the Association of American Geographers is holding its 67th Annual Meeting in Charleston on November 12 - 20. In lieu of class on November 19th, you will attend a conference session of your choice and write a 2-3 page paper on your experience.

Policy Brief (50 points): You will be presented with a local or regional economic development problem for which you will have to develop a policy brief that 1) states the dimensions of the problem and 2) offers policy advice that effectively addresses that problem.

<table>
<thead>
<tr>
<th>Exams (2 x 100)</th>
<th>200</th>
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<tbody>
<tr>
<td>Weekly reviews</td>
<td>120</td>
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<tr>
<td>SEDAAG Reflection Paper</td>
<td>10</td>
</tr>
<tr>
<td>Policy Brief</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>380</strong></td>
</tr>
</tbody>
</table>

The grade breakdown is as follows:

- A: ≥342 (90%)
- B+: 334-338 (88-89%)
- B: 304-330 (80-87%)
- C: 250-292 (70-77%)
- D: ≤249 (less than 70%)
- F: less than 311
HONOR CODE
Your enrollment in this course requires you uphold the College of Charleston Honor Code. Honor Code violations are serious offenses. If you violate the Honor Code, you will fail this course. Be aware that plagiarism, defined below, is a violation of the Honor Code.

Plagiarism: "The verbatim repetition, without acknowledging, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material, must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/endnotes.

- Borrowing without acknowledging the source
- Paraphrasing the thoughts of another without acknowledgment
- Allowing any other person or organization to prepare work with one then submits as his/her own.

-http://www.co.c.edu/~sgrestm/honor.html (Accessed 8/21/07)

If you have any questions or are unsure what constitutes plagiarism or cheating, ask.

COURSE CALENDAR
Week 1 (August 27): Introductions and setting up the course
- Fallows, J. "America's Changing Economic Landscape" from The Atlantic

Week 2 (September 3): Uneven development and the Inconstant Geography of Capitalism
Readings:
- Storper and Walker: The Capitalist Imperative, Chapter 1
- Piore and Sabel: The Second Industrial Divide Chapters 2 ("Mass production as destiny and blind decision") and 3 ("The corporation")
- Bluestone and Harrison, The Deindustrialization of America, Chapter 2, "Closed plants, lost jobs"
- Osterman, P. Securing Prosperity, Chapter 2, "Changing structure of the labor market"

Week 3 (September 10): Interregional exchange: Comparative advantage and regional convergence? Or, unequal exchange and divergence?
- Storper and Walker: Chapter 2
- North, D. "Location Theory and Regional Economic Growth"
- Krugman and Obstfeld, International Economics: Theory and Policy, (parts of Chapter 2, and Chapter 4
- Maudel, E. Late Capitalism, Chapter 2, "Structure of the capitalist world market"
- Dickens, P. Global Shift, 3rd edition, Introduction to Part II, "Traditional explanations and the need for a new approach"

Week 4 (September 17): Agglomeration Economies: Growth poles and industrial districts
- Storper and Walker: Chapters 3, 4, and 5
- Perroux, F. "Economic space: Theory and applications"
- Perroux, F. "Note on the concept of growth poles"
Week 5 (September 24): Agglomeration Economies II: Circular and cumulative causation, external economies of scale
  - Myrdal, G. *Rich Land and Poor*. Chapters 1 – 5, 11
  - Kaldor, N. “The case for regional economic policies”
  - Scott, A.J. *Metropolis*, Chapter 10, “Urbanization and the new spatial division of labor”

Week 6 (October 1): Agglomeration Economies III: Cities, regions and export-base theory
The “North – Tiebout debate”
  - Tiebout, C. “Experts and Regional Economic Growth”
  - North, D. “A Reply”
  - Tiebout, C. “Rejoiner”

A reexamination 50 years later:
  - Markussen, A. “A Consumption Base Theory of Development: An Application to the Rural Cultural Economy”

Week 7 (October 8): Agglomeration Economies IV: Growth, restructuring, sectoral change, and the rise of new regions
  - Scott, A.J. and Storper, M. “High Technology Industry and Regional Development: A theoretical critique and reconstruction”

Week 8 (October 15): FALL BREAK

Week 9 (October 22): Deagglomeration, vertical disintegration and dispersal
  - Vernon, R. “International investment and international trade in the product cycle”

Exam I Begins

Week 10 (October 29): Deagglomeration and spatial divisions of labor
October 29
  - Massey, D. “In What Sense a Regional Problem?”
  - Storper and Walker, Chapter 3

Exam I Ends

Week 11 (November 5): Globalization and regional integration
  - Brenner, N. “Globalisation as Reterritorialisation: The Re-scaling of Urban Governance in the European Union”
  - Dicken, P. *Global Shift 5th Edition*, Chapters 6 and 7

Distribute Policy Brief Assignment
Week 12 (November 12): Technology and interregional shifts
- Storper, M. "The Limits to Globalization"
- Gertler, M.S. "Technology, Culture and Social Learning: Regional and National Institutions of Governance"
- Peck, J and N. Theodore. "Comparing capitals: Theorizing the persistence of institutional variation"

Week 13
November 19: NO CLASS. Southeast Division of the Association of American Geographers 67th Annual Regional Meeting, Francis Marion Hotel, Downtown Charleston
Policy Brief Assignment Due: Deliver to Velluzzi's mailbox, located in 114 Westworth, room 202 by close-of-business (5 pm).

Week 14 (November 26): Knowledge, innovation and regional development
- Storper, M. "The resurgence of regional economies, ten years later: The region as a nexus of interlinked interdependencies"
- Morgan, K. "The learning region: Institutions, innovation and regional renewal"
- Malmberg, A. and Maskell, P. "Localized Learning Revisited"
- Belussi, F. and Gotardi, G. Evolutionary Patterns of Local Industrial Systems. Chapter 1, "Models of localized technological change"
- Boschma, R. "Proximity and Innovation: A critical assessment"
Submit SEDAAG assignment

Week 15 (December 3): Cities and creativity: The rise of the creative class?
- Florida, R. Cities and the creative class. Chapters 1 ("Introduction") and 2 ("Cities and the creative class")
- Peck, J. "Struggling with the creative class"
- Scott, A.J. "Creative Cities: Conceptual issues and policy questions"

Exam II Begins

December 10th: Exam II Ends, due by 5 pm.
Public Administration 616: Local and Regional Development Policy and Practice
College of Charleston
Spring Semester 2008

Dr. Nick Velluzzi
Professor of Economic Geography and Regional Development
Department of Political Science
velluzzi@cofc.edu
Office: 114 Westworth, Room 101
843-953-5679

Office Hours: Mondays 12:30 – 1:30
Wednesdays 10 – 11
And by appointment

Meeting times: Wednesdays
5:30 – 8:15 pm
BellSouth 415

PURPOSE
This course provides a focused survey of local and regional economic development theories, practices, and policies. Geographical emphasis is placed in the United States, though some readings will draw from other parts of the world. We will examine why economies grow and change, why industries locate where they do, and who gets what jobs and why.

This course addresses changes in the geographic organization of production, institutional patterns, labor markets and the organization of work. The primary focus of this course is employment-based economic development. Therefore, we will address theories of regional development (e.g. uneven development, regional growth and change, industrial districts) in relation to strategies of economic development (e.g. industrial targeting, incentives, and cluster-based strategies) and workforce development (labor market intermediaries and sectoral approaches). The objective of this course is to provide students with an understanding of the forces that drive regional growth and change and to critically examine the instruments and initiatives that are commonly employed in pursuit of economic growth.

LEARNING OBJECTIVES
The goal of this course is to give students the basic toolkit required to think critically and coherently about (1) processes of urban and regional economic development, (2) approaches to economic development policy and practice, and (3) workforce development. By completing this course, students will acquire a sufficient knowledge base that will enable them to develop a position and contribute to local, regional, and state economic development policy debates.
READINGS


Pike, Andy, Andres Rodrigues-Pose, and John Tomasey. 2006. Local and regional development. New York: Routledge

Although I anticipate presenting and clarifying course material, this is a reading-intensive course. The material is cutting edge, scholarly work. I expect you to come to class prepared to speak to the readings. This means coming to class with the readings, your notes, prepared questions, and ready to comment and/or respond to me or your classmates in the ensuing discussion. I strongly encourage you to read critically by considering the structure of the argument and the evidence that is marshaled to support it.

All of the texts are available at the CoC bookstore and University Books of Charleston, except Markusen. Markusen can be purchased through www.amazon.com or directly from the Upjohn Institute at http://www.upjohninst.org/

Additional readings will be made available either through e-reserve, email distribution, or direct links to articles available online through the library.

EVALUATION AND ASSESSMENT
Exams (2 x 100 points each): There are two take-home essay exams for this course. The exams will be worth 100 points each. The second exam is not technically cumulative; though the material is cumulative as new theories rise out of a critique of old theories. More information on the structure and format of the exams will be provided prior to the first exam.

Weekly commentaries (9 x 10 points each): Each week you will submit a brief (2 – 3 pages) commentary that discusses the concepts and lessons derived from the readings. The purpose of these commentaries is to ensure understanding of the ideas and concepts presented and how they relate to each other. The commentaries should not summarize the readings, but focus on a set of issues raised by the readings and/or draw out the most important implications for economic development practice.

Policy Response Essay (50 points): Three guest speakers active in promoting economic development in the Charleston region will visit class to talk about their work and ongoing projects. This assignment requires you to write a critical response (6 – 8 pages) of their presentation that makes use of the course material to one of the presentations of your choice. More information will be distributed on this assignment at a later date.
POINT STRUCTURE

Exam 1 (2 x 100) 200
Weekly reviews 90
Policy brief 50
Total Points 346

GRADE BREAKDOWN

A: ≥306 (90%)  
B+: 302-299 (88-89%)  
B: 272-282 (83%)  
C+: 265-269 (78-79%)  
C: 238-262 (70-77%)  
F: less than 235

HONOR CODE

Your enrollment in this course requires you uphold the College of Charleston Honor Code. Honor Code violations are serious offenses. If you violate the Honor Code, you will fail this course. Be aware that plagiarism, defined below, is a violation of the Honor Code.

Plagiarism: "The verbatim repetition, without acknowledging, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/endnotes.

- Borrowing without acknowledging the source
- Paraphrasing the thoughts of another without acknowledgement
- Allowing any other person or organization to prepare work with one then submit as his/her own.

http://www.cofc.edu/~agresto/honor.html (Accessed 8/21/07)

If you have any questions or are unsure what constitutes plagiarism or cheating, ask.
COURSE CALENDAR

WEEK 1
January 9: Introduction and course overview

WEEK 2
January 16: What is economic development?
Rubin, Herben J. "Shoot anything that flies; Claim anything that falls: Conversations with economic development practitioners." Economic development quarterly 2 (August 1988). (pp. 236 – 251).
Chapters 1 and 2 in Pite et al. (pp. 1 – 57)

WEEK 3
January 23: What is a region?
Friedmann, John and Clyde Weaver. 1979. Territory and function: The evolution of regional planning. Berkeley: University of California Press. Chapter 2, "The search for regional balance in America" (pp. 21 - 46) and Chapter 4, "A spatial framework for unequal development: the formative years" (pp. 89 – 107)
Soin, Edward. 1989. Postmodern Geographies: The reassertion of space in critical social theory. New York: Verso. Chapter 4, "Urban and regional debates: the first round" (pp. 94 - 117) and Chapter 7, "The historical geography of urban and regional restructuring" (pp 157 – 189)

WEEK 4
January 30: Theories of regional development
Pike et al. Part II: Frameworks for understanding, Chapters 3 and 4 (pp. 59 – 135)

WEEK 5
February 6: Policy approaches and interventions
Pike et al. Part III, Chapters 5 and 6 (155 – 194), and Part IV, Chapter 7 (197 – 251)
WEEK 6
February 13  More approaches. Creating business climates through incentives
Markusen, Chapters 1, 2, 5, 8 (pp. 1 – 56; 103 – 140; 183 – 198)

WEEK 7
February 20  Local and regional policy. Industry and occupational clusters

DISTRIBUTE EXAM 1

WEEK 8
February 27
EXAM 1 DUE BY THE END OF CLASS
TBA: Readings will prepare us for upcoming speakers

WEEK 9:  SPRING BREAK – NO CLASS

WEEK 10
March 12  Guest Speaker: Beth Meredith, Lowcountry Cluster Activator, New Carolina – SC’s Council on Competitiveness

WEEK 11
March 19  Guest Speaker: Steve Warner, Charleston Regional Development Alliance
WEEK 12
March 26: From industries to occupations


TBA: Reading for prepare for upcoming speaker

WEEK 13
April 2: Guest Speaker: Ernest Andreje, Director, Charleston Digital Corridor

WEEK 14
April 9: Bridging “people” and “place-based” approaches to development

Garmise - entire book

DISTRIBUTE EXAM 2

WEEK 15 NO CLASS: ASSOCIATION OF AMERICAN GEOGRAPHERS, annual meeting in Boston, MA

WEEK 16
April 23: Economic development practice: Now what?


EXAM 2 DUE BY THE END OF CLASS
Local Government Politics and Administration
Fall, 2005

Arthur Fels
feltas@cofc.edu
Riley Institute
953-6100
Hrs: Appt

This course is designed to focus on a few key areas that are critical for framing local government politics and administration in the 21st century United States. One area is the relation between states and the local governments that reside within their geographic boundaries. The well-spring of this relationship is what is known as “Dillon’s Rule” (Dillon was the Chief Justice of the Iowa Supreme Court), the heart of which is quoted below:

It is a general and undisputed proposition of law that a municipal corporation possesses and can exercise the following powers and no others: First, those granted in express words; second, those necessarily or fairly implied in or incident to the powers expressly granted; third, those essential to the declared objects and purposes of the corporation, not simply convenient, but indispensable. Any fair, reasonable doubt concerning the existence of the power is resolved by the courts against the corporation, and the power is denied (Dillon 1873, p. 173 and Clark v. City of Des Moines 1865).

In a nutshell, this says that local governments—cities, towns, counties, school districts, special purpose districts, etc.—are creatures of the states whereby the reside and any powers they have are granted to them by their respective states. Any powers they have are expressly granted them by the state. Though such has happened since 1865—notably all states have adopted “Home Rule” (which grants local governments varying degrees of autonomy), as this syllabus is being prepared, the SC General Assembly is exploring options to either eliminate or curtail property taxes in the state. This is notable because the property tax is exclusively a local tax in SC. Lest you think this extreme, several years back the state of Michigan assumed responsibility for all funding of public schools at the state level and a lawsuit is pending in SC that could do the same. So, understanding state-local government relations is essential to understanding local government politics and administration.

Another area is the evolution of modern public management. Though it may come as a surprise, the “professionalization” of local government—at least in the terms in which we understand it today—has occurred during the last 25 years or so. The major source of this professionalizing trend is closely associated with the growth of M.P.A. programs in the US, which were virtually nonexistent in the 1960s. This professionalization most certainly has had an impact on local government administration and politics and is essential for understanding the subject area.

Finally, we can note that if you pick up most any “local government” textbook, there is a distinct bias in favor of focusing on large cities—New York, Chicago, Atlanta, Los Angeles, etc. The reasons for this are likely that such cities are more academically interesting and, to the end, more “fun” to study. Yet we can also observe that—with some cautionary interpretation—the evolution of local government in the United States since the end of WWII has been decidedly in a suburban, as opposed to urban, direction. Some suburbs that developed early in the process now
have become cities in their own right—and are frequently referred to as “ring cities,” where the original wellspring is referred to as the “core city.” We can note, for example, that in the Charleston/North Charleston SMA (statistical metropolitan area) the population is in the neighborhood of 550,000. Yet Charleston and North Charleston only account for less than 200,000 of this total—and even if we add in Mount Pleasant (which is arguably still a suburban community), we still have a population of just half of the overall total. Or consider Los Angeles whose 1990 population was 3.5 millions, yet the SMA had a populations of 11.4 million. In fact, the combined populations of the top 21 cities in the US in 1990 only accounted for 40 percent of their overall SMA populations. We are as much as much; a suburban (and rural to a much lesser degree) nation as we are an urban one. This phenomenon has profoundly affected American local government in the past half century in all areas of urban policy, from race relations to transportation policy. An understanding of it is therefore essential for understanding local government policies and administration. In this course, we will take a creative look at that as well as emerging responses to it under the rubric of the “new urbanism.”

In addition to class discussion and lectures, mostly based on the reading assignments, you will have the opportunity to hear presentations from several practitioners who will share with you their insights into the subject area. These are listed on the assignment grid below:

**Texts:**

There are four texts assigned for this course. They are:

- **Local Government and the States: Autonomy, politics and policy.** David R. Berman (LGS below)
- **Crabgrass Frontier: The suburbanization of the United States.** Kenneth T. Jackson (CF below)
- **How Cities Work: Suburbs, sprawl and the roads not taken.** Alex Marshall (HCW below)
- **Local Government Management: Current issues and best practices.** Douglas J. Watson et al (LGM below)

Though there will be some overlap between texts, we will read and discuss each text sequentially for the sake of continuity and readability.

**Assignments are as follows:**

<p>| 1. Aug 29 | First Class |
| 2. Sep 5 | Assignment: LGS, Chapters 1-4 |
| 3. Sep 12 | Guest speaker: Mayor Joseph P. Riley, Jr., City of Charleston. Assignment: Assignment: None—(local government structure) |
| 4. Sep 19 | Guest speaker: Mr. Steve Bedard, CFO, City of Charleston. Assignment: LGS, Chapters 5-6 |
| 5. Sep 26 | Guest speaker: Mayor Keith Sumney, City of North Charleston. Assignment: LGM, Chapters 7-9 |
| 6. Oct 3 | Mr. Steve Dykes, Economic Development Director, Charleston County. LGM, Part 1 |
| 7. Oct 10 | Guest speaker: Mr. Mac Burdette, Town Administrator, Town of Mount Pleasant. Assignment: LGM, Part 2 |</p>
<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>Oct 17</td>
<td>Fall Break</td>
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<td>8. Oct 24</td>
<td>Mid-term exam</td>
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<td>10. Nov 7</td>
<td>Assignment: LGM Part 5</td>
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<td>14. Dec 5</td>
<td>Assignment: HCW, Chapters 5 – Conclusion.</td>
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<td>15. TBA</td>
<td>Final Exam</td>
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Course requirements:

You will be required to complete the following requirements for this course:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage of course grade</th>
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<tr>
<td>Mid-term exam</td>
<td>25</td>
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<td>Final exam</td>
<td>30</td>
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<tr>
<td>Research paper</td>
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<td>Class Participation</td>
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Your research paper will be approximately 15 pages, double-spaced, in length. It will address itself to a contemporary issue or policy area that is relevant for local governments. Examples of appropriate policy areas or issues would be—and please note these are only examples, you are not restricted to this list:

- Annexation
- Consolidation
- Crime
- Education (primarily K-12)
- Gentrification
- Intergovernmental relations
- Racial issues
- Recreation
- Relations/partnerships with non-profits
- Revenue (e.g., user's fees, taxes, impact fees)
- Service delivery (e.g., contracting for or sharing)
- Transportation
- Zoning and land use

Grades will be calculated on the following basis:

- A = 90-100
- B+ = 87.5-89.9
- B = 80-87.4
- C+ = 77.5-79.9
- C = 70-77.4
- F' = 69 and below
Urban Policy
Public Administration 611

Dr. Catherine Veninga
Office: 114 Wentworth, Room 102
Phone: 953-7532
Email: veningac@cafe.edu
Office Hours: Monday and Thursday 1:00-2:00 and by appointment

Course Description:
Policy is a rather vague term that refers to the activity (and inactivity) of government. You can think of policy as a goal or set of goals and the means to achieve those goals. Key components of policy studies include: problem definition, the means to solve the problem (often characterized as ‘carrots’ and ‘sticks’), policy implementation, and policy effects.

This course will introduce graduate students to the field of urban policy and will train students to critically analyze policy debates that directly impact city life. Broadly, we will trace the major ideological shifts in urban policy over the past half century - from the welfare state to the post-Keynesian neo-liberal state - and consider the recursive relationship between economic restructuring and urban policy formulation. From an analytical perspective, we will seek to understand the philosophical foundations of various policies by investigating their ideological and historical underpinnings. Substantively, our inquiry will focus on pressing urban concerns such as education, crime, poverty, inequality, and economic development.

Required Reading:
Texts:

Reserve Readings available from the library or from me

Course Requirements:

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<th>Requirement</th>
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<tr>
<td>Seminar participation:</td>
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<td>Lead seminar discussion:</td>
<td>10</td>
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<td>Urban policy meeting reflection:</td>
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<td>Policy brief:</td>
<td>20</td>
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<td>Research paper:</td>
<td>50</td>
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Seminar participation: This course is organized primarily as a seminar, rather than a lecture. Each class meeting will be devoted to understanding, analyzing, critiquing, and building up on the reading materials. Therefore your participation in all class discussions is essential. You are expected to attend every class prepared to engage in critical discussions of the week’s reading. Engaging in critical discussions includes understanding and being able to summarize the arguments presented in various readings, elaborating and defending arguments, drawing connections among various readings, and responding to others in a constructive manner. I expect and will seek to create an atmosphere devoted to collegial critical analysis, not ideological posturing. (Seminar participation is worth 10% of your grade.)

Lead seminar discussion: In addition to being an active member of all seminar discussions, you will also be required to lead the class discussion on the reading of your choosing (from among the assigned readings). One of your primary goals as the discussion leader is to make sure that everyone understands the author’s argument and is clear on how the argument was developed. A second goal is to engage the class in a thoughtful and provocative discussion of the material. Therefore, it is essential that you are comfortable with the reading and that you develop some questions or structure a discussion format before class. Please feel free to consult with me about your plans for discussion. (Leading seminar discussion is worth 10% of your grade.)

Urban policy meeting reflection: In order to see the policy world in action, you will be required to attend a public meeting and write a short reflection of that meeting. You can attend any city meeting that is open to the public, such as a City Council meeting or BAR meeting. See the City’s calendar at: http://www.charlestoncity.info/lists/cal.aspx. Be sure to consult the meeting agenda as some meetings are more interesting than others! Your reflection, about 2 pages, should summarize: what got done, who got it done, how it got done. Other questions for consideration include: What is the policy process like? Is it efficient? Does it achieve social justice? Who is included/excluded? What did not get done? (Public meeting write-up is worth 10% of your grade.)

Urban policy brief: In addition to attending a public meeting, you will also be required to write an urban policy brief. I will assign two (one on crime, the other on education), but each student is required to write one. The policy brief (to be handed out later) will outline a question/issue that requires a policy response. You will draw on the readings and your own research to develop and articulate a policy position to address the issue. You will need to take a stand on the issue and will need to provide clear policy statements. (Policy brief is worth 20% of your grade.)

Research paper: The major assignment of the course is a research project examining a local urban policy issue. This is primarily an analytical paper, not a position paper or a policy analysis per se. Rather, your objective is to critically analyze a particular policy or policy debate from a scholarly perspective (much of the reading should serve as a model for this type of analysis). You will need to choose a topic that has particular
Course Schedule:

**August 23:** Introduction: course overview, expectations

**August 30:** What is urban policy? I
Readings:
Cochrane ch. 1, 2

**September 6:** What is urban policy? II
Readings:

**September 13:** Urban restructuring
Readings:
William Julius Wilson, ch. 2: "Change and Dislocations in the Inner City" in *The Truly Disadvantaged: the Inner City, the Underclass, and Public Policy*, 1987.

**September 20:** The role of the state I
Readings:
Cochrane: 1, 6

Research Paper Proposals Due

**September 27:** Role of the state II
Readings:
Cochrane: 8
relevance to the local area (e.g., historic preservation). In addition to understanding the policy debate in the local context, you will also need to situate it within a larger policy discourse. While much of your research will be scholarly articles, books, and newspaper articles, you are encouraged to speak with local practitioners about their experiences with the policy. The research paper should be approximately 20 pages, double-spaced. As with any research paper, be sure to document all of your sources including people that you have interviewed and websites. (The research paper is worth 50% of your grade.)

You may use the following outline to guide your research:

I. Policy background
   a. What is the policy’s objective?
   b. What is the policy’s history?
   c. What is the theory behind the policy - what is it supposed to do and why?
      What are the policy’s assumptions about human and/or economic behavior?

II. Policy in context
   a. What is the need for the policy in Charleston?
   b. How is it justified? How is the problem defined?

III. Policy implementation
    a. How it the policy implemented?
    b. Who implements it?
    c. Does the implementation achieve the desired goals?
    d. What issues have emerged as a result of policy implementation?

IV. Policy recommendations and additional research
    a. Based on your analysis, how could the policy be improved?
    b. What additional factors do you think the policy should consider?


Public meeting write-up due

October 4: Crime I
Readings:
Harcourt, ch 1-125
Cochrane ch. 5

October 11: Crime II
Readings:
Harcourt 127-248

October 18: Policy Brief I

Crime Policy Brief Due

October 25: Education I
Kazoli: all

November 1: Education II
Readings:

November 8: Policy Brief II

Education Policy Brief Due

November 15: New Economic Development Trends I
Readings:
"Charter of the New Urbanism"
Kristin Larsen, "New Urbanism's Role in Inner-City Neighborhood Revitalization,

**November 22:** No Class: Thanksgiving

**November 29:** New Economic Development Trends II
Readings:
Cochrane ch. 7

**December 6:** Final Papers Due
EVSS695.090/PUBA635.090  Land Use Law  May Evening 2007

Professor Lindeke S. Mills

Phone:  O: 953-2002 (Office hours only)  
H: 762 2394

Office Hours:  3:00-5:00 pm Monday and Wednesday, Room 707, Riley Institute

Email:  mills@cofo.edu


Final Grade:  40% Midterm Exam  
60% Final Exam (cumulative)

**Syllabus**

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<td>B. Nuisance law</td>
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<td>3. Special Uses, Conditional Uses, Exceptions</td>
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<td>Racial Discrimination (Arlington Heights)</td>
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<td>VI.</td>
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<td>2. Partial Deprivation (Penn Central)</td>
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<td>3. Total Deprivation (Lucas/Palazzolo), (Tahoe-Sierra)</td>
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<td>E. Remedies (First English)</td>
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<td>VII.</td>
<td>Managing (Limiting?) Development</td>
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<td>A. Moratoria (Tahoe-Sierra)</td>
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<td>B. Quotas and Population Caps</td>
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<td>C. Agricultural Land and Open Space</td>
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<td>D. Wetlands (N. Cook County)</td>
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<td>E. Flood Hazard Protection</td>
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<td>F. Endangered Species Act</td>
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<td>G. Coastal Zone Management (Toplis)</td>
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<td>VIII.</td>
<td>Historic Preservation</td>
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<td>IX.</td>
<td>Aesthetics</td>
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<tr>
<td>X.</td>
<td>Gentrification</td>
</tr>
<tr>
<td>XI.</td>
<td>Public Lands (Klepp, Granite Rock)</td>
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</table>
Planning Law
PUBA 613

PURPOSE OF THE COURSE: This course examines the key substantive application and administration of legal issues that affect the use, preservation, and development of land at the local government level, and the principles and thinking process by which the legal system reaches decisions intended to resolve these issues. The course will explore how land use and environmental laws reflect the fundamental tension in our society between government regulation and constitutionally protected rights of individuals, and discuss the role that planning can play in helping to define the balance between the means used to achieve public goals and the protection of private property rights. The course will also address certain federal laws that impact land use and local land use regulation. The course concludes by examining programs that seek to integrate land use and environmental concerns, notably, growth management or "smart growth" programs designed to influence the rate, amount, type, location and quality of development. Course readings include court decisions, statutes, and ordinances, and case studies.

INSTRUCTOR: Layne West
Office Phone: (843) 442-0841
e-mail: lwest@danielislandmedia.net
Office Hours: By Appointment Only

TEXTS: Urban Land Use Planning
Philip Berke, Edward Kaiser, David Goldschalk, and F. Stuart Chapin, Jr. (2006)

COURSE REQUIREMENTS: Evaluation in the course will consist of two examinations, a research paper on a selected topic, and class presentations. Examinations will be primarily essay in format and will come from both lecture and textbook/handout sources. Exams will be administered according to the calendar below. However, exam material, content, and dates may be subject to change at the discretion of the instructor. You will be informed well in advance of any changes.

ATTENDANCE: Because of the emphasis placed on in-class lecture and discussions, full-time attendance is expected and highly recommended for successful completion of the course. It is the student's responsibility to discuss absence issues with the instructor. No make-up exams will be given without prior arrangement.

COURSE WITHDRAWAL: Students wishing to withdraw from the course are responsible for initiating and completing the necessary procedures to withdraw. The instructor will not withdraw students from the course. Further, it is the responsibility of the student to be aware of and comply with the designated withdrawal dates/deadline as established by the College of Charleston.

COURSE PRESENTATION: The course material will be presented in a manner consisting of traditional lecture, group discussion, assigned outside readings, synthesis of literature/information discussion, and student presentations. This presentational approach is designed to stimulate and promote individual student learning, perceptual, and analytical styles. Reading assignments, other than the textbook or that are not widely available, will be on reserve in the College of Charleston library or distributed by the instructor. It is incumbent upon the student to be prepared for class, actively contribute to discussions, and be fully prepared to present their topical discussions on designated class meetings.
CLASS CALENDAR:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>08-21-07</td>
<td>Class begins</td>
</tr>
<tr>
<td>10-02-07 Approximately</td>
<td>Mid Term Exam</td>
</tr>
<tr>
<td>10-18-07</td>
<td>Fall Break</td>
</tr>
<tr>
<td>11-21-07</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>11-27-07</td>
<td>Last Class</td>
</tr>
<tr>
<td>11-27-07 Approximately</td>
<td>Paper Due</td>
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<tr>
<td>12-05-07 Or as school requires</td>
<td>Final Exam</td>
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GRADING SCALE:

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<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
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<td>89-80</td>
<td>B</td>
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<tr>
<td>70-77</td>
<td>C</td>
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<tr>
<td>Below 60</td>
<td>F</td>
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ASSIGNMENT VALUES:

<table>
<thead>
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<tbody>
<tr>
<td>Mid-term Exam</td>
<td>30%</td>
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<td>Final Exam</td>
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<tr>
<td>Research Paper</td>
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</tr>
<tr>
<td>Presentations/Discussion</td>
<td>10%</td>
</tr>
</tbody>
</table>
# Administrative Law

**EVSS607/PUBA631**  
**Spring 2008**

**Professor:** Lindeke S. Mills, J. D.  
**Email:** millsks@cofc.edu  
**Office:** 953-2002 (during office hours only)  
**Home:** 762-2394  
**Office Hours:**  
Room 207 Riley Institute  
Monday and Wednesday 2:30-3:30  
Tuesday and Thursday Noon-1:00  
or by appointment

**Text:** Case, Diver, Beermann, Administrative Law: Cases and Materials, (5th Ed: 2006)

**Topics:**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Reading</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>xxiii-xxxvii</td>
<td>I. Introduction to Administrative Law and the legal system</td>
</tr>
<tr>
<td></td>
<td>1-15</td>
<td>A. Origin and purpose of Administrative Agencies</td>
</tr>
<tr>
<td>2</td>
<td>15-38</td>
<td>A. Delegation</td>
</tr>
<tr>
<td>3</td>
<td>38-55</td>
<td>B. Legislative Veto</td>
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<tr>
<td></td>
<td>55-65</td>
<td>C. Appropriations: Line Items and Line-Item Vetoes</td>
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<tr>
<td>4</td>
<td>65-72</td>
<td>III. Executive Control</td>
</tr>
<tr>
<td></td>
<td>72-93</td>
<td>A. Appointment Power</td>
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<tr>
<td></td>
<td>93-103</td>
<td>B. Removal Power</td>
</tr>
<tr>
<td>5</td>
<td>103-108</td>
<td>C. Supervisory Powers</td>
</tr>
<tr>
<td>6</td>
<td>108-118</td>
<td>D. Control within Agencies</td>
</tr>
<tr>
<td>7</td>
<td>333-351</td>
<td>IV. Administrative Functions</td>
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<tr>
<td></td>
<td>377-386</td>
<td>A. Rulemaking-Formal and Informal</td>
</tr>
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<td>8</td>
<td>386-388</td>
<td>1. Notice</td>
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<tr>
<td></td>
<td>388-396</td>
<td>2. Concise General Statement</td>
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<td></td>
<td>396-409</td>
<td>3. ExParte Contracts</td>
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<td>409-421</td>
<td>4. Political Influence</td>
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<td>9</td>
<td>421-435</td>
<td>5. Imperfect Rulemaker</td>
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<td>435-455</td>
<td>6. Hybrid Rulemaking</td>
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<td>455-488</td>
<td>7. Exemptions from §553</td>
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<td>488-500</td>
<td>8. Use of Cost-Benefit Analysis</td>
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<td>10</td>
<td>B. Adjudication</td>
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<td>351-377</td>
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<td>1. Authority</td>
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<td>503-514</td>
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<td>11</td>
<td>2. Due Process Hearing Rights</td>
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<td>514-527</td>
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<td>527-548</td>
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<td>12</td>
<td>3. Requirements of Due Process</td>
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<td>548-564</td>
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<td>13</td>
<td>4. Right to a Neutral Decisionmaker</td>
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<td>564-583</td>
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<td>14</td>
<td>5. Statutory Hearing Rights</td>
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<td>583-597</td>
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<td>15</td>
<td>C. Choice of Instruments</td>
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<td>333-351</td>
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<td>1. Rulemaking</td>
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<td>16</td>
<td>2. Order after Adjudication</td>
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<td>17</td>
<td>V. Judicial Review</td>
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<td>109-124</td>
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<td>A. Standards of Review-APA §706</td>
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<td>18</td>
<td>124-159</td>
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<td>B. Questions of Law-Chevron Doctrine</td>
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<td>C. Questions of Fact or Policy</td>
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<td>159-160</td>
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<td>1. De Novo Trial</td>
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<td>160-188</td>
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<td>2. Substantial Evidence</td>
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<td>188-203</td>
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<td>3. Arbitrary and Capricious</td>
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<td>VI. Availability of Judicial Review</td>
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<td>A. Reviewability</td>
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<td>205-218</td>
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<td>1. Agency Action</td>
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<td>2. Statutory Precision</td>
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<td>232-242</td>
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<td>3. Committed to Agency Discretion</td>
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<td>242-253</td>
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<td>4. Prosecutorial Discretion</td>
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<td>253-263</td>
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<td>5. Regulatory Delay</td>
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<td>264-267</td>
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<td>6. Resource Allocation Appropriations</td>
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<td>23</td>
<td>B. Standing-Injury, Causation and Redressability</td>
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<td>267-303</td>
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<td>24</td>
<td>C. Timing</td>
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<td>303-330</td>
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<tr>
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<td>VII. Enforcement and Liability</td>
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<td>617-634</td>
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<tr>
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<td>A. Physical Inspections</td>
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<td>634-637</td>
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<td>B. Compulsory Production of Information</td>
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<td>637-647</td>
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<td>C. Record-Keeping Requirement</td>
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<td>647-659</td>
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<td>D. Selective Enforcement</td>
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<td>VIII. Public Access</td>
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<td>831-872</td>
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<tr>
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<td>A. Freedom of Information Act</td>
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<td>Week 1</td>
<td>Introduction</td>
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<td>History</td>
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<td>Lab getting around in ArcGIS – General Data Management</td>
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<td>Week 2</td>
<td>Maps</td>
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<td>Map projections</td>
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<td>Creating first maps in GIS</td>
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<td>Week 3</td>
<td>Topology Capabilities and uses of GIS</td>
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<td>Data structures, topology Geo-databases</td>
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<td>Lab: Shapefile / Geodatabase Creation</td>
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<td>Digitizing on the Fly</td>
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<td>Week 4</td>
<td>Database design and management</td>
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<td>Lab: Manipulating databases in access and GIS</td>
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<td>Week 5</td>
<td>Raster data: data structures, coding issues, indexing</td>
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<td>Spatial data and images</td>
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<td>Lab Visualization and topography</td>
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<td>Week 6</td>
<td>Surveying – GPS Field mapping - Scanning</td>
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<td>Primary Data Acquisition</td>
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<td>Lab: Outdoor Data Collection</td>
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EVSS 649 Geol 449
Geographic Information Systems

Instructors: Norman S. Levine -- SCIC 345A -- 953 - 5398 -- levine@csc.edu
Office Hours: TBA

Prerequisites:
Geol 101, 101L, 102, 102L, 314 314L, or permission of the Instructor.

Computer Experience Necessary

Course Description:
This Course is an introduction to Geographic Information Systems (GIS). We will cover history and theory behind GIS, Spatial Data types, data quality, Data input operations, Database management, Data analysis, Software Design concerns and look at various applications of GIS. We will investigate the institutional and political concerns for using GIS. This is a computer intensive laboratory based course. GIS software on various platforms will used throughout the semester.

Course Objectives
1. To provide the student with a working Knowledge of GIS
2. To Develop an understanding of the structure of GIS systems and the associated data
3. To be familiar with the use and applications of GIS
4. To Provide students with hands on exposure to the discipline of GIS/ remote sensing and current computer software and data
5. To provide students with a working knowledge of GIS/ remote sensing and Environmental/ geologic data management though environmental issues.
Course Content:

Lecture and hands-on exercise topics
- Introduction to Geographic Information Systems
- Maps and Cartography
- Spatial Data Basics
- Raster and Vector and Object oriented data models
- Capabilities and uses of GIS
- Raster data: data structures, coding issues, indexing
- Vector data: data structures, topology, attaching attributes
- Object oriented data: Structures and usage
- Data acquisition and Quality: Digitizers, Scanners, GPS,
  Acquisition of Government data sets: DEM, DLG, TIGER, SURGO, STATSGO
- Global Positioning Systems - theory, data collection and data reduction
- Digital terrain models: data acquisition and modeling, contouring, DEM s, TIN s
- Overview of database management systems
- Address matching
- GIS operations and functionality
- GIS and Society: Political, organizational and legal considerations in the information age

Semester Project
Based on knowledge gained during the semester, the students will work in small teams to write proposals, prepare and present a research project.

Instructional Materials
1. Departmental / private demonstration materials
2. Departmental / private data collections
3. The Santee Cooper GIS Laboratory and Departmental remote sensing computer facilities
4. College Library Facilities
5. Private Resource Reading materials
6. Online Web-Based tutorials and reading materials
7. Guest Lectures

Textbook and Reference Materials
There is no official textbook chapters from multiple sources will be posted on the website and you are expected to read them

Additional Materials list will be posted on the class website

Exams and Grading
Semester grades will be based on:

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<tr>
<td>10</td>
<td>Class Participation</td>
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<tr>
<td>15</td>
<td>Exercises</td>
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<tr>
<td>20</td>
<td>Midterm exam</td>
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<tr>
<td>15</td>
<td>Small Group Project</td>
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<td>30</td>
<td>the semester project</td>
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<td></td>
<td>(group work and write up)</td>
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<tr>
<td>10</td>
<td>Project Presentation</td>
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Policies:

Students will be expected to follow the university code of conduct, honor policy and Santee Cooper Laboratory policies when in this class.

Attendance is strongly encouraged. You will not be able to get a top grade in the class without it. Miss three classes and your grade will be lowered one full step. Miss five classes and you Fail!
WHEREAS, through the leadership of President Benson, President Higdon, and Provost Jorgens, the College of Charleston already has adopted a modification of duties procedure\(^1\) for new faculty parents; and,

WHEREAS, the University of South Carolina, including the Columbia campus and the regional campuses at Aiken, Beaufort, Lancaster, Salkehatchie, Sumter, Union, and Upstate, also has a modified duties procedure with a similar purpose (hereafter, “USC procedure”); and,

WHEREAS, the USC procedure allows for modification of duties in exceptional cases that cannot be anticipated by any established procedure; and,

WHEREAS, the USC procedure provides for the uniform treatment of all birth and adoption cases, without regard to birth date or date of adoption; and,

WHEREAS, the USC procedure eliminates most sources of uncertainty for Deans, Department Chairs, current faculty, and prospective faculty in the application of the modification of duties procedure and creates a simple process for the administration of the procedure, especially with regard to teaching and other on-site duties; and,

WHEREAS, especially in faculty recruitment, the College of Charleston should not have a procedure that places the College at a competitive disadvantage when compared with the University of South Carolina, including its Columbia campus and regional campuses, therefore,

RESOLVED, the College of Charleston should adopt a modification of duties procedure substantively identical to ACAF 1.60 (“Modified Duties Semester for New Faculty”), a procedure of the University of South Carolina, including its Columbia campus and regional campuses, and effective at the University of South Carolina since August 16, 2007.

\(^1\) “Procedure: Modification of Duties for New Faculty Parents,” effective August 1, 2006; revised March 15, 2008. See the Academic Affairs Web site for the current version of this procedure.
The College of Charleston recognizes the importance of balancing and integrating the demands of the workplace with family responsibilities. The College also recognizes that spending time with a newborn or newly adopted child is an essential component to achieving a work-family balance.

The College has designed a procedure that will allow a faculty member who has substantial and sustained childcare responsibilities for his/her newborn or newly-adopted child to modify his/her professorial duties for a period of time (normally one academic semester unless extenuating circumstances exist) without a commensurate reduction in pay.

Faculty members are often faced with several obstacles when they are expecting a child or anticipate adopting a child. Importantly, faculty members have teaching obligations each semester, and taking a partial leave during a semester under FMLA interrupts the classroom learning experience for students. Faculty are also faced with imposing upon colleagues to teach the remainder of a semester and take on additional work on top of an already full schedule.

Allowing faculty to carry a full complement of professorial activities other than classroom responsibilities will provide additional flexibility in their work schedule at the time of the birth or adoption. While this practice is not designed to use as childcare leave, the procedure provides eligible faculty members a period of time to adjust to the demands of parenting newly born or adopted children without a reduction in pay.

The Procedure:
Full-time Professors, Associate Professors, Assistant Professors, Senior Instructors, Instructors, Librarians, and all administrative officers of the College with academic rank ("hereinafter referred to as “Faculty”) who become parents may be eligible for one academic semester period with modified duties.* The period of modified duties is available to a member of the faculty who gives birth or who has substantial and sustained

* Visiting Professors/Instructors or Professors/Instructors with other term appointments are not eligible to receive the benefits pursuant to this procedure. However, if extenuating circumstances exist, requests for flexibility in scheduling courses may be submitted to the appropriate Department Chair for consideration.
childcare responsibility for a newborn or newly-adopted child no older than five years of age.

The period of modified duties normally shall not exceed one academic semester for each circumstance, although the Provost or Provost's designee may approve an extension in exceptional cases. The period of modified duties must be taken within the semester of the expected arrival of the child or in the subsequent semester.

Even though the semester of modified duties is not intended as child care leave, a faculty member requesting a modification of duties must have substantial and sustained childcare responsibilities for his/her newborn or newly-adopted child. This opportunity is not intended for faculty whose newborn or newly-adopted child is cared for by a spouse/partner, family member, and/or a childcare provider.

If both parents are employed by the College, only one parent may be permitted by the College to take a period of modified duties, although the Provost or Provost's designee may approve modification of duties for both parents should extenuating circumstances exist.

During the academic semester for which a faculty member applies for modification of duties, additional employment may not be accepted or performed. Rather, the expectation is that the faculty member will continue to carry a full complement of professorial activities. Examples of modified duties that may substitute for or be combined with reduced classroom responsibilities include but are not limited to: ongoing scholarly research; teaching one or more courses before or after the semester of modified duties, including in summer sessions; supervising of independent study courses and/or student research projects; substantial undergraduate advising; curricular initiatives or special research projects to benefit the department and/or College; assessments of existing programs; outreach activities to recruit and/or retain majors; editing a newsletter or website for the Department; a comparative report of similar programs at sister institutions with recommendations for change; etc. The Dean and Department Chair, in consultation with the Office of Academic Affairs, will make the final determination of modified duties.

Plans for modified duties approved at the College have varied by when the birth or adoption occurs in relation to the semester of modified duties. In particular, plans approved for faculty for whom the birth substantially precedes the semester of modified duties typically include substantially reduced (rather than no) classroom responsibilities. Also, a plan approved for a faculty member who can request sick leave for the period certified as medically necessary following the birth of the child (normally up to six weeks) may involve fewer responsibilities.

We include some examples of approved plans for modified duties that may assist faculty members, chairs and deans in developing further plans.

Plans approved include but are not limited to:
birth late in semester of modified duties:
- 6 credit hours in Express I courses + research
- 6 credit hours + revision of 50 community language exams

birth preceding, at beginning of, or early in semester of modified duties:
- 3 credit hours + “banked” independent studies + administrative tasks involving program coordination and development
- 4 independent studies + newsletter + majors’ handbook + research
- 5-8 internships + significant advising of majors + planning/gathering data for assessment + dept. website + handbook + professional development activities
- 8 or more internships + 5 “banked” independent studies + research projects + curricular reform + additional independent studies as needed
- 2 independent studies + assessment for dept. + advisor of two student groups + research projects

birth preceding semester of modified duties by 2 months or more:
- 3 credit course + 3 hour lab + 2 student projects/independent studies + research projects
- 6 credits of coursework + research projects
- 3 credit overload previous semester + 4 graduate student projects + undergraduate research mentoring + facilities renovation + several research projects
- 3 credit course + 2 graduate student projects + 2 undergraduate student projects + creation of departmental web-based clearinghouse for research opportunities for students + research projects
- 3 credit course + development of three courses + development of student website
- 3 credit course + directing newly created minor + research projects

No faculty member has requested a semester of modified duties in connection with an adoption yet, but any faculty member doing so will be accommodated in the spirit of the examples above.

This procedure for modified duties is not designed to replace any existing state or federal laws and/or already existing College policies and procedures. In particular, when a faculty member’s medical condition precludes work of any nature, accumulated sick leave is appropriate. Unpaid leave may also be taken under FMLA, if that option serves the faculty member best.

Faculty members may also find the following state and federal laws and College policies and procedures helpful:

**Faculty/Administration Manual:**

Faculty Leave Policies (i.e. Sick and Family and Medical Leave (FMLA))

Third Year Review, Tenure and Promotion of Instructional Faculty
College of Charleston Policies and Procedures (Human Resources and Academic Affairs websites):

Leave Policies (i.e., Sick; Leave Without Pay)

Family and Medical Leave Act (FMLA)

Tenure Clock Policy

South Carolina Code of Regulations (www.scstatehouse.net/coderegs/c019.htm):

19-710.01-19-710.07 Sick Leave

19-712.01 Other Leave Programs:
(B) Adoption Leave
(I) Extended Disability Leave
(J) Family Medical Leave Guidelines

U. S. Department of Labor (www.dol.gov/esa/whd/fmla):

Family Medical Leave Act (FMLA)

A faculty member requesting modification of duties must complete and submit an application entitled “Application for Modification of Duties” to the Department Chair, Dean and Provost for approval. Requests for modified duties should be made within three months of confirmation of pregnancy or of adoption, or as soon as practicable. Upon full approval, a copy of the approved and signed application must be immediately forwarded to the Office of Human Resources.

Application for sick leave for the period certified as medically necessary following the birth of the child (normally up to six weeks) may also be appropriate, and must be made directly to the Office of Human Resources.

(Examples revised March 27, 2008)
Marie D. Barnett  
(Health and Human Performance)  

Motion on Faculty Participation in the Commencement Ceremony  

"Mr. Speaker, for all commencement exercises, I move that regular faculty members of the College of Charleston be permitted on stage to present degrees or diplomas to graduating students when those students are family members of the faculty colleague or have long-standing prior relationships with the faculty colleague, such as those relationships predating the matriculation of the student at the College."
To: College of Charleston Faculty Senate  
From: Faculty Educational Technology Committee (FETC)  
Re: Recommendation on Online Course Evaluations  
Date: 24 March 2008

Recommendation

1. The FETC recommends that the Senate support the implementation of an online course evaluation system as an **optional** method for evaluating courses that may be used at faculty discretion.

2. Faculty may choose to offer students paper or online evaluations.

3. For the purposes of tenure and promotion or merit evaluation, online course evaluations have been shown to be equivalent based on pilot data collected in the fall of 2007.

4. This optional online course evaluation system will be implemented and reevaluated after one year by the Faculty Senate.

5. There will be no positive or negative incentives offered to students to complete the online evaluations.

While the FETC values the intent and purpose of the College’s course evaluation system, the current paper-and-pencil delivery system has a number of weaknesses that may be addressed by an online delivery system.

The physical and technical resources necessary to implement an online evaluation system have improved substantially since the FETC was initially assigned to investigate the feasibility of adopting online course evaluations in 2005. Additionally, a pilot experiment conducted in the fall of 2007 demonstrated the viability of an online system implemented through Digital Measures.

An online delivery system can provide additional formative and summative data that are unavailable in a paper-based system. These data will ultimately benefit faculty, students and the institution.

Presented by the 2007-2008 FETC members (* indicates returning members from the 2006-2007 committee):

*Mark Hurd – Psychology, Co-chair
*Jannette Finch, North Campus, Library, Co-chair
Maria Colomina-Garrigos , Hispanic Studies
Debby Jeter, Mathematics
Grace Zhang, Mathematics
## Election of Senate Committees

Budget, Academic Planning, By-Laws

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Second Baccalaureate Degree

A student who has previously earned a bachelor's degree from the College of Charleston and wishes to pursue further undergraduate work may either complete an additional major and have it noted on the permanent record (with date of completion)* or earn a second degree if it is different from the first (i.e., a B.A. if the first degree was a B.S. and vice versa**). This student must apply for re-admission for the second degree, and then:

• Must earn a minimum of 30 additional credit hours in residence at CofC.
• Meet all degree and College graduation requirements for the second degree program in the catalog under which he or she enters, or in a subsequent catalog.
• Meet all prerequisite and course requirements in the major field(s) for the second degree.

A CofC student may earn two different baccalaureate degrees (i.e., a B.A. and a B.S.**) concurrently at the College of Charleston, if he or she meets the following requirements:

• Earns a minimum of 152 credit hours, including a minimum of 62 hours in residence at CofC.
• Meets all degree and College graduation requirements for both degree programs.
• Meets all prerequisite and course requirements in two different major fields.

Students who hold a baccalaureate degree from another institution may earn a second baccalaureate degree at the College of Charleston by meeting the following requirements:

• Complete a minimum of 30 semester hours at the College of Charleston with at least 15 taken in the major field at the 200 level or above.
• Meet all prerequisite and course requirements in the major field and degree requirements for the second baccalaureate degree program.
• Earn a cumulative grade point average of 2.0 or higher in course work completed for the major and second baccalaureate degree programs.

*CofC students completing a major in the same degree program previously awarded will not receive a second diploma. However, the permanent record (transcript) will reflect the additional major. In the case of multiple majors in different degree programs, the student will choose the degree to be earned and posted on the diploma.

**Students earning an A.B. degree will earn that degree in place of the B.A. or B.S. normally earned with the major.

Proposed implementation is for undergraduate students entering under the 2008-2009 catalog.
College of Charleston Policy on Second Degrees

Second Bachelor’s Degree for CofC Graduates
A second degree in another degree category (BA, BS, AB) may be earned by a former graduate of the College of Charleston. The second degree earned will be noted on the graduate’s transcript. A second diploma may be requested by the student when s/he applies to graduate. Students who elect to receive a second diploma will need to pay an additional fee at the Treasurer’s Office. For the former graduate, only the additional courses needed to complete the desired degree requirements must be taken. Those requirements are established in the Undergraduate Catalog in effect when the student last entered degree-seeking status provided that the student maintained continuous enrollment until the completion of all degree requirements.

Information related to this policy:

- Students may earn two degrees of the same type for work that is really just a double major. For instance a student may earn a BA in POLS and walk in May and then complete another course or two over the summer and earn another BA in SPAN. They are actually awarded two degrees on their transcripts and two diplomas.
- As a result, some students who graduate with a double major feel penalized when they only get one degree and one diploma. If they had graduated with one major in May and another in Summer I, they would have received two degrees and two diplomas. Some have been to the President with this complaint.
- Students who earn an AB degree receive two degrees and two diplomas—one for the AB and one for the BA or BS.
- Some departments allow students to earn a BA in a major and then later a BS in the same major. The student has two degrees and two diplomas. Some majors are encapsulated within another and students earn two degrees and two diplomas.
- CofC’s policy is more restrictive for minors than for majors. Academic policy states that students are not allowed to count the requirements of one minor or concentration toward the requirements of another*, but there is no corresponding policy for majors.

# of students graduating with multiple majors:
04/05  76
05/06  71
06/07  100

*07-08 Undergraduate Catalog, p.12 “Concentrations and Minors”